



WEST VALLEY COLLEGE ACADEMIC SENATE MEETING

Tuesday, April 25, 2023, 2:15pm-4:30pm

Campus Center, Club Room, CC-110

<https://wvm-edu.zoom.us/j/98488088558>

Passcode: 933129

Associate Faculty Rep Farima Fakoor will Zoom in from: 14070 Arcadia Palms Drive, Saratoga, CA 95070

Senator Cynthia Reiss will Zoom in from 1693 Trestle Glen, Oakland, CA 94610

Membership-2022-23	Present	Membership, 2022-23	Present
Gretchen Ehlers, President Science/Math	X	Tim Kelly, Social Sciences	X
Meg Farrell, Vice President Language Arts	X	Andrew Kindon, Senator-At-Large	X
Joe Buchér, Student Services	X	Erika Llantero, Student Services	X
Jasmine Colón, Library	X	Faun Maddux, Science/Math	X
Scott Eitelgeorge, Alternating, Health & Human Development		Margaret Ortiz, Continuing Education	X
Mitra Fabian, Art & Design	X	Cynthia Reiss, Art & Design	X
Farima Fakoor, Associate Faculty Representative	X	Jory Segal, Associate Faculty Representative	X
Jim Henderson, Professional Studies	X	Armen Zakarian, Alternating, Health & Human Development	X
Vicky Kalivitis, Language Arts	X	Aiden Stilwill, ASWVC Student Representative	X
		Sharon Storm, Senate Admin	X

Guests: SLAPEC co-chair Angelica Bangle, SLAPEC co-chair Alyson Butcher, Vice Provost Chris Dyer, Curriculum Committee Chair Kristen Jackanich.

I. Call to Order: Senate President Ehlers called the meeting to order at 2:19pm.

II. Introductions: None.

III. Order of the Agenda — Motion: To move New Business agenda items ahead of Old Business (M/S/U) (Henderson/Kindon). Motion passes unanimously.

IV. Approval of Meeting Minutes — (I/A) — To approve the 4/11/23 meeting minutes (M/S/U) (Henderson/Kelly). Motion passes unanimously.

V. Oral Communication from the Public: No oral communication from the public.

VI. Information/Announcements

A. College & District Reports: None.

B. ASWVC Student Government Report: Student Rep Aiden Stilwill said Student Health Services' Mental Health Supervisor Lynnea Palazzolo spoke about the possibility of peer-to-peer online support. It would

likely be an anonymous conversation regarding mental health. The student senate also discussed forming an advisory board; students serving on the committee would report to the Santa Clara County Sheriff's department.

The ASWVC gala will be held in May, and campaigns are underway for the Executive Board for the Fall 2023 semester. Stilwill hopes a lot of students will vote, not just the current officers. Academic Senate President Ehlers offered to distribute any information she gets from Stilwill to other faculty.

C. Other Announcements: None.

VII. Old Business

A. Spring Plenary Recap — Ehlers, Farrell, Kalivitis (I/A) — Senate President Ehlers, Senate VP Farrell and Senator Kalivitis attended the Academic Senate for California Community Colleges (ASCCC) Spring Plenary. Farrell mentioned a session about associate faculty and how they are often not brought into the loop. A Plenary attendee from another college said one of their divisions had a refrigerator in their cafeteria marked, "For full-time faculty only". WVC has a TEACH Coach mentoring program for associate faculty, but Farrell said more onboarding can and should be done.

Kalivitis attended a session about limitations on academic freedom. She mentioned faculty from community colleges in Bakersfield, Modesto, and Fresno saying they have faculty who conflate academic freedom with freedom of speech. In particular, they said they have white supremacists in their Political Science departments who use the classroom to relay their opinions, and advance bigotry and racism. They stressed the importance of defining local academic freedom, Kalivitis said.

Ehlers reviewed the Plenary resolutions on which she voted. A designated At-Large part-time representative to the ASCCC Executive Committee was approved, as was legislation that would require including all instructional costs associated with classes.

Ehlers read part of a letter from state politicians that urged the state Community Colleges' Chancellor's Office and Board of Governors to pause the cycle of selecting community colleges to offer baccalaureate degrees to better define program duplication among two-year colleges and four-year universities. There was a plenary resolution urging the Chancellor's Office to continue the selection process which passed unanimously. WVC has applied to offer baccalaureate programs in Fashion Design and Park Management. Ehlers expects the issue of duplication to be decided in the courts.

There was a lot of support for ethnic studies classes only being offered in the ethnic studies discipline and taught by faculty with minimum qualifications in ethnic studies, Ehlers said. She is advocating that WVC hire ethnic studies faculty. A resolution supporting the inclusion of lifelong learning and self-development as a local general education graduation requirement passed.

VIII. New Business

A. SLAPEC Proposed Change to Program Review Cycle and SLOs — Bangle, Butcher (I/A) — Student Learning and Program Effectiveness Committee (SLAPEC) co-chairs Angelica Bangle and Alyson Butcher proposed a modification to the cycle of Program Reviews and Student Learning Objectives (SLOs). Instead of a full Program Review every three years and SLOs being assessed every year, both would be either completed or assessed every three years. Butcher said this would benefit faculty who do Program Reviews and would also ensure students get the best experience.

Butcher shared a document showing timelines for the current cycle and the proposed change. Year One would be a full Program Review and there would be no reporting of SLOs or Program Learning Objectives (PLOs). Programs can and should continue to assess SLOs and discuss results to improve teaching effectiveness every year.

Year Two would focus on SLOs/PLOs. Only budget requests would have to be included on a yearly basis, and only for programs that request funding beyond their budget, Butcher said.

As part of Year 2, SLAPEC would have faculty team leads review the SLO and PLO assessment process and make changes that would have a positive impact on students. Bangle said she, Butcher and Vice Provost Chris Dyer are working to envision the training needed, the type of role department leads will play, and what timeframes need to be identified for success.

Year Three would be for program review progress reports covering the previous two academic years, plus data analysis as needed. There would be no formal reporting of SLOs or PLOs, but SLOs that may have slipped through the cracks in Year Two could be wrapped up in Year Three, Butcher said.

There was a full Program Review this year which covered the three previous academic years. Because of many changes in the Dean's structure, a lot of programs didn't finish their reviews until this (Spring) semester and asking them to do another program review update in the Fall seemed a bit ridiculous, Butcher said.

Dyer added programs may not have anything substantive to update with the short timespan between a full Program Review and progress report. "Let's defer one year so you can move forward significantly on your goals," Dyer said, adding that SLO and PLO assessments of individual courses are connected to most students.

Bangle said some faculty who do Program Reviews are frustrated because there are only nine months between the deadlines for a progress report, and often programs haven't received funding.

"(Faculty ask) 'Why am I doing it when I don't even know if I have funding'" she said. "There's not enough time to even finish a BRAC (Budget and Resources Advisory Council) process that may be in the works. The funding process is an important factor to support what Alyson is presenting."

Approval of the proposed cycle would be a chance for WVC to reenergize its thoughts toward SLOs next year and would give every program time for assessment. "We would also dedicate that academic year to being trained on how to look at SLO data and move forward," Butcher said. She also said the master spreadsheet tracking SLOs and PLOs is a mess and needs to be retired. The proposed cycle would allow this tracking to move forward and be more manageable.

WVC is currently out of compliance with its accreditation standard for SLO assessment. Programs are supposed to assess SLOs every three years, but it's been five or more years since about one-third of the college's programs have assessed an SLO, Butcher said. The proposed change would meet the accreditation standard.

Senator Ortiz said this proposal sounds wonderful and asked if it meant SLOs due this semester could be done in the Fall; Butcher confirmed this.

At-Large Senator Kindon suggested eliminating annual progress reports and having faculty do a full review every three years, because a three-year period would make it easier to tell if a program has had any appreciable changes. Also, he is a department chair of several programs that rarely make budget requests. Bangle said the status report represents a program's status and prepares it for Program Review; Dyer added progress reports should be abbreviated.

Ehlers said when she was a member of SLAPEC she pushed back on administrators adding questions to Program Review and progress reports. She wants faculty to know they are listened to by the Senate, because SLAPEC is part of the Senate's 10+1 purview. She loves this proposal because as the number of personnel shrinks, WVC must figure out how to reduce effort.

Senator Fabian said although her department asks for a lot of money, she doesn't think it accurately assesses programs annually. It feels like busy work, and moving to a three-year cycle makes sense.

Kindon mentioned the lack of progress makes him discouraged when he looks at program data every year. "If we see some true progress or we've been in the negative for three years it would be a stronger incentive to say, 'We really need to do something' or 'We really are making a difference'." He also said it's good to have data to look at the long-term impact of programs, and this makes the annual progress report more irrelevant.

Butcher said everyone on SLAPEC thinks progress reports are necessary. "The definition of Program Review is continuous improvement and the committee looked at every three years as a little too much of a gap," she said. "Another argument for a progress report was, 'If I've set a goal and I don't think about it for three years how do I know the progress my program has made?'"

Department leads may change and the person responsible for a Program Review needs to know what to work on, Butcher added. The idea is to keep the progress reports short by looking at goals and deciding if they need to be modified. "You're forcing yourself to think about where you are getting closer to that idea of continuous improvement," she said.

There was a discussion about making the progress report form short, and allowing small departments to say their programs are doing well and they don't have concerns. Ehlers said she made a mistake earlier in her tenure as Senate president by not asking SLAPEC to talk to the Senate about what Program Review means. Going forward she hopes SLAPEC will share its ideas with the Senate more frequently.

Senator Ortiz asked about contacting SLAPEC with suggestions; Bangle said it is best to email both her and Butcher. Departments can also contact their SLAPEC representative.

Motion: The Academic Senate recommends approval of SLAPEC's three-year review cycle (M/S/U) (Kindon/Henderson). Motion passes unanimously.

B. Waitlist and Add Code Procedures — Dyer — (I/A) — Vice Provost Chris Dyer shared a "Wait List and Add Code Process Guide for Faculty" to clarify when add codes can be issued, based on modality and when the class begins.

Students must add a class via web registration before the class start date. When the class starts, a student must get an add code from the instructor. When a student can use an add code depends on whether the class is full-term or short-term, and the modality, Dyer said.

For a semester length, asynchronous class, the actual first day of instruction is the Saturday after All College Day because that is technically the start of the semester. The semester ends on the last day of Finals Week. Dyer explained students need an add code from an instructor to register for a class as soon as the semester officially begins.

“If you have a synchronous online class or an in-person class that is semester-length you (the instructor) could wait until the first day and then they (students) need an add code from you,” he said. For a class that is partly in-person synchronous and partly asynchronous, however, the asynchronous component takes over and the add code can be given to a student on the Saturday after All College Day.

Students who are on a waitlist get notified by email, at both their primary and personal email addresses, and asked if they want to add that class. “Students put themselves on a lot of wait lists,” Dyer said. “They have to select that service.” A student has 48 hours to respond to the email. If a student doesn’t respond, they are removed from the waitlist and an email goes to the next student.

Dyer asked if the senators liked the following: “In preparation for the first day of class, it is recommended that faculty notify waitlisted students of the add code process.” Not every student knows to ask for an add code, he added.

Dyer has worked with IS to add students’ WVC and personal email addresses to a waitlisted roster. The personal email address is the account the student used to apply to WVC. If the student changes their email address after applying to WVC, they need to update it. Dyer recommends faculty inform students of the waitlist process so they will know what to do.

If a class is below its capacity, faculty are required to add waitlisted students first and can then add walk-ins until a class is full, until census. Students can add a class until the day before census.

Senator Kalivitis asked what happens if a space opens on the first day of class, and the second waitlisted student is present, but the first waitlisted student is not; Dyer replied that waitlisted students should be told to come to class on the first day. This is a suggested practice and not a written policy.

Senator Kindon asked what happens if a student puts their name on 10 waitlists and gets added to one class. Will the registration system remove them from waitlists that conflict with the time for the class they’ve added? Dyer said a student couldn’t add a class with a conflicting time, but he didn’t think a student would be automatically removed from a waitlist.

“If we have a bunch of waitlisted students that are already enrolled in a class, that doesn’t give us any sort of accurate way to assess how much actual interest there is in a class,” Kindon said. Dyer agreed, saying that realistically only a small number of waitlisted students will enroll in a class, adding, “We’re trying to infer the best we can based off the available data.”

Kindon mentioned a recent case where a course was cancelled and the instructor wanted to offer a late-start course because attendance tends to build, but the new Social Science Dean said there weren’t enough people on the waitlist. “The numbers are being used to counter faculty experiences and rhythms that work in our area,” Kindon said.

Kalivitis added that a conversation is needed about when, during the first two weeks, a student should get an add code. This topic will be on a Fall 2023 Senate meeting agenda.

C. BP/AP 4025 (Associate Degree and CAL-GETC GE Pattern) — Dyer (I/A) — Dyer shared a PowerPoint with patterns for the WVC General Education (GE) pattern and the CSU and Intersegmental General Education Transfer Curriculum (Cal-GETC). Changes to these patterns, which will happen during the next two years, came from a state group representing the community college, UC and CSU systems. He stressed faculty and his office will have to work together to successfully implement these changes.

The Cal-GETC pattern will require completion of three English Communication courses (English Composition, Critical Thinking and Composition, and Oral Communication) one Mathematical Concepts and Quantitative Reasoning class, one Arts and one Humanities course (three are currently required), two Social Science classes, one Physical Science course, one Biological Science lab course and one Ethnic Studies course, for a total of 11, or 34 semester units. Previously, students transferring to a CSU were required to complete 39 semester units. This will take effect in Fall 2025.

It still takes 60 units to complete a degree, Dyer said. “The total number of units a student is taking is not changing, but how they achieve those 60 units is,” he added. The Lifelong Learning requirement was eliminated. Dyer said there is still discussion at the CSU level that it might be an upper division requirement for graduation, but this has not been finalized. “All we know is it’s been completely removed from our lower division GE patterns,” he said.

Ethnic Studies was added in Fall 2021, which reduced the Social Science requirement from three courses to two. American Institutions (a history or government course) may become only a graduation competency requirement at CSU; a non-faculty group has endorsed this. ASCCC voted against this at the Spring Plenary.

For students completing the IGETC, Dyer gave a range of 34-39 units. One of the requirements has been World Languages, which is either two years of a foreign language in high school or a five-unit course at WVC. All WVC feeder high schools mandate two years of a foreign language to graduate.

Dyer showed a timeline for implementing the changes each semester, from Spring 2023 to Fall 2025. He has already presented it to the Curriculum Committee and department chairs and will present it to the academic deans so everyone will be informed.

IGETC has stricter requirements, so there may be some courses in the CSU breadth that are approved as a GE requirement, but not approved in IGETC, Dyer said. When IGETC starts, those courses will be removed from the unit calculation pattern. Only two courses, one in Fashion Design and one in Geology, are not in IGETC and not transferrable; Dyer and Articulation Officer Michael West have met with those areas to start revisions so they may meet UC transfer requirements.

UC only reviews courses for transferability in August, Dyer said, which is why the revision process has already begun. If those courses are approved, WVC would then have a December deadline for submitting GE courses for the IGETC pathway.

Dyer and West are also looking at about a dozen courses in the CSU breadth that are transferrable to UC but not in IGETC. West will review the IGETC standards with those departments to help them meet the requirements. Those courses will go through Curriculum Committee review in Fall 2023. Dyer hopes to hear the outcome in Spring 2024.

The annual plan for 2025-26 academic year is put together in Fall 2024, so faculty will need to know which courses will be in the GE pattern to estimate the demand, Dyer explained. He added if a course

satisfies both a GE and a major requirement it counts towards both, but the new Cal-GETC pattern eliminates this for ADTs. This will require all WVC ADTs with major requirements of 26 or more units to be revised. Dyer said this primarily affects STEM disciplines as they have the most major requirements.

Cal-GETC will start appearing in WVC schedules and catalogs in Spring 2025, with full implementation planned for Fall 2025. Any WVC student who is enrolled before Fall 2025 will have catalog rights and can follow any curriculum in any catalog from the time they enrolled, Dyer explained.

Senator Ortiz asked if anyone has projected changes to community college enrollment; Ehlers said it is hoped the pathways will be cleaner for students and lead to more successful transfers. There was agreement that some Social Science programs have the biggest risk of being removed.

Senator Fabian asked why this is being done; Dyer replied many students apply to both CSUs and UCs. Since GE pathways for UC and IGETC are different, students had to take courses to satisfy both.

Senator Reiss asked if there has been movement to adopt a clearer ADT pathway for UCs, similar to ADTs for CSUs. She noted the American Institutions discussion has been happening for several years, and wondered if a change is more likely to occur due to the pathway changes. Dyer said, "Everyone should be concerned how their area is affected. Obviously, this is your program, discipline, job, and students, and that's a very personal and sensitive matter. We're trying to make sure the largest number of courses will apply to the Cal-GETC because that's as much as we can do to minimize the impact in those areas."

IX. Administrative Business/Actions/Appointments (20 minutes)

- A. Recognitions (I):** This meeting was held on Administrative Professionals Day. The Senate recognized Admin Assistant Sharon Storm for her work with the Senate.
- B. Committee Appointments (I/A):** The Senate voted to appoint faculty Bill Davis and Lance Shoemaker to the Academic Appeals Committee.
- C. Curriculum Committee Report (I/A)** — Curriculum Committee Chair Kristen Jackanich announced two new courses:
 - 1) *ENGL014: Native American Literature*. It is hoped this will be approved by UC as an Ethnic Studies course.
 - 2) *ENGL021: Gender and Sexuality in Literature*. Jackanich said there may soon be honors versions of these courses.

The committee recommended to the Senate that WVC replace the Area F Cultural Diversity requirement with Area F Ethnic Studies. The Ethnic Studies courses are already part of the Cultural Diversity group of 45 courses, Jackanich said. Almost all the courses are already included in other GE categories. The only exceptions are three courses:

- 1) *NUTR020: World Food, Customs, and Nutrition*
- 2) *PMGT010: Introduction to Park Management*
- 3) *PSYC009: Psychology of Women: A Multicultural Perspective*

The Board of Governors requires community colleges to include Ethnic Studies in the local GE pattern. The Curriculum Committee thought this was the category that made the most sense.

To keep as many of WVC's AA and AS degrees at 60 units or lower, the committee approved a draft motion to the Senate to set the maximum local GE unit count at 25 units. This led to a discussion among the senators.

Senator Buchér: "When I'm looking at these, I see the benefit of allowing them all, but we are losing flexibility. We're taking away a great deal of flexibility for our students to earn degrees, and I would argue that might mean fewer degrees would be awarded. I wanted to point that out in case it matters to others, because I think what could happen, especially with (the) Cal-GETC (pathway), is we would see less degrees."

Senator Kindon: "As far as getting local degrees it would have an impact, but for students that are transferring to a UC or CSU our local requirements add a bit of confusion. Students might be taking three units for Cultural Diversity and think they've met the Ethnic Studies requirement. I think the Ethnic Studies requirement is better in terms of what it is trying to make sure students are learning, even though we only have five classes that meet that requirement. Hopefully, that will change."

Kindon also said the four Language Arts classes and one Social Justice class that meet the Ethnic Studies requirement are good courses, but not very flexible for students who may have an interest in other disciplines.

Buchér said in some cases students who visit with a counselor are advised to bypass Ethnic Studies at WVC and take it when they transfer to a CSU. "It kind of counters a lot of the initiatives that the State has," Buchér added. "Everybody in this room is working really hard, and then wondering, 'Why are (the number of) degrees down?'."

Vice Provost Dyer explained before there were ADTs, all WVC students either earned a certificate that did not require the GE pattern, or an AA or AS degree, which did require completing it. "ADTs came and required CSU breadth or IGETC," Dyer said. "It wasn't until about 2019 or 2020 the Senate voted that a student, for a local AA or AS degree, could complete any of the three GE patterns."

Dyer also said, "There are many disciplines, including Architecture and Paralegal, that do not have ADTs. More students are pulled off the local GE pattern, and a much higher proportion than ever are on the transfer GE patterns here. The group of students that are on local GE is small by comparison, because we are an extremely high transfer institution."

Kindon added if prospective students are required to take Ethnic Studies and a Cultural Diversity course to get a degree, they're not going to come to WVC. "They're going to go to places where the hurdle is lower, and we really need to think about that," he said.

Motion: To table the Curriculum Committee motion to get constituents' input (M/S/U) (Farrell/Maddux) Motion passes unanimously. Ehlers mentioned it will be important to include the student voice.

Jackanich added that two student reps at the Curriculum Committee meeting talked about how keeping the units low is especially important to them. "I think we should reach out specifically to the student body and have them talk about it in their representative group," she said. "We all want everyone to take our classes. They're great classes. That's why we're teaching them."

The Curriculum Committee voted to add Sylvia Ortega as the representative for Continuing Education. Troy Davis will be vice chair of the committee, replacing Joe Hasty.

Jackanich reminded senators about the drop-in workshop May 1 for in-person e-Lumen training.

D. Distance Education Committee Report (I/A): None

E. SLAPEC Report (I/A): *See VIII. New Business A*

F. Professional Development Report (I/A): None

G. Accreditation Report (I/A): None

H. Senate Taskforce Reports (I/A): None

I. District Academic Senate Reports (I/A)

J. President's Report (I/A): Ehlers announced WVC received a Culturally Responsive Pedagogy and Practices Grant. She will coordinate this after her term as Senate president ends and is looking forward to getting people on board.

Beginning in Fall 2023 Math Department Chair Laura Plunkett will be the Distance Education (DE) Coordinator. English Instructor Jess Lerma will be DE Committee Chair.

X. Adjournment: The meeting adjourned at 4:36pm.

Next meeting: Tuesday, May 9, 2023, 2:15pm-4:30pm

XI. Future Agenda Items

- A. Anti-Racism Action Plan COR Guiding Principles
- B. SLAPEC Thematic Report
- C. Democracy Institute
- D. Update from WVC President Kashima

Functions of the Academic Senate "10 + 1"

The Academic Senate is an organization whose primary function is to make recommendations with respect to academic and professional matters. The WVMCCD Board of Trustees has agreed to rely primarily on the advice and judgment of the Academic Senate.

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Anti-Racist Guiding Principles

Developed by the President's and Vice President's Commission for Equity and Inclusion

1. Exposing and Acknowledging Historical Failures
2. Demonstrating Personal Accountability
3. Confronting Racist Ideologies

4. Eliminating Disparities in Student Outcomes
5. Eradicating Racism
6. Elevating Marginalized Voices
7. Honoring and Memorializing Contributions
8. Building an Inclusive Environment
9. Validating Truth of Harm

Please note: Faculty and others wishing to submit items for the WVCAS agenda are *strongly encouraged* to use the [Agenda Request Form](#). Submit the form at least two weeks prior to the date you would like the Senate to discuss the item. (*It may not always be possible to schedule a topic on the requested date.*) In compliance with the Americans with Disabilities Act, individual agendas are available by written request. If you will need assistance at the Senate meeting, please contact sharon.storm@westvalley.edu or 408.741.2075 to make arrangements. The open session meeting documents are available for public review by contacting sharon.storm@westvalley.edu.