

ACADEMIC SENATE COUNCIL MEETING**MAY 12, 2020****APPROVED**

In accordance with the Ralph M. Brown Act and SB 751, minutes of the DVC Academic Senate Council record the votes of all committee members as follows: Members in attendance will have their votes recorded including names of members voting in the minority or abstaining is recorded.

PRESENT: John Freytag (President), Patrick Moe (Vice President), Lisa Smiley-Ratchford (Corresponding Secretary), Kris Koblik (Professional Development), Anthony Gonzales (English), Bridgitte Schaffer (SRC), Yvonne Canada (Counseling), Sangha Niyogi (Social Sciences), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Daniel Kiely (Library), Heidi Gentry-Kolen (Math/Computer Science), Joann Denning (CE), Theresa Flores-Lowery (Kinesiology), Ray Goralka (Biology/Health Sciences) Riva Bruenn (Part-time Faculty), Alan Haslam (Representative-at-Large), Susan Parkinson (Part-time Faculty)

ABSENT: Jane Fisher (Applied and Fine Arts)

GUESTS: Mary Gutierrez, Susan Lamb, Becky Opsata, Rick Robison, Anne Kingsley, Kat King, Mary, Becky, Kingsley,

1. APPROVAL OF AGENDA OF MAY 12, 2020 AND MINUTES OF PREVIOUS MEETINGS.

It was MSC to approve the agenda for May 12, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Koblik, Gonzales, Schaffer, Canada, Niyogi, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Goralka, Haslam, Parkinson, and Bruenn. No nays. No abstentions. Approved

It was MSC to approve the minutes of April 21, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Koblik, Gonzales, Schaffer, Canada, Niyogi, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Goralka, Haslam, Parkinson, and Bruenn. No nays. No abstentions. Approved

2. PUBLIC COMMENT

None.

3. COUNCIL COMMENT

Canada said a few Counselors have brought up some concerns regarding the synchronous Zoom class meetings that are scheduled. First, there needs to be some flexibility for students who are taking classes from home where they may have spotty internet or, there's an outage or, there are other people in the home that need the internet or, children who aren't cooperating, things like that. Also, they noted that there are synchronous classes scheduled for the summer that do not include information when the synchronous sessions are taking place. She said the fall schedule so far lacks the same information for some classes. It makes it challenging when students are putting together their fall schedule and this is even challenging for counselors. It makes it difficult to make sure they are not scheduling conflicting class sessions and then it is often too late for them to change their schedules.

Bruenn said she sees that the Council will be discussing captioning videos later on the agenda. She said she has received many emails from part-time faculty with concerns about the time it takes to either create or edit the captions.

Schaffer said she understood that synchronous class times would be published in the schedule and that they would be flagged for the student to know they have a conflict. She agrees with Canada that it needs to be addressed.

Seefter said her department is making a video for the graduation event. She asked if they will be getting any guidelines on the format or the software to use, and how to submit it.

Parkinson said she checked her courses in the fall schedule and she had asked that her classes be listed as hybrid but they are not identified as such. She said they are listed as online and the lab times are not listed.

4. ANNOUNCEMENTS

Denning said at the next meeting of Career Education departments and Workforce Development, they will be discussing non-credit and contract education. She said those programs have been doing interdisciplinary work and the new drone certificate will be available for students in fall 2020. She said it is a collaborative certificate with GIS, GPS, Administration of Justice and, Business Electronics. She said they also have a Small Business Entrepreneurship program, which is currently focused on the Culinary, Horticulture and Kinesiology areas. She said Culinary is developing a food truck curriculum in collaboration with area businesses. She said this curriculum is very timely as food trucks have become very popular and, during the pandemic, they offer an alternative to eating out. She said the group has also been exploring partnerships with companies like Kyocera, a consumer corporate electronics company, that could focus on AI and they are talking about developing an experimental course for spring 2021.

Freytag reminded Council that there will be a joint Academic and Classified Senate meeting next Tuesday that will focus on honoring teams that have been working so hard at this time. He said he has been working with others to put together a couple of resolutions to thank the Distance Education Team and the Instruction Office team.

Freytag announced that the faculty hiring training team needs a new member to work with James Hoffman to present the workshops.

5. APPOINTMENTS

None.

6. VPI REPORT

Gutierrez said students are seeing the class schedules as they are being uploaded and updated. She asked that faculty check their class listings and let the Instruction Office know if there are any corrections needed. Gutierrez said we need to make sure the distance ed learning experience for our students rises to the standard that we expect for our distance ed courses, which means that we have trained faculty and practices inside the courses that really fulfill the expectations of distance ed courses. So we want to make sure that the direction around captioning is really clear as well. She shared a document with guidelines on when and what type of captioning should be used. She said this document is an attempt to articulate priorities in providing captions for videos that will be posted and/or for synchronous instruction. She said we're asking faculty to think about their courses in two different scenarios. Do you have students in your courses who have requested captions as an accommodation? If the answer is yes, then we're going to make sure that we are providing the highest level of captions for those students. And what that means in a synchronous delivery mode is that you will be using

this as the flow chart to determine your captioning needs. She said if you are providing video that's asynchronous or pre-recorded video, then what you're providing is captions that are edited for accuracy. You may start with auto captions, but then those captions need to be edited for accuracy. If you have a student in your class who's receiving accommodations, David Haggerty has means by which we can provide editing for those pre-recorded videos. Additionally, 3C Media can also provide edited captions for those videos. She said we're starting with four courses in which students have already requested accommodations, either directly or through the instructor or through DSPS. She said this flow chart is providing guidance for summer and for fall. Gutierrez said this flow chart was developed after a lot of conversations. She said she, Haggerty, Emily Stone and Robison spent some time looking at this document the previous day, talking through this guidance and making sure that we all were in agreement with what the document is presenting in terms of direction and prioritizing.

Jason Mayfield asked what 3C is. Kingsley explained it is the California Community Colleges and we have a contract to help support us with video so that you don't have to host it in YouTube. Some people like YouTube but others don't for valid reasons.

Freytag pointed out that in some situations you only need to provide transcripts but others require captions. Schaffer asked if the grant 3C received will be enough to cover the workloads for summer and fall. Kingsley said she does not know how long the funding will last but it is a new grant intended for this transition and it is a high priority. They know it is an equity issue and that we want to provide support as much as possible. Bruenn commented that it seems like it will create an incentive to do synchronous lectures to save time, judging from the asynchronous versus synchronous. This doesn't seem ideal. She said she does not think that was the intent though.

Gutierrez said that in our current situation, we don't seem to have quite as much time as we used to which has meant that for many people synchronous instruction has been a way to provide structure and some types of accountability, community and some level of predictability that both students and faculty alike seem to have benefited from. She said a minimal amount of synchronicity is traditional for online education, but we're seeing different expressions of that right now. The flowchart is not intended to direct types of instruction or modes of instruction. It is intended to reflect what we hear people saying they're intending to use, whether they're expressing that through the schedule or through discussions.

Kingsley commented that students may not have identified as needing accommodations for captions. They have noticed that, especially with technical language or scientific language, captioning autocorrect makes significant errors. For example, DVC is auto corrected to BBC. So, your auto-captions may need to be edited to correct those incorrect translations.

Bruenn said in asking her question, she was trying to convey how this document might be read by people that are planning for the next semester, who are very concerned about the time involved for captioning. She said she feels that in reading this document, some people might see that there's an option where they might not get in trouble if they don't have the time to edit the captioning for videos.

Gutierrez thanked Bruenn for the insight in terms of how this might have unintended effects. She said any other feedback on this document can be sent to her or any of the others that have worked on it. She wants faculty to use these resources and to make sure their time is spent in a way that is going to benefit their students.

7. GUIDED PATHWAYS END OF THE YEAR UPDATE AND FUTURE PLANNING

Akiyama thanked all the people that have been associated with this project over the last three years. He said his assignment has been to take the work that this group has been doing and integrate and move it into an implementation model.

Akiyama reviewed the goals of the work for this semester. The first one is to increase the integration of the work of the Guided Pathways team and continue the work of the success team model. The second one is to increase the presence of information around our interest areas and the integration of pedagogical practices equity focus across campus. And the last one is to improve the DVC web page on the student facing side. He

shared a link to a SharePoint document that has more information on the work they are doing as well as the Success Team.

Canada said this spring they have piloted the success teams they told the senate about last fall. She said they are working on figuring out how we could build on some of the best practices of groups on campus that already use a high touch model, such as athletics and our learning communities. She said there have been a number of various efforts this semester.

Canada said they have some recommendations they want to pass on. She said they created weekly texts and email messages, which were sent to all new students who started DVC in spring 2020. These messages included important reminders such as important deadlines, and also things such as a reminder to see a counselor and create their education plan if they haven't yet done that. These messages were sent out to the entire group of students. Then they had a smaller pilot group of about 200 students that were randomly selected. For those students they did an intentional and deeper outreach. They used Starfish progress reports for this group. They did some community building and made personal connections with us as their success team. They held some office hours in the ASC center. They did an online forum for questions through our success at DVC email. They did phone call check-ins with the students, and they did a couple of mailings specifically reaching out to students who had not taken English or Math.

Canada said an end-of-term survey will be going out to students this week. Canada shared some data on the work they have done. They started with 200 students on day one. By February 7, they had 174. By March 20, they were at 166. And by May 1, they had 150. She noted the comparisons for spring 19 and fall 19. She said this is not the best baseline, given our current situation but, they think we have put out enough efforts and gathered enough conclusions to share that they think the success teams should be continued and they recommend that the college support expanding the teams in fall 2020. They also recommend a replication of the spring 2020 pilot structure on a larger scale. And they recommend housing each team in an ASC type space by interest areas.

Canada said the Success Team does recognize that due to COVID-19 caused budget concerns, additional hiring to support the new teams is unlikely at this time. She said they do believe the teams can be constituted out of existing positions. Canada shared a suggested structure diagram.

Akiyama reviewed what the interest area teams have been working on. They have created new college-wide branding for visuals and materials that describe Guided Pathways/Interest Areas. They've developed flyers to explain Interest Areas and developed program "cards" for each of the general education programs. They collaborated with Outreach to focus College Day on Interest Areas (that ultimately had to be cancelled due to COVID-19). They have redesigned website navigation and content to present Interest Areas more effectively. They have revised COUNS-095 to include information about Interest Areas. They are planning for college-wide Interest Area faculty/staff event; currently projected in August 2020. They have engaged a vendor to produce six videos: One general video about Interest Areas and five additional videos that each present information about IA. They concluded work on a Levels of Decidedness document for inclusion with IA materials and use in Connection and Entry. And, they distributed a Request for Reassignment to faculty for course development for an IA Exploratory Course.

Akiyama said he has been working with the Pedagogy Team on developing a Pedagogy Inquiry Institute for Fall 2020. They have been working with ASC and DE to update Student Canvas Onboarding Orientation for Fall 2020 and they are integrating resources with other stakeholders (FYE, College Success Workshops). They are working with our Student Advisory Committee to update Canvas Student Badging Training.

Akiyama said the connection team is to connect major/career exploration to the 3SP Process. The Student Services Success Team worked with the GP Success Team to support student success and retention. They have expanded use of Starfish to support the Success Team Pilot. They have also updated the DVC Webpage with

Covid-19 FAQs for Students. And they are working on marketing with High School Outreach and All College Day.

Akiyama said the Communications & Marketing Team has developed and initiated RFP for a DVC Website Consultant. They are working with Full Capacity Marketing (FCM) to improve student communication and marketing. They have developed a student survey with FCM to investigate student technology use and evaluation of the DVC Website.

Akiyama said the Guided Pathways Teams have made the following recommendations for the 2020-2021 year:

1. The college continues to work on the intentional integration of classroom-student support across campus.
2. Integration of GPST with SES/SEW/RJTF.
3. The college supports the expansion of success teams in fall 2020. The spring 2020 pilot created a structure that can be replicated on a larger scale.
4. Need to develop equity focused Faculty Support.
5. Integration of high impact practices from Fall 2020 USC/IEBC Initiatives.
6. Hiring of local research/program evaluation expert.

Freytag thanked Akiyama and the teams for all their work.

8. EFFECTIVE AND EQUITABLE STUDENT SUCCESS IN CANVAS

Ian Thomas-Bignami said his group has been working on providing an institute or a forum where faculty across the campus can be engaged in inquiry and into a collaborative study of equitable practices. He said there are needs to address equity that are even more visible with the shift into distance education that we're experiencing right now. So, they are going to be working in combination with Professional Development and with consultation from the district and Developmental Education and other various groups across campus to offer a Faculty Pedagogy Institute that will run as a series over the fall semester. It will kick off during Flex week and they will have teams that are organized by Guided Pathways interest areas and, each team will be engaged in a facilitated equity inquiry process. It will provide a place for a deeper conversation about our equity practices and a way to evaluate the effectiveness of those practices within a new environment. He said Koblik will talk about the process going forward.

Koblik said Akiyama is right to talk about how the shift to online delivery is exposing a lot of the equity gaps and disproportionate impact that we knew was there for our students. But now, we're seeing it in a very different way. Koblik commented that a lot of the inequity in education is a relic of the way we have always done things and the way we have delivered a traditional education. The current situation is going to cause us to really have to reckon with how we assign work, what type of work we assign and how we deliver content and create learning experiences for our students. It is going to be a time for us to be considering equity from the get go, instead of equity as something that we try to add on to our courses or treat it as some kind of supplement. She said she has been thinking about the ways in which we can build in things like cultural competence and diversity of sources and then also connections to job-specific skills in assessments that are probably going to get more project based.

Koblik said she is going to be soliciting participation for this project. She said she is looking for people who have taught at least one full semester online, and who have gone through the training to become an effective online instructor. She said she will be sending out an email to solicit participants.

9. RACIAL JUSTICE TASK FORCE UPDATE

Heidi Goen-Salter reviewed the background of how the Racial Justice Task Force came about. She said they had a lot of meetings in the first year and started different activities to address the issue. She said this year they have reconstituted themselves and created a charge. So, a lot of the action teams have merged and others have been folded into existing structures on campus while some are still meeting as individual action teams. The RJTF now meets twice a semester for reports from the action teams and has rotating co-chairs.

Goen-Salter gave a brief update on the Safe Spaces Action Team. They meet every two weeks. She said a year ago they released some suggestions about some things you can put in your syllabus to help create safe places in your classroom. Now they have been polishing up those suggestions and created a new document that will be out soon. She said the new document includes information about digital safe spaces. She said they have also created a newsletter that will be coming out soon. She said they want to work on getting student interest involved in their efforts and they have had consistent student representation from the beginning. .

Albert Ponce said the RJTF has been working to integrate these efforts with ethnic studies curriculum. He said they have kicked off our social justice speaker series, they are working on keeping the college informed on the necessity for ethnic studies and keep the conversation going. He said the way we're structuring ethnic studies is building around the traditional Native American Studies, African American studies, Latino Studies and Asian American studies. He said they are working to centralize a lot of our information and working to build an ethnic studies sort of hub that faculty, staff, and students can access. How can they incorporate culturally relevant curriculum from any of these fields of study into their disciplines. He said next they will be working on faculty hiring and when faculty are hired we want these principles at the center of and Nexus is a key part of that. He said they are also working to centralize ethnic studies in our learning communities. He said they are looking at partnering soon with Umoja. He said they really want to build something that is going to be robust, long term, institutionalized and centered across all DVC programs. He said they are also monitoring the developments in the K-12 schools. He said he had a discussion with the Mount Diablo Unified School District on equity and building collaboration on how we build that pipeline for our local feeder schools.

Alicia Brizzi said the RJTF has been the space where we talk very openly and directly about race and racism. She said they steer away from using coded language and talk very frankly about the disproportionate impact that higher education has had on our African American and Latinx students. She said we have this new structure that we have to abide by to be socially appropriate and it could be really helpful for folks who do not identify as African American or other ethnic and marginalized groups.

Freytag thanked everyone that has been working with the RJTF for their continued work on these important issues.

10. STUDENT EQUITY AND SUCCESS COMMITTEE UPDATE

Kenyetta Tribble updated Council on the work of the Student Equity and Success Committee. She said the SES is in their second year. They started as a governance committee. She said the main goal and vision of the committee is to advance the work of the Educational Master Plan and on student success in equity as a whole. She said they have a summer retreat planned but they had to cancel their spring retreat due to COVID 19. They have decided to focus on the three main areas of pedagogy, hiring, and research. They have been doing a lot of collaboration with other groups on campus and they have a lot of shared members. She said she wants to focus on educating the college community on equity and that equity and equality are not the same thing. Tribble said Niyogi sent out an email from the committee that incorporated a lot of the feedback they heard from staff, managers, and faculty. Some key things that were listed in the email are to really support all of our students and make things more equitable and not assume that everyone has access to the same things. She said they are working to identify that the funding requested is specifically for disproportionately impacted groups. She said they have been working with the Data Coaches to make sure that everyone has the opportunity to get assistance and to make sure that they get the aggregated data they need. She said they have also been working with the Budget Committee on making recommendations for SEAP funding. She said there was legislation passed to allow SEAP funding to be used for emergency grants for students but this was before we knew that we would be in the situation we're in now.

Niyogi said they are working to integrate all the efforts across the college and the district and they are trying to make sure that there are no redundancies, that there are no silos, and that there's a convergence of all these efforts. Niyogi shared a table that differentiates between the Racial Justice Task Force and the SES

committee. She said the RJTF wants to coordinate with existing programs and communities on an as needed basis.

11. BASIC NEEDS ADVISORY GROUP

Emily Stone told Council the COVID-19 crisis has underscored the importance of coordinated efforts to address student basic needs. Basic needs are the conditions and resources needed to survive and to thrive. These conditions and resources can include, but are not limited to food, housing, clothing, finances, and access to wellness and mental health services. Stone shared that the newly formed Basic Needs Advisory Group has created a Basic Needs web page that pulls together the existing resources and services DVC currently provides our students. Additionally, it includes community resources related to supporting basic needs. Stone shared the webpage with Council and pointed out key information and links. She said additionally, they have received inquiries from several employees during this crisis about how employees can donate to support students in need. We have three accounts established through the DVC Foundation that are designated for the following areas related to basic needs: DVC Food Pantry, DVC Student Emergency Grant, and DVC Basic Needs (wherever need is greatest). Stone said there is a link on the webpage to donate through the Network for Good, and choose one of those areas to designate your donation. You can also contact payroll if you would like to set up a monthly payroll deduction.

Stone said they have also developed a parallel Basic Needs Advisory Group web page on the Faculty/Staff page. She said the page includes data related to our food pantry distributions during the COVID-19 crisis. She said the webpage will continue to be updated as we develop the resources that may be helpful to you as an employee working with students to support student basic needs. Stone said this was presented to College Council the previous day. They will also be presenting to Classified Senate and the SES Committee. Stone shared a list of the advisory team members and said any of them can be contacted if you have any questions. She said also they welcome anyone who would like to be involved in this work.

Stone said they have conducted some research that Christie Harrington-Tsai will present.

Harrington-Tsai told Council DVC participated in the National Hope survey and almost 1000 students participated. What they found was 60% of students had experienced at least one basic needs insecurity in the past year. 41% of those were in the last 30 days. That included housing insecurity and homelessness. She said the major findings from the National Hope survey show that 39% of respondents were food insecure in the last 30 days, 46% of respondents were housing insecure in the previous year and 32% of respondents from community colleges were both food and housing insecure in the last year.

Harrington-Tsai said they collected some of our students' voices, especially with those who have interacted with the DVC food pantry. She shared the following comment from one of those students. "There were many days I might have gone without food without it. Thank you so much".

Harrington-Tsai said they also have the John G Kelly scholarship grant that students can be nominated for emergency aid. Students have said that the John G Kelly grant helped them pay for rent and food. She said these efforts help students meet these basic needs so that they can persist and be able to stay in school.

Stone said the development of the website has provided information not just to the college community but the community at large so they are more aware of what we have to offer and can also be used as a way of referring students. There are numerous links from this page to other resources for students such as financial aid and even health and mental health services either through the college or in the local community.

Harrington-Tsai said the long-term goal is to have a resource center as so many colleges across the country have.

Freytag thanked Stone and Harrington-Tsai and all the others on the team for doing this enormous amount of work to help our students.

12. YEAR-END PROFESSIONAL DEVELOPMENT REPORT

Koblik reviewed with Council the Flex Report for the 19-20 academic year. She said from looking at the Flex attendance to various workshops and activities she has concluded that faculty are choosing programmatic Flex (part of a larger structure), including Student Equity Hour, AB705 trainings, and STEMOvation programs as those programs become more available. She said providing Professional Development as a coherent and continuous experience rather than a series of one-offs is more meaningful for participants.

Koblik said some strong themes in attendance that emerged include online instruction, Canvas, technology use, equity, cultural competence, addressing disproportionate impact; adjunct faculty engagement and other specific concerns. She said vibrant professional development is happening in many places on campus. Those include the Student Equity Hour, AB705 work in Math and English; district-wide online trainings, the Data Coaching program, STEMOvation, the Nexus program, and the Basic Skills Initiative/SEA Program work (RWAC, Pedagogy Institute).

Koblik reviewed the following numbers of faculty that used conference funding:

Total number of faculty approved for funds by all sources	60
Total number of PT faculty funded by all sources	22
Total number of FT faculty funded by all sources	38

The funding sources include the Faculty PD budget, SEA funds, and Perkins/Strong Workforce. Other employees may have been funded through these and other sources as they only have records of those who applied through the Faculty PD application process.

Koblik said this year's totals spent are in flux and continue to wane as events are cancelled and registration and expenses are refunded. She said the Faculty PD committee has voted to fund adjunct training in online teaching with the unspent monies for the remainder of the 19-20 budget.

Koblik said there are plans for collaborations with the DE Committee and DDEC to try to provide needed training to faculty for online/hybrid Fall 20 semester and beyond. She said they will also work on revisions to the Professional Development Strategic Plan and taken through the approval process in FA20. They will be offering a Pedagogy Institute and faculty mentoring program with equity and student success focuses. They are working on Fall Flex week, which may be all online. And we will be switching to GROW@4CD as our full-time PD software tracking system (full implementation August 2020). The Insite tile is now active. And there will be continued collaborations with other college committees and groups to create programs for PD.

13. SYLLABUS GUIDELINES

Koblik, Kingsley and Hagerty reviewed the Syllabus Guidelines that were recently updated to include information about accommodations during the Covid19 shutdown. The changes and revisions are highlighted. Kingsley pointed out a couple of things that they wanted to make sure were included like required software or devices that might be needed as well as online etiquette policies.

Koblik said the document is posted on the Faculty/Staff webpage and it will be added to GROW@4CD.

Freytag said if Council is not comfortable voting on this at this meeting he can add a short business meeting after the joint meeting on the 19th.

Lisa Martin asked if the syllabus titling conventions for the division coordinators is included in the document. Koblik said she can include that. Council said they are ready to vote on the document with the edit just mentioned about syllabus titling.

It was MSC to approve the Updated Syllabus Guidelines including the suggested edit. The following members all voted aye: Moe, Smiley-Ratchford, Koblik, Gonzales, Schaffer, Canada, Niyogi, Gerken, Seefer, Kiely, Gentry-Kolen, Denning, Flores-Lowery, Goralka, Haslam, Parkinson, and Bruenn. No nays. No abstentions. Approved

14. CVC OEI GRANT ON ONLINE PATHWAYS IN CAREER EDUCATION UPDATE

This item was postponed due to time constraints.

16. AS PRESIDENT'S REPORT

Freytag reminded everyone about the special meeting on the 19th to thank people for their work and take care of any remaining business for the year.

16. ADJOURNMENT

There being no further business the meeting was adjourned at 4:56 p.m.

*Respectfully submitted,
Ann Langelier-Patton
Administrative Secretary*