West Valley College Academic Senate Meeting  
Approved Meeting Minutes  
Tuesday, September 10, 2019  
Campus Center -- Baltic Room  
2:15pm-4:30pm

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<thead>
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<th>Membership-2019-20</th>
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<th>Membership, 2019-20</th>
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<tbody>
<tr>
<td>Gretchen Ehlers, President Science/Math</td>
<td>X</td>
<td>Tim Kelly, Social Sciences</td>
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<td>Meg Farrell, Vice President Language Arts</td>
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<td>Andrew Kindon, Senator-At-Large</td>
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<td>Joe Buchér, Student Services</td>
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<td>Christel Ligocki, Associate Faculty Rep</td>
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<td>Jasmine Colón, Library</td>
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<td>Patricia Louderback, Health &amp; Human Development</td>
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<td>Mitra Fabian, Art &amp; Design</td>
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<td>Faun Maddux, Science/Math</td>
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<td>Nancy Ghodrat, Professional Studies</td>
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<td>Cynthia Reiss, Art &amp; Design</td>
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<td>Amy Gutierrez, Associate Faculty Rep</td>
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<td>Jeanette Richey, Language Arts</td>
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<td>Jessica Jaurequi, Student Services</td>
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<td>Mel Vaughn, Science/Math</td>
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**Guests:** Jamie Alonzo, Charlie Bullock, Alyson Butcher, John Hannigan, Janis Kea, Jack Lucas, Betsy Sandford

I. **Call to Order**  
The meeting was called to order at 2:20pm by President Ehlers.

II. **Introductions**  
Senators and new Academic Senate Admin Assistant Sharon Storm introduced themselves. Joe Buchér, Faun Maddux, Jessica Jaurequi, and Mel Vaughn are new Senators. Nancy Ghodrat is finishing the term of Victor Castillo. President Ehlers will set up individual meetings with the new Senators. She encouraged each Senator to send out a report to the Faculty and staff in their Divisions because they are the conduit between the Senate and their Divisions.

III. **Order of the Agenda**  
All of the reports are now at the end of the Agenda. This worked well at the last meeting in May; reports were a bit shorter, but no meaning was lost.

IV. **Approval of Meeting Minutes**  
Motion: To approve the minutes of the meeting from (5/14/19 (M/S/U) (Kelly, Richey) (Vaughn abstains)

V. **Oral Communication from the Public**
Jack Lucas, a Trustee entering his 5th term, welcomed the Senate back for the school year. He encouraged those who wanted his feelings on a particular matter to contact him.

VI. Information and Announcements
A. College & District Reports: None
B. WVC Associated Student Government Report: No representative yet. Nancy Ghodrat said they are working on getting a student rep, hopefully by September 17. She is the Faculty Advisor for student government. They meet on the 1st, 3rd and 5th Thursdays, 3:30-5:30pm.

VII. Old Business
A. Faculty Hiring Process - Last fall the Faculty hiring priority process was discussed. Divisions are starting to look at the faculty positions they’re interested in hiring. Divisions will submit their hiring requests by September 16. Those requests will come to the Academic Senate and Division Council; proposals for faculty positions will be looked at during the next Academic Senate meeting on September 24.

Jamie Alonzo said WVC gets a certain number of open spots depending on the current number of faculty and retirements, among other things. WVC has the best stats in state in terms of fulltime faculty ratio. Process: President makes the final decision; stakeholders throughout the college make recommendations, data is collected from the Office of Research and from departments. Deans will write justifications for each position. The Chancellor, President and Provost have a big picture view for the entire College. All of the data works its way to a final decision maker.

The process of using data and the list of questions from a couple of years ago to create a formal justification for each position was liked. It helps having the same data from each group, to compare apples to apples. Half of the old questions from the list were shed because they weren’t seen as informative to the process.

The Deans will receive data from the Office of Research, and then write summary justifications for each position. Summaries will be shared with Academic Senate, College Council and President; feedback will funnel up.

Deans will complete a separate request for each position. One Dean may present positions from multiple departments. Deans will share their summaries with Department Chairs and the Academic Senate. Deans will make presentations to the Senate at the September 24th meeting. Prior to that, the Deans will come to the Provost Council meeting on September 20th with the Deans’ summaries. Gretchen will forward those to the Senators so they will have time to review them before the Senate meeting.

Tim Kelly asked about the composition of hiring committees and the Senate’s role. At a Senate meeting in the spring, there was a discussion about the Senate not being involved in the process of revising the procedures for Faculty Hiring from the beginning.
Gretchen and Aram Shepherd, the Academic Senate President at Mission College, have met with Sean McGowan of HR regarding this. Sean is now working with District administration, and the results will be brought back to Senate.

Charlie Bullock said currently there are no open faculty positions. This should change as the year goes on, with retirements or resignations. The first four positions that will be filled are left over from the previous academic year. Embedded counselors in Divisions that currently don’t have them will be filled first. Language Arts, Science and Math, and Social Science currently don’t have embedded counselors. The fourth open position will go to Mission College. Last year Mission had a position it couldn’t hire for, so West Valley got that position. West Valley will have to get to a fifth position before hiring any faculty. Historically, five to eight positions will come open, but there is no way to know what will happen.

Almost 75% of West Valley faculty are tenure track, fulltime. One difficulty is considering whether the College can afford to hire more fulltime faculty. There are no guarantees there will be a faculty hire this year.

The Senate needs to figure out its process for prioritization to make hiring recommendations. In previous processes, the Senator(s) in a Division would prioritize the positions presented. A spreadsheet will show the positions prioritized by each Senator; average rankings will be calculated and that becomes the Senate rankings. The Senate President and Senator-At-Large combined to do a single ranking.

The process worked fine in the past, so why come up with a new one? Should the Senate follow a rubric to make its choices, or will each Senator make her/his own rankings, and then discuss them? A rubric might be helpful for pointing out things to consider as a group.

Faculty Division Chairs used to sit with the Senators, and there was a rubric to come up with rankings. Since that time, the structure has changed quite a bit. West Valley doesn’t have faculty Division Chairs. This time, the Academic Senate and the Division Council will rank the positions separately. The Senate does not need to determine how each Division arrives at its rankings.

Senators have a dual role of representing their particular Divisions and the interests of the College. This is a balance that each Senator has to make on their own. A Senator has to decide if what her/his Division wants is what’s best for the College.

After the presentations at the September 24th Senate meeting, the Senate will discuss if it wants to submit its recommendations before the meeting on October 8th. The Senate may want to discuss and pick rankings at that meeting, which is before the next College Council meeting.
All the rankings from the Senate and the College Council will go to the Cabinet meeting on October 15th. The Senate won’t see the choices from Divisions and other groups before making its rankings.

Do individual senators want to use a rubric? It may help, but there may not be enough time to come up with one. Jamie mentioned that when looking at summaries and data, it’s good to have a conversation about the reasons to hire a new faculty member. At a Division level, it may focus on a program losing people and the need to buttress it. This will make sure everyone is basically coming from the same page.

Amy asked if Senators who represent Associate Faculty get to vote. They don’t represent a Division.

Tim proposed working with Gretchen on a proposal regarding a rubric to present at the next Senate meeting. Mel will make a motion on a broad-brush rubric that will be voted on before the Deans present their summaries.

Gretchen asked that Senators send their prioritizations to her prior to the October 8th meeting. She will send them the information on what the Senate will send out before then. Senators needs to figure out how they will get constituent input between September 24th and October 5th. The Senate will work with Associate Faculty Representatives on their role.

VIII. New Business:
A. Academic Senate VP Elections: Cynthia Reiss has been Senate VP for a long time. She is very busy and can’t stay for the whole meeting anymore. Cynthia made a motion for Meg Farrell to take over as VP; Tim Kelly seconded. Motion passed.

B. Program Review Theme Report: A lot of decisions at West Valley are made based on what comes from the Program Theme Review Report. Alyson Butcher and Betsy Sandford are co-chairs of the Student Learning and Program Effectiveness Committee (SLAPEC). Alyson thanked Mel Vaughn, the former SLAPEC co-chair, for doing “99% of the work” on the report. In Introductions, there’s a summary of how Programs are doing and what challenges they face. Money and staffing are two challenges. SLAPEC asked Programs to provide input and methodologies on what they are doing to close the achievement gap. Many agree that the campus needs to provide more access in tutoring, counseling, data, and technology.

SLAPEC gathers data on different measures including whether a course is successful based on the way it is taught. The report features highlights from different Divisions. The last paragraph, Conclusion, says West Valley’s strengths across the campus are community outreach and partnerships. The summary is on SLAPEC’s website. SLAPEC also will present to College Council, the Classified Senate, and the Provost Council.
It’s important for these reports to drive decision-making at West Valley. Gretchen encouraged the Senators to refer to the Theme Report in their other participatory governance groups where decisions are being made. The Theme Report is based on Program Review Progress Reports, which are shorter versions of the Program Reviews from the last two years. The next full Program Review is supposed to be done in February.

Mel said the report has a lot of great information from campus. The job of both Academic Senate and SLAPEC is to guide these Divisions. It will be important to encourage constituents to take an impactful part in this year’s Program Review. What they say drives the report, and the report has a lot of bearing on the decisions that College Council makes.

The next thematic summary will have a section on SLOs, per request of the accreditation committee. Divisions need to be ready to discuss their SLO assessment results, and the conversations Divisions have had regarding their SLO results. They need to be up to date. Divisions and Departments will be asked, “What have you done, proposed, talked about?” If something was proposed, did it change SLO assessment results? Closing the loop is very important for accreditation. SLAPEC’s goal is to at least have the next thematic report questions on eLumen by the end of September. Workshops will be held as the process continues.

C. Application to Online Education Initiative (OEI) Consortium: Janis Kea asked for the Academic Senate’s support of the application to the OEI Consortium. Currently 57 California community colleges, more than half, are OEI members. They get access to Cranium Café, an online platform for online counseling and student services, and Proctorio, a proctoring service for online exams. Distance Education may purchase Proctorio this year, at a cost of $17,000. Members participate in monthly meetings and do beta testing for new projects.

Tim Kelly made Motion to support this proposal. Faun Maddux Seconded. Motion passed.

D. Faculty Role in Making Content Accessible: Gaeir Dietrich, an Access Specialist who teaches accessibility document workshops, gave an overview of her workshops and to get input from the Senate about how to support faculty in making content accessible.

Why do we have to do this? It’s a legal compliance issue and a civil rights issue at the same level as sexual harassment and privacy laws. Every campus should be providing trainings because accessibility is a legal issue.

The purpose is not to impinge on academic freedom or tell faculty what to say, write or teach in the classroom. Whatever medium or mode you use in the classroom, ensure
that all students can access it. The District falls under Title 2 as a public facilities regarding the ADA Act. Section 504 of the Rehabilitation Act of 1973 follows federal funding, including grants for students. It has more teeth than the ADA because not complying with Section 504 can impact funding. Office for Civil Rights (OCR) threatened a school in Michigan with court proceedings for not complying with accessibility laws.

Section 508 also applies because it’s part of California law. State legislature adopted it, so all California entities have to comply with section 508. Auxiliary aides and services are individualized adjustments made for an individual student. When Section 504 went into effect, the OCR said campuses can’t respond on adhoc basis. They need staff who are trained to deal with these issues, such as Disability Services offices. In California, Disability Services gets funding from the state Chancellor’s office.

Section 508 is about creating access to technology. We want everyone to be able to access the internet, software, and apps. It has two prongs: creating technology (software, videos, documents, online courses) and purchasing accessible products. Access and accommodation work together to fill individual needs. If a blind student is taking a geography class, Disability Services could make tactile maps, graphics the student can feel, three-dimensional models, or a globe with raised landforms.

Students who can’t use their upper limbs will need special equipment to accommodate their technology needs, including a mouse and keyboard they can operate with their feet. If some access is already there, accommodations will be less expensive, and quicker for the student. If it takes so long for a student to get their accommodations that they have to drop a class due to lack of access, the college leaves itself open to a complaint or a lawsuit.

If someone wants to buy a suit, the tailor might make the legs longer or shorter to make it fit for that person. Buying off the rack is access. Extra tailoring is accommodation. Accommodations need to be equally effective and available. The backup plan to access is accommodation.

If a student needs to come to Disability Services to get work done, their accommodations are not being met. Anything that is online in a course requires thought about access. We can’t require any technology if it can’t be accommodated in equally effective way. If you purchase software that can’t be used by someone with a disability, it doesn’t align well. If technology is not accessible for all, you can’t require it to be used. That technology needs to be an option. Give different ways of doing something in a class.

Accommodate as necessary. Creating and purchasing are access. Making it work for one person is accommodation. Disability Services will work with you. It helps to know which process is part of your job and which is part of someone else’s. You don’t have to do the whole thing.
Any courses that go into a course exchange like OEI must be accessible. For any graphics or charts, the instructor should put a brief label saying what it is, not describing what it looks like. A dozen words of fewer is all you need.

It’s faster and easier to make documents accessible than to make them in a way that’s non-accessible. Accessible design is good design for everybody. For scanning, you need a good OCR. Emails also need to be accessible.

Access is a campus responsibility. Disability Services will handle accommodation for students, usually HR will do it for staff. Build in accessibility before putting a course online, or as you’re building a course in Canvas. Ask vendors to show you how their learning software is accessible. How is it accessible? Can a product be demonstrated by not using a mouse?

Web Content Accessibility Guidelines (WCAG) AA is the standard to follow. Gaeir is happy to talk to faculty who want more information. Faculty should list their contact information for any students who requires accessibility and provide a quick response to students.

Individual faculty members can be held liable for lack of accessibility. If a faculty member says, “I was told the Program was accessible, that’s not considered a defense.” Mel is developing an app for physics students and needs specialized access. Gaeir asked him to email her.

It was agreed to have a further discussion at a later meeting on how to best support faculty.

IX. Administrative Business/Actions/Committee Appointments:
A. Recognitions
B. Committee Appointments
   a. SLAPEC: Laura Plunkett from Math Dept. has been added to the committee.
   b. Distance Education: The committee added two committee members, SerKuang Chen and Jennifer Keh.
      Senator Kelly made motion to approve members to SLAPEC and Distance Education. Senator Kindon seconded the motion; which passed unanimously.
   c. West Valley College President Search Committee: Gretchen Ehlers, as AS President, will serve on this committee. Five faculty members submitted letters of interest to be on the committee, and Cynthia Reiss, Art History faculty member was chosen as the second member of the search committee.

C. Curriculum Committee Report: Paulette Beaudraux and Cheryl made presentations. Showed a list of courses being deactivated due to low enrollment and not having faculty to write the curriculum. Arts 99 will be rewritten. They have been redesigning the
Curriculum Committee website. The curriculum handbook has been made into a digital file.

Court Reporting is going from a credit program to noncredit by next fall. Three non-credit career prep courses have been approved.

The course and program revision schedule is on their website under “Schedule.” Some departments already haven’t met their first deadlines for tech review.

Office of Instruction did an analysis of courses that haven’t been taught in two years. Departments have been notified and asked to schedule the courses or deactivate them. Counseling 18 will be deactivated. World Languages already has been. Some Music classes are on the list and so are Math, Engineering and Theater.

They are taking a hard look at the Honors Program in terms of content. One honors course was rejected for lack of rigor because it looks like the same course as a non-honors course, with one more assignment. The Chancellor’s Office is now setting a higher standard for honors course.

D. Distance Education: Has been awarded $300,000 grant for the CTE Pathways project. They are working on project of revising courses in the Accounting online program and hoping to eventually offer them in the CA Virtual College.

E. SLAPCE: asked the Senate to approve moving up due dates for SLO results. With eLumen, everything is streamlined: these dates will be the same as due dates for grades.

Senator Kelly made the Motion. Senator Vaughn seconded. Motion passed. Senator Ghodrat abstained. She hasn’t talked to her constituents.

SOAD: Needs another committee member from Student Services; it meets on the 1st and third Tuesdays of the month from 2:30-4:00pm. Joe was asked to talk to Michael about this.

H. Accreditation: John Hannigan is work on draft version three of document. This will be the last major revision. The goal is to start rolling out the standards, send them to Executive Team for review, and start handing them out to board as they wrap up. A draft version of final document due by December 10th (the last board meeting). It will then be put onto a flash drive and sent to ACJJC. There is a BRAC meeting next week. He would advise Senate members to attend.

I. President’s Report: According to the 50% Law, at least 50% of funds need to go to direct instruction. This threshold was barely met last year. This year’s budget has only 48.5% of funds going to direct instruction, and the district is working to ensure that the actual spending will put us above 50% funding towards instruction.
Four new associate vice chancellor positions are being proposed. According to Chancellor Davis, these positions will add no extra cost to the district. The four Vice Chancellor positions are: Facilities, Development & Operations, Information & Educational Technology, Finance and Administration (replacing Ed Maduli’s position), and Governmental Relations & Public Communications.

The meeting was adjourned at 4:40 pm.