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**FACULTY SENATE COUNCIL MEETING  
MARCH 5, 2013  
APPROVED**

**PRESENT:** Laurie Lema (President), Buzz Holt (Social Sciences), Maria Dorado (Counseling) Beth McBrien (Vice President), Katrina Keating (Representative-at-Large), John Freytag (Corresponding Secretary), Milagros Ojermark (Applied and Fine Arts), Marva DeLoach (Library), Keri DuLaney-Greger (English), Craig Gerken (Physical Science/Engineering), Theresa Flores-Lowry (Physical Education) Peter Churchill (Business), Catherine Machalinski (Biology and Health Sciences), Cheryl Martucci (Math/CompSci), Athletics and Dance), Renee Sporer (SRC), Doug Dildine (Part-time Faculty Representative), Ann Patton (Faculty Senate Administrative Secretary)

**ABSENT:**

**GUESTS:** Susan Lamb, Mario Tejada, Mark Isham

The meeting was called to order at 2:00 p.m.

**1. APPROVAL OF THE AGENDA OF MARCH 5, 2013, AND THE MINUTES OF FEBRUARY 26, 2013.**

**It was MSC to approve the agenda of March 5, 2013. All in favor. Approved.**

**It was MSC to approve the minutes of February 26, 2013 with corrections. All in favor. Approved.**

**2. PUBLIC COMMENT**

None.

**3. COUNCIL COMMENT**

Machalinski told Council about an article in the SF Chronicle today about the protest going on at City College of San Francisco concerning their accreditation sanctions. In the article it states there are six times more schools on sanctions under ACCJC than any other accrediting commission in the United States.

Lema said there have been a number of interesting articles in our local papers. One was an op-ed piece by the Chabot College President where she challenged the governor's assumption that online education is going to save the California Community College system and be the most economical educational strategy. Lema said it was nice to see a college president take a public position concerning education. Another article Lema read in Nation magazine was critical of university and college high level administrators not being more public about a variety of issues beyond educational ones.

Gerken said faculty in his division have asked about where we are with looking at Program Review revisions.

Dildine said he and 11 others just returned from the FACCC Policy and Advocacy Conference in Sacramento. The group included six students. They had a breakout session on the Student Success Initiative and one on accreditation. He said in the Student Success session, a question was asked of the State Vice Chancellor about how part-time faculty are folded into the Student Success Initiative. It was mentioned, what if Barbara Beno takes that issue into her guidelines for accreditation?

Keating said at the FACCC Conference, they met with 4 legislative representatives from our district area and they expressed to them information about online teachers not having adequate technology and how the impact of cuts to categorical funding has impacted students. Keating said they also informed the legislators how the 90 unit cap is

going to impact students especially in high unit majors, and our athletes. Nancy Skinner came up with a couple solutions while they were talking with her. Keating, in response to Dildine's comment about Beno, said that a few years ago, Barbara Beno when questioned about the high number of colleges on sanctions, responded that California is really behind on their requirements and needs to be brought up to speed. Beno now says we are ahead of other colleges. Keating said it is interesting how quickly how Beno changed her opinion.

#### 4. ANNOUNCEMENTS

Lema introduced Sean Duckworth, the new ASDVC representative on the Faculty Senate Council.

Lema reminded Council the Spring Plenary session is on April 18-20 at the SF Airport Westin. She said faculty can attend for just one day or even a half day session if they want to.

Lema told Council that a Dinner Theater event will be planned for Friday May 1, the opening night of the DVC Drama production of "All in the Timing".

#### 5. APPOINTMENTS

##### Faculty Lecturer Selection Committee

David Vela

Nicole Hess-Diestler

Steve Padover

Donna Wapner - alternate

**It was MSC to approve all the appointments listed. All in favor. Approved.**

#### 6. EARLY CHILDHOOD EDUCATION

Lema explained a resolution has been proposed to be voted on at the Plenary that will impact the Early Childhood Education Discipline. Deya Hill, the DVC ECE Department Chair, shared a letter (Appendix A) with Council expressing the discipline's recommendation on the resolution.

Hill said she does not know who proposed this resolution or why.

Keating said information should be available at the Area B meeting on Friday, March 29, in San Mateo.

**It was moved and seconded to follow the recommendations from the Early Childhood Education faculty to vote no on this resolution at the plenary session.**

Lema said this will be on the next FSC agenda as an action item. She cautioned that when a motion gets to an Area B meeting, it rarely gets pulled. She added that the packet for the Area B meeting has not come out yet but it should include information about minimum qualifications for disciplines. She said one strategy would be to propose a counter resolution.

Freytag said this Council should know the background before they vote.

Lema recommended that Hill contact our Area B State Senate Representative who is also an ECE instructor.

Keating said another strategy would be to propose an amendment to the resolution to add ECE to the disciplines list.

#### 7. INTERNATIONAL STUDENTS

Peter Garcia informed Council DVC has over 1500 international students which is 7% of our head count. He said they are required to take 12 units a semester so they account for half of our FTES and they often take up to 18 units. Of those 1500 students, over 1000 have a 3.0 or above GPA. Of those 1000, 300 have a 4.0 GPA. He said the remainder of the international students have a spread of GPAs. He added that international students are more likely to take an F or an incomplete so it does not impact their immigration status because they have to maintain a specified GPA. Garcia said out of the most recent group of international students at DVC, 378 self-identified as transfer students last spring. He said our international students are represented by 67 countries. A majority of the students are from China. International students transfer to a wide variety of institutions across the United States.

Garcia said he sees the need to survey our international students to know their goals and needs better and we are at the point where we need to think about retention of international students because of their numbers and percentage of our students.

Garcia shared a couple stories illustrating some of the issues that come up for international students and how we have addressed their needs. He got a call from a mother of a student from China who had not contacted her mother for 3 months. We found she was not a currently registered student but we had her address. Garcia requested Police Services go to her address to do a welfare check. Police Services did contact her and asked her to contact her mother. We cannot directly tell her mother her status.

Garcia shared another story about a Japanese student who committed suicide off campus. One of our employees in our International Student Office assisted the student's parents when they came here to retrieve his body and take care of related business. Garcia said our international students are essentially residential students and we need to be aware of their needs but we are not always equipped to help them.

Dildine said his concern is if international students really have a foundation in English to pass our classes. He said he is also concerned if FTES is an issue if domestic students are not getting seats in classes.

Gerken said regarding the concern about English readiness, he thinks we need to look at how high we set the bar. He added that there are always 1-2 international students who don't pass because of their lack of English skills. He said one student told him it is easy to cheat on the English assessment exams.

Garcia said he has heard from our English Department that many of these students are the best prepared because of the assessments they need to go through. He said 15-20% of the international students pass thru IEC but we now have some informal channels that students go through to come here that don't go thru IEC.

Dulaney-Greger said some schools have a separate ESL track. Some of the classes may be a four unit class in the ESL track to allow them more time to get through. She added though that our English faculty are concerned our placement tests are not always adequately assessing students. Dulaney-Greger said she is also concerned these students are required to take at least 12 units but are they always getting those classes.

Freytag said we learned from Mark Isham's presentation that international students have to show they have a certain amount of funds available, and also about the money it brings to our colleges and local economy. He wants to know more about how that money serves both the international students and our local students. He is also concerned about the pressure on these students to succeed and transfer, and the pressure that their presence puts on our course offerings.

Garcia said he has seen studies about the economic impact from international students and we may want to have some studies done for us. In addition, we need to help these students adjust to an American academic institution.

Garcia explained we co-mingle all monies from students into our unrestricted fund. We then project the total cost structure for all of our students.

Holt said in the past, veterans brought in a lot of money to the colleges because they were given funds at the beginning of the semester to enroll, but there was no requirement to complete the courses. When it became a requirement for them to complete courses in order to get funding, we lost those students. He said if we are relying on money from international students, he is concerned something similar could happen. Garcia responded that we tend to plan for the minimum targets for international students to help balance how much we rely on their money.

Garcia told Council we have seen shifts in which countries are represented in our international students. At first the largest group was from Japan and the second largest was from Korea. Now the largest group is from China, and the second largest is from Indonesia. He said there may be a trend coming where the largest group will be Saudi Arabian. He said in our district, LMC has the highest number of students from within their service area, second is CCC and our percentage of students from our service area is the lowest in the District. So this shows we are a magnet school for international students and students outside our service area and many of those from within our service area are going elsewhere.

Gerken said he would like to know if international students take the same distribution of courses as our domestic students.

Machalinski commented that in her biology classes, about a third are foreign students and in her labs about half are foreign students. She said it dramatically changes the dynamics of her class. She is concerned about the pressure they are under and that she has some concern who have no hope of passing because of their English skills and that those are taking seats away from other students. She asked what she can do. She said she has given a quiz at the first class meeting and said if they can't understand it, then she tells them they are probably not ready for that class. But many of them still stay. She also tells international students to not pair up with other international students for projects but that does not always work. She said also if they are working in groups and several students from the same country have grouped together along with domestic students, the foreign students will converse in their native language which excludes the domestic students. The language issues often cause a lack of discussion in her classes. She asked if we should have a pre-requisite for English proficiency.

Freytag said every semester he ends up consoling international students who are not going to pass, and even students that have passed or gone through our English classes are showing up with poor writing skills. Freytag also said last semester when we talked about cutting sections, we talked about increasing our international students yet it seems that would be negatively impacting our local students. He said it seems to be bordering on changing the mission of the college.

Churchill commented that these issues are complex and often we can't serve our domestic students who have poor English skills. He thinks we are displacing those we were created to serve. He added that foreign students have pressure in their home countries to get into good schools there also. A lot of that is cultural and not something we can solve here.

Keating said another issue is international students asking instructors for an "F" if they are not getting an "A". She said this is an ethical issue.

Lema said regarding the issue of recruiting, the District pays an employee who does significant recruitment and the District also pays other organizations that we pay to recruit. She asked if we have a say in our recruiting practices. Holt asked what sort of registration priorities are given to international students. Dorado explained they are given the same priorities as all other students depending on how many units they have already, etc. She added that they are not required to have the full 12 units in their first semester for that reason.

Garcia said in the Strategic Planning work group, they discussed writing our plan around student cohorts of which international students would be one. He said we have failed in that we have not truly analyzed the cost of an international student to the college. He added that he does not see them as a cash cow, but if they go away it would impact the level of classes, staffing and services. He said we have budgeted for every local student we have predicted to come here and we have budgeted for our target numbers of international students. The problem came when our local student enrollment went down and our international student enrollment went up. This caused our productivity to go down. And this has been a recent trend all over Northern California.

Churchill said we need to code international students so we can track their impact on the college.

Dorado shared with Council that she was an ESL student at DVC and she took classes with other Spanish speaking students because it built community and support for herself. She does not think it would have been as positive an experience for her if she had not had that community of her peers. She added that Machalinski was her biology instructor and she was one of the most accommodating instructors she had here. She cautioned that our culture is changing and the Hispanic student population is increasing so we need to be careful of the tone we use when discussing issues around international students.

Holt said that they are all our students!

## **8. VP OF INSTRUCTION REPORT**

Lamb explained to Council when we taught classes on a Monday-Wednesday-Friday schedule for 50 minutes each, the state gave us credit for a full hour. But we changed our class schedule to a Monday-Wednesday and Tuesday-Thursday schedule for 1 hour 20 minutes each and we get credit for 1 and a half hours. LMC and CCC are on the schedule we used to have. She said if we increased our classes by 5 minutes each, the way the state funds us it would bring in about 400 FTES of \$1 million in additional revenue. That additional revenue would come directly to the college.

Gerken said the feedback from his division for the most part agree with adding time to class but don't want to subtract from passing time.

Sporer asked is this could be a problem later if we get an increase in students and don't want to go over our cap. She also said having adequate passing time is an issue on the Pleasant Hill campus.

Keating said in response to Sporer's comment about exceeding cap, that the state is looking at possible growth and the Governor's proposed budget includes two areas where we will have to increase in order to get the growth money.

Keating commented that for most classes that are either Monday-Wednesday or Tuesday-Thursday, it would add 10 minutes per week, but classes that meet three days a week, it would add even more time. She asked if classes of the same number of units are supposed to be the same number of minutes of instruction.

Lamb explained when we went to a block schedule so did CCC but their pass time had always been 10 minutes and they stayed with that. Ours had been 15 minutes and we changed it to 10 minutes when we went to block schedule. LMC still has Monday-Wednesday-Friday classes and has a 15 minute pass time on those days, but they have a 10 minute pass time on Tuesday-Thursdays.

Machalinski commented that some of the chemistry lab classes do the 50 minute hour, now. She also explained that going over cap results when we offer too many sections. Adding 5 minutes is not calculated the same for

FTES. Lamb added that if we get a bigger base while there is growth, we have more capacity to get ongoing money.

Garcia said if this has bargaining implications, the UF will take on that aspect. He added that the decision needs to be made in March to allow the schedulers adequate time to make the changes.

Lema said if there is a sense that Council wants to support this idea, we will put it on the agenda as an action item. She said her discussions with Garcia have included that if faculty would be bringing in more money to the college, faculty should then discuss their priorities for that money which would be included in the resource allocation process.

**DeLoach moved that the Faculty Senate Council support adding the 5 minute pass time to the classes on Monday-Wednesday and Tuesday-Thursday patterns that are currently meeting twice a week for 1 hour and 15 minutes. Churchill seconded the motion.**

Lamb reviewed that Council approved the formation of a Task Force to work on Institutional SLOS at their previous meeting. She reminded Council they had also discussed the development of standards, or benchmarks for accreditation. She informed Council some of the data that was received from district to develop both the ISLOs and the standards was different than the data we have in our Program Reviews so she is verifying we have the correct data. Lamb asked Council if they would agree to roll the work needed for the standards into the ISLO Task Force work. Council agreed with Lamb's suggestion.

## **9. PROFESSIONAL DEVELOPMENT**

Andy Kivel, the manager that oversees Professional Development and Kristen Colchico, a Faculty Professional Development Committee member joined the Council for a discussion about allocation for conferences out of Faculty Professional Development funds. Lema explained there has been a question pending about funding conferences in full and has asked Kivel and Colchico to address it.

Kivel shared with Council a spreadsheet on how much money has gone to faculty conferences for this year and three years prior. He said the source and amount of funding for Professional Development over the last several years has been unstable and unpredictable.

Colchico explained the Faculty Professional Development Committee for the past few years has funded 75% of an individual conference expense up to a maximum of \$800. She said they have agreed this allows them to support more faculty to attend conferences. She said every year they have spent all of the funds that were allocated for conferences. Kivel said he brought this issue to the Faculty Professional Development Committee recently and they reaffirmed this is how conferences will be funded this year. He added that he spoke with Lisa Orta, the former Professional Development Coordinator about the history of funding conferences and she said we used to have a large amount of funding for Professional Development which allowed for a lot of conference funding but those funds shrank to almost nothing and conferences have not been funded in full at least since that time.

Colchico said one thing they are doing differently this year is funding several members of the same department to attend the same conference which they have not in the recent past.

Dildine said Orta told him conferences have been fully funded in the past. He said the issue is that part-time faculty make less money than full-time faculty so it is harder for part-time faculty to pay out of pocket for conferences, and it is not equitable.

Colchico said the application for funding asks if the applicant is full-time or part-time and although it is not a criteria for funding, they have funded many part-time faculty.

Kivel said the Faculty Professional Development Committee is a committee of the Faculty Senate and the Senate can make recommendations to the committee for funding allocations. He added that he does not know what next year's Professional Development budget will be but the College-Wide Development Committee is working on a strategic plan for Professional Development that will include recommendations for funding levels. He said this year the program is in a kind of holding pattern and there are a lot of gaps in the program at this time.

Colchico added that the Professional Development goal this year is to put together that plan and they would like to secure a steady stream of funding and have a regular coordinator.

Lema asked them to bring the plan back as it is developed.

## **10. FSC PRESIDENT'S REPORT**

Lema reported that at District Consultation they discussed the "TurnItIn" software and District wants to make sure the faculty is ok with the cost. She said over 3 years the cost would be \$100,000 for all three colleges. DVC's share

would be about half of that. Lamb added the cost could decrease because there are negotiations at the state level to get a discount for the state. Lema added that the contract for the software would include a provision to get the lower price if it is offered.

Keating asked whether if “TurnItIn” bundled with the Desire2learn costs more than the Desire2Learn program with it. Lamb will find out the answer to that question and report back to Council.

Freytag asked if this will require administrative or staff support.

Sporer said students turn their papers in electronically and it is web based. She said students can use it also.

Dildine said it is cumulative and once a student submits an assignment through it, it becomes part of their library.

## 11. ADJOURNMENT

There being no further business, the meeting was adjourned at 4:00 p.m.

*Respectfully submitted,  
Ann Langelier-Patton  
Administrative Secretary*

## Appendix A

**\*\*This request was initiated by the President of CCCECE (California Community College Early Childhood Education), Joel Gordon. The original memo on letterhead is attached.**

February 28, 2013

Dear Senate Board Members and Colleagues:

This April the State Academic Senate will vote to create (or not) a new discipline: Teacher Education. The minimum qualifications to teach in this discipline were designed to specifically exclude a Master’s Degree in Child Development or Early Childhood Education. It is unclear as to why those who are championing this new degree feel that we are not qualified to teach education.

The Early Childhood Education Department at Diablo Valley College requests that our Academic Senate oppose the resolution to create this new discipline unless Child Development/ECE faculty is included in the minimum qualifications. Here are some specific facts that you need to know in order to make this decision:

1. The current proposal, by excluding a Master’s in ECE or Child Development, degrades the discipline of ECE since even with a valid teaching credential, individuals would not meet the minimum qualifications, but someone with a Master’s in Physics, Psychology, or History would.

2. ECE is a discipline that specifically addresses learning and teaching, while many others included in the list do not.

3. Possession of content knowledge required for teacher preparation is not dependent on possession of a K-12 teaching credential. By requiring that individuals hold a K-12 teaching credential (OR the equivalent) in addition to the Master’s Degree, this proposal generates confusion between the Master’s and the Non-Master’s Disciplines Lists. (Disciplines that have an experience requirement are on the Non-Master’s List.)

However, a Master’s Degree in Early Childhood Education or Child Development does include strong preparation in pedagogy and child development from infancy through adolescence, with study related to each of the academic domains addressed in prekindergarten through 12th grade.

4. Disciplines are usually written to be more inclusive not exclusive when options are given. The term P-12 (Preschool) is replacing K-12 throughout California schools. Our Disciplines List must respond to the workplace of the future. A Master’s Degree in ECE or Child Development must be included in the minimum qualifications in order to make this new discipline relevant.

FYI, there is currently an education discipline that does allow child development faculty to be instructors. While this discipline would not be eliminated it is anticipated that the new discipline would ultimately supersede the old discipline in the TMC model.

For your reference you can find out the details of the Disciplines List revision process at <http://www.asccc.org/disciplines-list>

Our ECE Department here at DVC has been working with CTE to develop a transfer degree in Teacher Education. Most of the courses for this degree are in the ECE department. It would be ridiculous, not to mention disrespectful, if our ECE faculty were unable to teach these courses. We also house Education

courses in our department. A Master's degree in ECE requires study in prenatal development, genetics, brain development, social/emotional development, physical development, and cognitive development of children from conception through adolescence. It also encompasses curriculum planning and design, diversity awareness and health and safety issue for youth. We are aware of what children at every developmental level are capable of and what they require; and we know how best to deliver that information and knowledge based on sound research and theory in Child Development.

The Early Childhood Education Department urgently needs your support in this matter. This proposal is an insult to our profession and if it passes, there will be great negative consequences for the field of Early Childhood Education and our profession, which will ultimately impact the students and the college.

Thank you for your consideration and time,

Deya B. Hill and the ECE Department at DVC