



DVC FORUM



**Volume 47, Number 1
September 20, 2010**

**IN THIS ISSUE: >Questions About Unemployment for Part-time Instructors
>A Response from the to the Questions About Unemployment Insurance for Part-time Instructors
>Convocation Speeches by DVC President Judy Walters, Faculty Senate President Laurie Lema,
and Classified Senate President Ann Patton**

ELIGIBILITY FOR UNEMPLOYMENT INSURANCE

Michael Walensky

I retired last year but have continued to teach as a part-time instructor at DVC.

When we first received instructions from the United Faculty in March concerning filing for unemployment benefits during the summer, I had a question.

I sent the following email to the United Faculty:

“I am now retired. I teach a couple of classes part-time each semester. Do you know if I am eligible to file for unemployment for the summer when I am not teaching?”

This is the reply I received: “The only PT retirees who are eligible for unemployment when not teaching are those who receive Social Security. Those who receive STRS pensions are not eligible. Hope you are enjoying your retirement.”

I then asked HR the same question and they gave me the same answer because they rely on the UF for information about unemployment insurance.

Luckily, I decided to check with EDD. I got a very different answer from the people who know.

EDD told me that because faculty in our district pay into their STRS pension, this kind of pension does not prevent someone who is retired and who also teaches part-time from receiving unemployment insurance once the semester ends.

I want to share this information with DVC faculty so that no one misses out on benefits to which they are entitled. My experience during the first year of retirement suggests it is almost impossible for retirees to receive accurate information concerning their benefits and rights, even from those we expect to have the most current and complete information on matters like these.

UNEMPLOYMENT FOR RETIREES

Deborah Shanks, UF/FACCC

After numerous years working on the Retirement Committee of FACCC, this is the first time any FT retiree has ever asked to receive unemployment benefits. The UF contacted other Unemployment Workshop Presenters for FACCC (including the Chair of the Committee who is both a full-time instructor at DeAnza College and President of CCCI) who said that in their experience and opinion that retirees who receive pensions were not eligible for unemployment or that unemployment benefits would off-set the Weekly Benefit Amount (WBA).

The UF did not purposefully mislead any employee on this point. That said, after further research, EDD law did change in 1980 and 1987 to allow retirees who have paid into a retirement plan (even if only partially) [except IRAs, Keoughs, Worker's Compensation and SSI] including Social Security to be eligible for unemployment benefits. PERS retirees in Tier 1 are not eligible because there are no employee contributions to this plan. The law is TPU 460.55 "Total and Partial Unemployment" in case you want to research it further.

The purpose of this law was to protect many people whose retirements are significantly too low on which to live or who have experienced a change in personal circumstances that has forced them back to work due to the economy and then lose that job. It was not intended to benefit people with significant pensions thereby depleting the precariously funded Unemployment System. The Cervisi law that was enacted to protect part-time academic faculty who have no contract and are considered temporary, contingent workers was never intended to benefit FT retirees who both have large pensions and have primacy in part-time job scheduling – thereby having a greater sense of reasonable assurance to work as compared to non-contract, part-

time faculty.
 As all public employees retirement plans are currently under attack by both public opinion and the legislature, it does not help the situation to see public pension retirees with large pensions also abusing the EDD loophole for benefits. Although legal to apply and receive unemployment as a STRS pensioner, doing so will give more credence to the anti-public employee retirement lobby as abusers of the state system and budget.

Current legislation making its way through the legislature (by Simitian) would make it virtually impossible for all faculty (FT and PT) to return to work after taking a public pension. And IF they do return to work, it would allow districts to re-benchmark them as "new employees" thereby losing your current step/column to entry level and remove your reemployment preference status based on date of hire.

WHOLE COLLEGE LEARNING

Judy E. Walters, Ph.D.
 All College Convocation Day
 August 12, 2010

Our theme today of "Whole College Learning" represents the role that we all play as individuals in an educational organization. It also represents how we work together with and among each other. We learn from each other and we discover things together. Our most important assignment is that every single person be focused on students, on learning, and on our Mission.

Education, Organization, and Life-force

Based on the theme of Whole College Learning I will be speaking about "Education, Organization, and Life-Force." I want to focus for a few minutes on the youngest students we educate here at DVC, in the children's center. We are working with future builders, artists, scientists, mathematicians, growers, and musicians.

Education is knowledge...knowledge is power.

Who is DVC educating ...who are we serving... and is anything changing about the students we serve? We could look at all kinds of statistics such as age, goals, numbers of units being taken etc. But for purposes of this presentation, we are only going to look at high school enrollments, international student enrollments, and our transfer rankings.

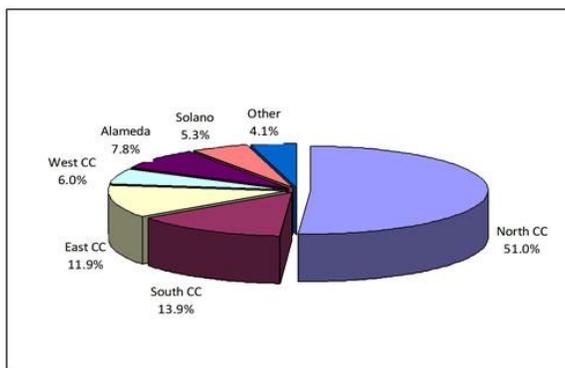
DVC enrollment by location from fall 2005 to fall 2009 Students enrolled at DVC are mostly local residents who live within a 50-mile radius of the campuses in Pleasant Hill and San Ramon. The college service area includes the central section of Contra Costa County (shown here as north and south) where two thirds of the students attending DVC live.

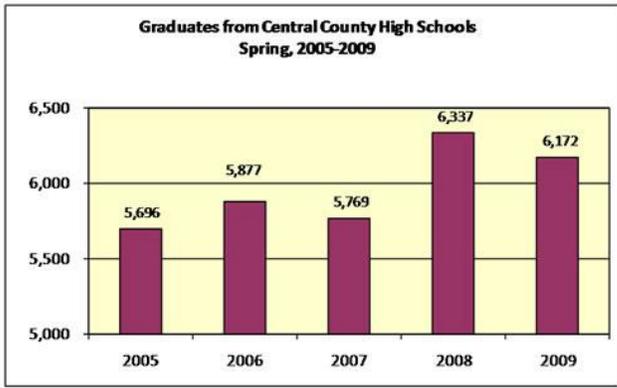
Region	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Total Headcount	20,603	20,476	21,095	22,005	22,567
North CC	50.5%	50.6%	50.0%	51.4%	51.1%
South CC	12.5%	13.3%	13.9%	14.2%	13.9%
Total Central County	63.0%	63.9%	63.9%	65.7%	65.0%
East CC	11.8%	11.9%	12.3%	11.7%	11.9%
West CC	6.6%	6.5%	6.4%	5.9%	6.0%
Total Contra Costa	81.4%	82.4%	82.7%	83.3%	82.8%
Alameda	8.3%	7.8%	7.7%	7.5%	7.8%
Solano	6.1%	6.2%	5.9%	5.1%	5.3%
Other Locations	4.2%	3.7%	3.8%	4.2%	4.1%

The remaining one-third lives in other parts of the county, neighboring counties and other locations. The percentage of students residing in the college service area declined between 1997 and 2004, but since fall 2005 the percentage has increased as more students stay closer to the college.

The remaining one-third lives in other parts of the county, neighboring counties and other locations. The percentage of students residing in the college service area declined between 1997 and 2004, but since fall 2005 the percentage has increased as more students stay closer to the college.

We are a neighborhood college; family members have come, sent other family members here, they have gone on to transfer, get jobs, and have very positive memories of DVC. I know this, because people approach me all the time telling me about their relationship with DVC.



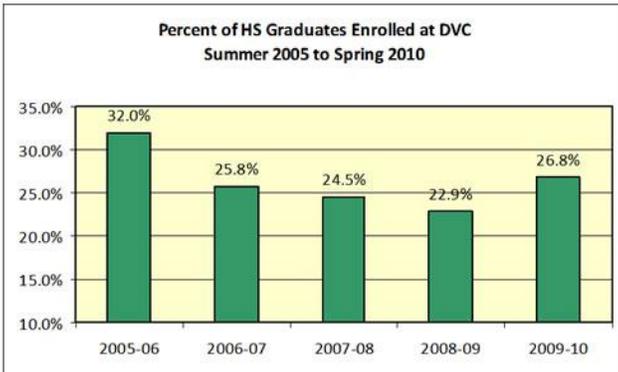
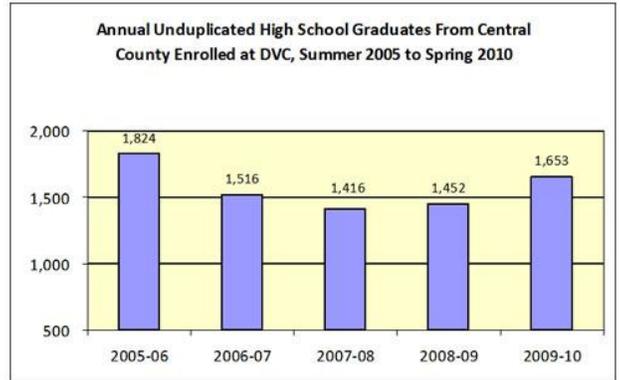


So, a question is ... as a neighborhood college how many high school graduates do we have enrolled? Let's start by looking at the number of high school graduates in Central County over the past five years.

As you can see, the number has fluctuated from 5,696 in 2005 up to a high in 2008 of 6,337 in 2008. We have been told that 2010 was a big year for high school graduates, but those numbers are not yet available.

So with this many students graduating from high school how many come to DVC?

We have had fewer than 2,000 high school graduates per year at DVC from our primary service area in Central County. The percentage of high school graduates enrolled at DVC has declined from 32% in 2005-06 down to 23% in 2008-09 and starting up again in 2009-10 to nearly 27%. This is an important statistic because it gives us an audience to target for enrollment ... in order to keep our base FTES numbers.



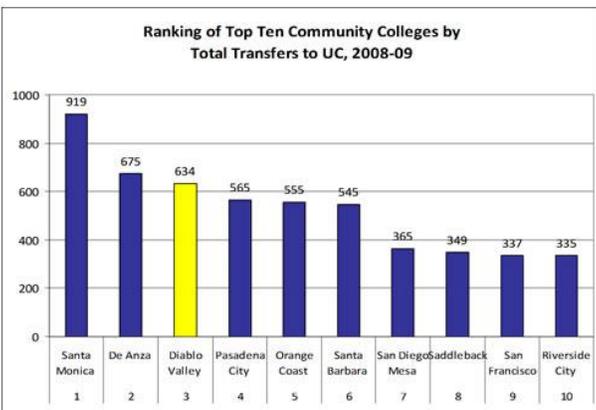
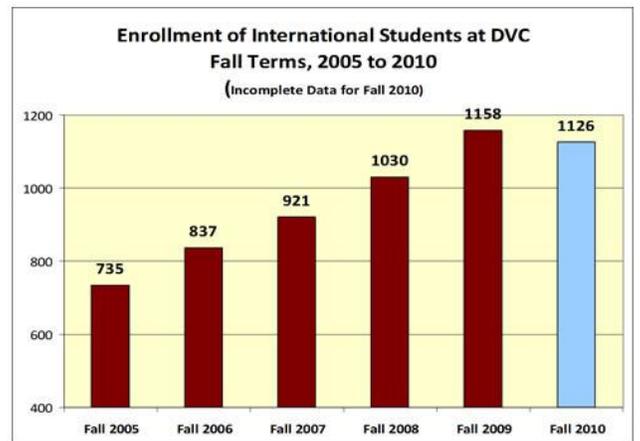
High School graduates are program and certificate takers...they are the "bread and butter" of our institution and it is especially true with the proposals coming from the legislature.

We have consistently grown in the number of international students we serve ... from 735 in fall 2005 to over 1100 in fall 2010. These students represent 54 countries and make up about 5% of our enrollment; however, they represent 10% of our FTES, which is the current allocation base for revenue.

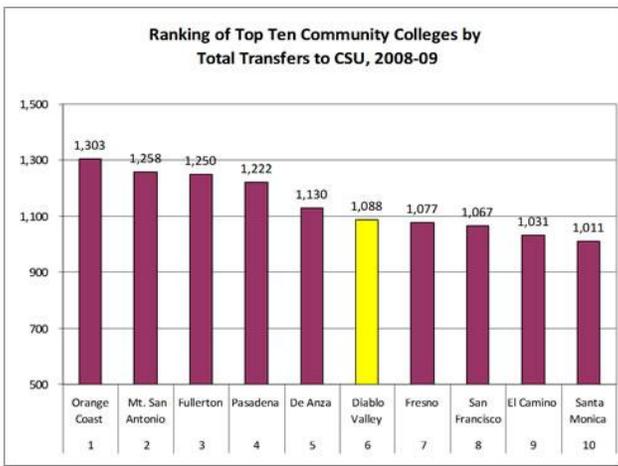
DVC is proud of being a transfer institution

DVC ranks number 3 in total transfers to UC for the latest year 2008-09. In 2007-08 we were number 2... DeAnza and DVC are very competitive between being #2 or #3. We do not yet have numbers for 2009-10.

DVC ranks number 6 in total transfers to CSU for 2008-09. For the 2007-08 year DVC ranked 5th ahead of DeAnza, again we do not yet have numbers for 2009-10.



DVC ranked 5 in the top ten community colleges transferring to both UC and CSU for 2008-09. In 2007-08 our ranking was 3, and we don't have numbers yet for 2009-10. If we had a hundred additional students transferring that would change all of these rankings. It is very competitive and changes from year to year.



Enrollment and Transfer of International Students		
Term	Enrollment	Transfer
Fall 2005	735	170
Fall 2006	837	213
Fall 2007	921	223
Fall 2008	1030	255
Fall 2009	1158	269
Fall 2010	1126	343

Source: Office of International Students Admissions and Services at DVC

Data include F-1 Students only

Transferred to 4 year Institutions after Spring Semesters

The last piece of data on transfer comes from our international students. As our international enrollment has grown, so has the number of international students transferring. From fall 2005 to fall 2010 the percentage of international students who transferred grew from 23.13% to 30.46% (I want to thank Mohamed Eisa our Dean of Planning and Research ...for this information, which is on the web page under [FACT Book](#) and is also available on the name Research Website.)

In terms of education and knowledge, we could also ask ourselves the questions of how many of our students are veterans (preliminary figures show we serve about 150 per semester), how many are taking ESL or Basic Skills classes, what are the goals of our students, what are the ages... this information should inform our Enrollment Management Committee and help prepare the College for any changes that need to be made as a result of the changing population of students we serve.

Depending upon what the state does with the budget, we will need to continue our dialogue on: How do we serve our students based upon our economic realities?

Ted Wieden and I just walked everyone through the organizational changes that our accreditation work has brought to DVC. We clearly have a structure that ties our program reviews to our strategic initiatives and drives our budgets. I'm not going to go over that again. I will encourage the College to continue that work through implementation.

However, I would like to acknowledge the leadership of the Classified Senate. The first year I came, I worked with Sonja Nilsen and Ann Patton, for the past two years I have worked with Jocelyn Iannucci and Michael Gong, and this year Ann Patton and Colleen Lento will continue. Under the previous leadership we have seen a dramatic increase in the participation of the Classified Senate in numerous areas, and the College has benefited from it.

I would also like to note the tremendous work that Laurie Lema and the Faculty Senate has done over the past three years. Laurie and I became Presidents at DVC together in 2007. We have worked extremely hard to build a relationship that benefits our students, our College, and the organizational functions of our institution. This includes building a relationship with classified staff and ASDVC, and is evidenced by the invitation for the three senates to meet together.

Training in the use of a strengths-based core value adaptive model provided a wonderful foundation for the accreditation work that we have done and are continuing to do. (The Faculty Senate's decisions yesterday on how to focus on our strategic directions were done, not because it is required by accreditation, but because it is the quality and focal point of what needs to be done for our students.)



We have a College committee structure that clearly identifies the four governance committees and the 12 operational committees. The functions, responsibilities, and flow of work is clearly spelled out in the committee handbook based upon the work done in the Show Cause report, which was agreed to in the governance process.

Here we see the Budget Committee at work. They are responsible for developing an annual plan and for educating the college community. As we said earlier in the all-college survey of our committees, 95% of the respondents on our college survey were aware of the Budget

Committee and 86% of the respondents felt welcomed. I want to acknowledge the work that Chris Leivas and Ray Goralka did during a very difficult budget year. Also I want to thank Sue Handy and Keith Mikolavich for their work with the Integration Council, and Bill Oye and Dennis Franco for their work on the College Governance Council.

Life-force

We could all talk about the benefits of an education and how knowledge affects one's life. We could all talk about organizations and the many structures and functional approaches there are in an organization. This convocation however will be my last "official" speech in a career expanding close to 39 years in different aspects of education. And I wanted to talk briefly about my personal Life-force and the legacy I am leaving you.

I am a first generation College graduate as are some of you. My father completed 3rd grade and my Mom graduated from the 8th grade. I am driven by and have a very passionate belief in the California Community Colleges, specifically Diablo Valley College. **DVC is the manifestation of social justice and is one of the keys to making the world a better place to live. We produce hope by providing opportunities for people to add value to their lives.**

I believe that in a global world, given the number of countries represented at DVC; the broad range of students we serve; our reputation as a transfer institution; as a place to receive career and technical education, foundation courses and ESL; and a philosophical assumption that everyone has the opportunity to succeed to the best of their ability; DVC makes the world a better place to live and we are therefore teaching people how to live together.

Anyone ... regardless of their educational or economic background can seek an education at our institution and they will receive value added to their lives.

What legacy am I leaving?

1. An organization where the College is working together across silos

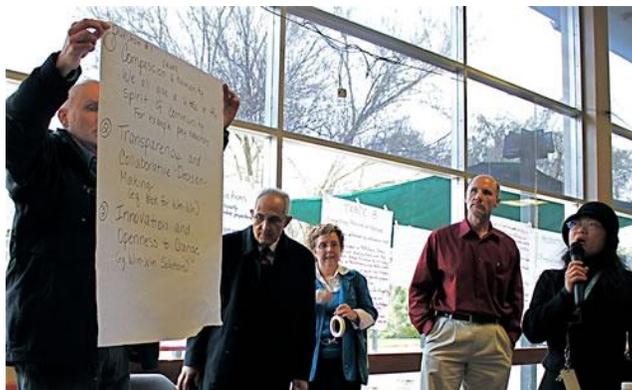
I was trying to decide how to visualize this and I decided to select some slides of large groups together.



All the work we did with strength based core values from the initial "Discovering and Building on our Strengths" on August 3, 2007 (an initial session I held with President's Cabinet – for us to determine how best we could work with each other as I brought basically a new management team together). This was later replicated with the then entire College management group in an exercise designed to help people work together.

August 4-7, 2008 we held a Leadership Training Conference for faculty, classified staff, administrators, and students. Sixty two participants came together and worked with Systems Thinking using a strengths-based approach. From that training, individuals did some follow-up work in their different areas, which they talked about in October 2008. One area was the Counseling Service Area –

"Strength-based Core Values and Program Review Recommendations" led by Kate Wothe.



On January 13, 2009 we held an all college activity: "Wisdom of the Past, Visions of the Future" with 164 faculty, administrators, and classified staff, in attendance. This was spearheaded by a group of 8-

12 people from the August training with Glenn Appell and Cheryl Wilcox leading this exercise.

Then came the famous Feb 3 accreditation letter, which placed us on “Show Cause”.

All of the previous meeting together, dialoguing, discovering stories about ourselves and each other, and identifying the strengths we shared, was the foundation for us as we began the hard work on accreditation together.

And that is what we did in our accreditation committees composed of faculty, classified staff, administrators, and students. And this contributed especially in our Friday afternoon shared dialogue sessions. All of this work allowed for the final writing of the Show Cause Report, the blue print of our College organization.

Our Flex Day activity “Back to the Future: Part II” on January 20, 2010 with 144 attendees comprised of faculty, administrators, and classified professionals continued to build on this legacy.

Another demonstration of working across silos has been the work done in the Marketing and Communications unit. They have designed a logo that demonstrates the pride we have in DVC with a consistent look and feel.

Our printed materials demonstrate this... as well as two of my personal favorites, the newsmaker stories and stories of student success. We have also been able to work with the newspapers and Matt Krupnick who, when I first came, was writing very negative stories about DVC concerning the Unauthorized Grade Scandal. I want to thank Chris Knox for working with me on turning this around. I also want to acknowledge Judy Klein Flynn and Sharrie Bettencourt for pulling together the slides and video of our students for today’s presentation.

2. A culture shift with inclusion as a foundation.

I believe that we have a cultural shift from paranoia to one of trust. This is represented by the Classified Senate President, Jocelyn Iannucci working with me on classified awards ...as well as the Faculty Senate President Laurie Lema working with me on numerous topics.

Inclusion is further demonstrated in the committee structure we have put together with co-chairs and committee membership based in functional expertise while also honoring constituent membership.

3. Pride in a place of hope



We have demonstrated pride in a place of hope through the monument sign of our college.

This is a *really* permanent sign and is located on four areas of our campus so that when people are looking for Diablo Valley College they are not confused by the parking lot and shopping center across the street.

We know who we are, where we are located, and we are proud of that knowledge. We have college grounds that are welcoming and that demonstrate people care about DVC.

We provide an atmosphere that is pleasant, conducive to learning, and with all our green grounds and trees, facilitates a calm pleasant experience. The cleanliness of our buildings and our grounds is a contribution to the support of the instructional process. This is an outward manifestation of how we treat ourselves and each other. If we care about something we take care of it.

We have changed not only our organization, but also are changing the physical heart of our campus. The Commons Project is scheduled to begin in February or March of 2011. I believe that this is a symbol ... the outward manifestation of our organizational changes. This beautiful project honors our commitment to sustainability by its design to meet LEED gold standards. The commons project brings together many aspects at the center of our campus through a very collaborative

process that puts student services, food services, and the Culinary Arts Program into two buildings connected to the rest of the campus by a “main street.” This project will put many faces onto a common area with a wonderful new staircase and definitely designated entry to the campus.

Faculty and classes demonstrate the quality of education, rigor of our courses, and intellectual capacity of our faculty. And this demonstrates to our community what we do so very well.

What will I miss the most?

I will miss the conversations, discussions, committee meetings, sometimes with people agreeing and sometimes not, but with people always doing their very best to work things out together. I will miss the invitations that people sent to me to visit a class, or share some food, and the drop bys who wanted to share brief stories with me. I will miss working with all of you, trying to help bring people together ... and, I will miss Jeanie.

Let’s celebrate that DVC is a better place for you and me. Believe, Dream, Possibility, Hope. It’s learning what to do with what you learn. I am very proud to have been a part of DVC and honored to have served at this time in the College’s history.

We opened this convocation with a look at the youngest students that DVC serves; we will close with a look at the 2010 Graduation. Thank you all for coming and have a truly great year.

A TURNING POINT IN DVC’S HISTORY

Laurie Lema, Faculty Senate President

All College Convocation

August 12, 2010

Good Morning and Welcome. Communication scholars Steven Beebe, Susan Beebe, and Mark Redmond describe a turning point as a “Specific event or interaction associated with positive or negative changes in a relationship.”

Reflecting upon the last year and half, I have no doubt that the Accrediting Commission for Community and Junior College’s decision to place DVC on sanction marked a significant turning point for our college. This turning point mandated the college make changes to address the accreditation commission’s recommendations. This morning, I’d like to explore the impact of this turning point on our work and our relationships.

The act of placing DVC on sanction is an example of what Beebe, Beebe and Redmond would classify as a causal turning point. ACCJC’s action was the event that caused changes. DVC was required to address deficiencies in our program review process, update Title 5 rewrites, link program reviews directly to budget and planning priorities, improve communication and governance and clarify our decision making roles. We were instructed to pay more attention to our mission, to engage in college wide dialogue that focused on our values, academic priorities, student learning and institutional effectiveness. We’ve begun college-wide conversations that have led to substantive changes.

Consider some of the specific changes from last year. We now have an Integration Council that engages a large, core group in college-wide dialogue guided by program reviews. As a result, a vital core of individuals is becoming more informed and is developing a broader understanding of the strengths and needs of our academic and student services programs and college infrastructure. Keith Mikolavich Co-Chair of the IC has observed “We are growing our shared institutional memory so that the college is not perilously dependent on the expertise of a minority. In so doing, we become responsible for our destiny as we gain a deeper appreciation for what all of us do to make the education of our students possible.”

I repeat, we have just begun this dialogue, and we have a lot to learn. Beth McBrien, Drama instructor and chair of the Performing Arts Department who is a member of the Integration Council, noted “One of the most illuminating things that came out of the program review process was that we had a tremendous amount to learn about how each other’s programs functioned and that to make informed recommendations we had to educate ourselves about each other, in order to identify critical program needs.” She went on to say, “Some of the challenges were finding a way for the Council to review such a large number of Program Reviews in such a short period of time, and establishing a ranking system that was fair, consistent and reflective of our college mission statement. We still have a lot of work to do on that, in my opinion. Still, we had deadlines to meet for accreditation, and we met them. The process of reviewing and ranking the Program Reviews is clearly still an evolutionary process.”

Another positive change in our relationship that may mark a turning point that came out of the review process was finding

threads of common themes/needs across campus that may help us streamline or consolidate some services during this challenging budget climate.

We also have a new Budget Committee that has begun making our money streams transparent and that has begun to educate us on budget processes. It provides information to the college community about state revenues, district budget formulas and our college budget allocations. As a result, our college community is becoming more informed about the budget and better equipped to analyze budget needs and priorities. Interim Dean Ray Goralka commented, “Thinking back over the year and the most significant changes so far comparing the former Budget Oversight committee to the new Budget Committee, two things come to mind. Firstly, there is the significance of the committee. I really feel we now have a significant task to perform for the college. Secondly, that the work of the committee is truly valued, and the recommendations from the committee actually were taken seriously.”

In addition, we have revamped the Program Review content and process. As a result, program reviews are used as criteria for hiring and planning and will be used for future budget reductions and resource allocations. Milagros Ojermark department chair of Foreign Languages, reflected upon her experience with the program review process: “The truth is that I respectfully go back to Descartes by saying that we never know the true nature of the thing, but only how it appears to us...the primary directive, besides reflection, from my point of view was to have a seasoned, knowledgeable group of academics and professionals engaged in discourse of substance. I learned that it took place. Many good recommendations were made; but the process is reaching adolescence and still needs to undergo many changes that will be achieved by trial and error.”

While we are still working out some of the kinks – the imperfections in the committees and processes – these are clearly steps in the right direction.

In addition, we are making progress in our focus on student learning and student success. At the end of last semester, Dr. Walters asked the Faculty Senate to select the academic strategic directions for this year. The Faculty Senate selected student learning and success:

The college will increase the percentage of students who: transfer, receive relevant and timely training for the workplace and, are proficient in Basic Skills while narrowing the transfer, achievement and proficiency gaps across all subgroups.

The Faculty Senate Council sponsored a Flex activity to begin immediately addressing this initiative. Faculty participants in this discussion shared ideas and strategies for us to consider. Here is a sampling:

Heidi Goen-Salter, English Instructor, suggested the idea of directed self placement.

Danni Vilas, Counselor, explained some of the challenges our students have getting their classes.

Tom Barber, English Instructor, praised the Reading Apprenticeship Program which was helpful in providing teaching strategies.

John Hanecak, Speech Instructor, and Katrina Keating, Math Instructor, advocated adding an educational plan to the registration process.

Irene Menegas, English Instructor, explained the need for interdisciplinary instruction on research and writing skills.

It was a very constructive discussion that culminated in the Faculty Senate Council reaching consensus on what we want to accomplish and how we can best focus our energies as a college. The council recommends that we focus on addressing basic skills in all of our classes, increasing the success of students in all disciplines by directly addressing their deficiencies in academic skills. Targeting students that are in all of our classes should increase transfer rates, graduation and certificate rates, and basic skills course completion rates while reducing the achievement gap. Some of the specific strategies include: identifying academic deficiencies of students and providing workshops and training on best practices that all faculty can use in their classes. The Faculty Senate plans to make this strategic direction central to this year’s work. The council will be working with its senate committees—Faculty Development, Student Services, Tutoring Advisory, Curriculum, Student Learning Outcomes, Arts and Lecture and Scholarship— to engage them to include this initiative in their committee work.

Last year, we made big changes or the beginning of big changes on campus. Part of sustaining that improvement is being self-reflective about our effectiveness, and to that end we began to assess these changes. As required by the Accreditation Commission and as presented by President Walters and ALO Officer Ted Wieden, DVC will now make modifications for improvements based upon these assessments. As a result of all of this work, we should fully regain our integrity and restore our reputation with the commission and our community college peers.

We have addressed the commission's recommendations. Hopefully, the commission will recognize these changes and after their next visit remove DVC from sanction. Because we are fully committed to ongoing, sustainable improvement in institutional effectiveness and student learning—because we have written it into the governance structure that now will keep us focused on these central goals, we should be removed from sanction.

We understand now that accreditation is NOT a single event that occurs once every four years but is instead an ongoing process whereby we continually maintain the efforts that keep us focused on improving student learning and reflecting on and acting on ways that our college can be better. The accreditation standards are key criteria by which we must continually measure our success.

As stated in the ACCJC NEWS in Spring 2010: “It is by focusing on student learning, the impediments and supports for learning, that greater effectiveness will be achieved. The accreditation system of continuous quality assurance and the focus on student learning assessment are critical to the success of the nation's higher education system ... “

So, it seems clear to me, that DVC is at a turning point. Researchers Baxter and Bullis found that when turning points occur, over 50% of the time, people were motivated to discuss the nature of their relationships which helped them to more clearly define them.

As a turning point, the accreditation sanction not only caused us to make changes to improve, but also required us to discuss and more clearly define our relationships. Part of that turning point requires an understanding and appreciation of our different roles on campus. As classified staff, faculty and managers we have distinct yet complementary roles. Our complementary roles are designed to serve students in fundamental ways.

Accreditation Standard IV, Title 5 and college and district policies describe these distinct yet complementary roles. In Accreditation Standard IV, Leadership and Governance, it states: “Faculty and administration have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise.” Accreditation Standard IV further delineates the role of faculty. It affirms: “The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.” The role of students and staff are also described. Students and staff provide input into institutional decisions.

Title 5 Article 2 Section 53200, DVC Procedure 1009.01 and Board Policy 1009 further delineate the professional areas of faculty expertise. As educators, faculty are responsible for student learning and for the policy development and implementation matters that are “academic and professional. “ Academic and professional matters are:

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;
- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, including self- study and annual reports;
- (8) policies for faculty professional development activities;
- (9) process for program review;
- (10) process for institutional planning and budget development; and
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Title 5, section 51023.5 describes the role of staff:

- (a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.
- (4) Staff shall be provided with opportunities to participate in the formulations and development of district and college policies and procedures,.....will have a significant effect on staff.
- (6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

Title 5, Section 51023.7 explains the role of students in governance. Students shall also be consulted concerning:

- (b) For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:
- (1) grading policies;
 - (2) codes of student conduct;
 - (3) academic disciplinary polices;
 - (4) curriculum development;
 - (5) courses or programs which should be initiated or discontinues;
 - (6) processes for institutional planning and budget development;
 - (7) standards and policies regarding student preparation and success;
 - (8) student services planning and development;
 - (9) student frees within the authority of the district to adopt; and
 - (10) Any other district and college policy procedure, or related matter that the district governing board determines will have a significant effect on students.

In order to advance our college mission, our college community must not only understand but also respect and honor our complementary yet different roles, duties and areas of expertise.

This fall semester ASDVC, Classified Senate and Faculty Senate Councils are planning to have a joint meeting to discuss collaborating on our college strategic directions. I look forward to working with Classified Senate President Ann Patton and ASDVC President Katerina Schrek. This meeting could become what Beebe, Beebe and Redmond categorize as a reflective turning point. This collaboration may signal change in our working relationships.

I have no doubt that the extensive work the college has done to address the accreditation commission recommendations has been a turning point for us. DVC is in the process of many changes. This turning point has changed our work and our relationships. It has created more positives changes to our relationships with each other and to our institution, changes which will help improve our relationships to our students. Let’s take this turning point as an opportunity to guide us in our quest to fulfill our college mission – educating our students.



BACK TO SCHOOL

Ann Patton, DVC Classified Senate President
All College Convocation
August 12, 2010

Good Morning! I hope everyone is ready to start the new school year. I know I am. I got a new lunchbox. If you didn't get one I will share my box of raisins!

I really I do enjoy the beginning of the school year. It's a crazy time of year but there is something invigorating and exciting in seeing the students flooding back onto campus. I realize some of us have been gone for the summer break, some of us have been here working on a much quieter campus, and some of us have been working feverishly getting the college ready for the beginning of the new academic year. Every year, we all come back together to greet new and returning students who come to us with a variety of goals and ambitions.

We all have different roles on campus but every one of them exists to support students. And among the different roles, we are individuals who bring our own perspectives and experiences to DVC. We are not only a college for the community but we are also a community. We are a community that educates students.

Every one of us educates students in some way. Faculty are in the classroom with students but from the moment students set foot on a DVC campus, (or, for millennials, when they log into the DVC website), they learn before they get to the classroom they must go through the application and registration process. They are assisted in completing these processes by Classified Staff.

That is only the beginning. Students then learn they need to take assessment tests, find the assessment center, make appointments with counselors, find the counseling office, apply for scholarships and financial aid, find the scholarship and financial aid office, pay fees, find the cashier's office, buy text books, find the bookstore, get something to eat, find the cafeteria, find their way around campus, use the restroom along the way, remember their mom told them they better check the job board , find the job board, and then try to remember in which direction they parked their car from where they are now. It is the classified employee who is there at that time, helping the student figure out what to do next, which direction to take, on campus and sometimes in life.

In my current position at the college I do not work directly with students but I don't mind taking the time when a lost student comes into my office. I appreciate the opportunity to help students in any way I can.

Classified staff can be a big influence during a student's time here on campus. A faculty member commented at a Faculty Senate meeting that many instructors will only know a student for one semester while many classified employees form ongoing relationships with students that often last beyond their time at DVC. Classified staff have many unique experiences with students that instructors may not have within their disciplines.

I was a student here over 30 years ago and my oldest son is now a student here. I am so pleased my life journey has brought me back here. I have worked in customer service, the corporate world and in the food service business. I never set out to work at DVC but in 2000 when I was offered the assignment by the temporary agency I had been working for I thought it sounded interesting! I realized soon after starting that this is where I wanted to stay. I have now been a permanent classified employee at DVC for 10 years this November.

As the Classified Senate president I want to promote collaboration between the constituencies at DVC through the shared governance structure. I want to encourage a truly cohesive community. One of my goals for the Classified Senate is to meet with the Faculty Senate and the Associated Students. We need to work together to find the ways we can collaborate on how to better serve students. We should all have an understanding of our constituency roles as defined in Title 5. We must all work as a community to ensure we are serving students in the best ways possible.

The past year or so, the college has gone through some major transformations, They were in response to the accreditation sanctions, but I believe the result is a college better prepared to serve our students. Our governance structure has been strengthened and all constituencies have increased their participation within it. We are not done with our accreditation work and it will now be part of an ongoing process for the college to be an academic institution of excellence.

We still have budget challenges ahead. If we work together and always keep in mind what this college can do to serve students the best we can with what we have, we will continue to be a vital part of the community and our students lives.

This year, we will be saying goodbye to our president Judy Walters. While we understand her reasons for leaving and wish her well, it is much sooner than we expected when we hired her just 3 years ago. I am sorry I will not get to work with her during my term as Classified Senate President and I will miss her leadership. I will also miss her performances on Staff appreciation days. I know we will continue the important work that has begun during President Walters time here.

This year we will also be going through the process of hiring a permanent president. We need to have many discussions about what we need in a president always keeping in mind the needs of our students and the mission of the college.

We have a busy year ahead. So what's new?!

Before I finish, I want to say that I appreciate working with so many intelligent, hard working and caring people at DVC. The ways we support each other as well as the students is really an amazing thing and I am proud to be a part of this institution.

FOR SALE

- A) Windows 2000 based PC desktop; 1.6GHz single processor; 2GB memory; 80 GB hard disk; CD; no audio; OpenOffice suite; Keyboard; mouse; 100 Mb/s Ethernet; modem; \$15
- B) Windows 2000 based PC desktop; 1.4GHz single processor; 512MB memory; 80 GB hard disk; CD; audio; OpenOffice suite; keyboard; mouse; 100 Mb/s Ethernet; modem; \$10
- C) 15" monitor; \$10
- D) Windows 98 Fujitsu Lifebook C340; charger; good battery; wireless network card; I have been using it to remote access my other computers on my home network; works fine for light chores; word processing; web browsing; home accounting, etc.; \$15

Contact Garen Avanesian at ext. 2430 or email gavanessian@dvc.edu.

PUBLISHERS NOTE The Forum is a biweekly publication of the Diablo Valley College Faculty Senate. Its pages are open to any faculty member, manager, classified staff member, or student who wishes to communicate something of concern and interest to the campus community.

**DVC FACULTY SENATE
VOLUNTARY CONTRIBUTIONS**

The DVC Faculty Senate Voluntary Fund has traditionally help support the Annual Faculty Lecture, the Faculty Senate Dinner Theater, the DVC Retirement Dinner, scholarships and other events as approved by the Faculty Senate Council. The Faculty Senate Legal Defense Fund has been paying on the debts incurred in the lawsuit over Division Deans. You can help by donating through a payroll deduction or a quarterly, annual, or lump sum donation. You can use the form below to submit your pledge of support. Thank you!

FACULTY SENATE CONTRIBUTION PLEDGE FORM

Please fill out this pledge form and the enclosed authorization card and return BOTH to the Faculty Senate Office. To ensure your donations are designated to the Legal Defense Fund do not return pledge forms or authorization cards to payroll.

Name _____ **Date** _____ **Department** _____

Faculty Senate Voluntary Fund Payment Options

***Monthly payroll deductions -Complete attached payroll deduction authorization card**
Monthly contribution _____
Check for lump sum -Send written check to Faculty Senate Office
Contribution amount _____

Legal Defense Fund Payment Options

***Monthly payroll deductions -Complete attached payroll deduction authorization card**
Monthly contribution _____
Check for lump sum
Send written check to Faculty Senate Office
Contribution amount _____

***Fill out only one payroll deduction authorization card** and include your total monthly contribution. The Faculty Senate Office will use this pledge form to allocate the funds to legal defense and/or the voluntary senate sponsored activities.