

**WEST VALLEY COLLEGE ACADEMIC SENATE MEETING**  
Tuesday, March 8, 2022

<https://wvm-edu.zoom.us/j/97623689798>

Passcode: 052808

Time: 2:15 pm – 4:30 pm

Membership-2021-22	Present	Membership, 2021-22	Present
Gretchen Ehlers, President Science/Math	X	Tim Kelly, Social Sciences	X
Mel Vaughn, Vice President Science/Math		Andrew Kindon, Senator-At-Large	X
Joe Buchér, Student Services	X	Jennifer Kerwin, Alternating, Health & Human Development	
Jasmine Colón, Library	X	Faun Maddux, Science/Math	X
Mitra Fabian, Art & Design	X	Cheryl Miller, Student Services	X
Meg Farrell, Language Arts	X	Cynthia Reiss, Art & Design	X
Farima Fakoor, Associate Faculty Representative	X	Sanketh Santhosh, Student Representative	X
Nancy Ghodrat and Stacy Hopkins, Alternating, Professional Studies		Jory Segal, Associate Faculty Representative	X
Stacy Hopkins, Alternating, Professional Studies	X	Erika Vargas, Alternating, Health & Human Development	
Vicky Kalivitis, Language Arts	X	Armen Zakarian, Alternating, Health & Human Development	X

**Guests:** FACCC President Wendy Brill-Wynkoop, Provost Stacy Gleixner, Curriculum Committee Chair Kristen Jackanich, President Stephanie Kashima, DE Committee Chair Janis Kea, Administrative Services VP, Marilyn Morikang, Counseling Department Chair Philip Severe, Marketing and Communications Director Tina Vossugh.

- I. **Call to Order:** The meeting was called to order at 2:16 pm.
- II. **Introductions:** Head Women’s Volleyball Coach Armen Zakarian introduced himself to the Senate. He will represent Health and Human Development this month and is happy to participate.
- III. **Order of the Agenda Motion:** Move Curriculum Report to follow the DE update (M/S/U) (Hopkins/Farrell) Motion passes unanimously.
- IV. **Approval of Meeting Minutes (I/A) —Motion:** Approve 2/22/22 meeting minutes (M/S/U) (Fakoor/Buchér) Motion passes unanimously.
- V. **Oral Communication from the Public:** Senator Meg Farrell announced these Zoom Faculty Fridays events on March 11<sup>th</sup>:
  - Faculty Resources for Student Success and Safety Panel, 9:00 a.m. to 10:00 a.m., with panelists George Mageles – Supervisor of Mental Health, Student Health Service; Chris Rolon, Chief and/or Kevin Borges, Sergeant – WVMCCD Police; Samantha Folb – Director, Compliance, Training, and Employee Relations; Murrell Green – Dean Academic Counseling and Student Success; Cheryl Miller – Director, DESP and Jean Gallucci – Counselor, DESP.
  - The Appraisal Process, 10:00 a.m. to 11:00 a.m., with Provost Stacy Gleixner.

Counseling Department Chair Philip Severe said counseling and other non-instructional faculty have been given a mandate to work 100 percent in-person, and any remote work must be done on-campus. He is working with Deans in these areas to determine the rationale. This appears to be a violation of their contract, and a grievance has been filed with their union. These faculty are concerned about their rights, and the consequences if they don't comply, Severe said. This matter will be discussed at a Board of Trustees meeting March 15<sup>th</sup> at Mission College.

## VI. Information & Announcements

**A. College & District Reports:** None.

**B. WVC Student Government Report:** ASWVC President Sanketh Santhosh said Research Analyst Alison McGann talked to the student senate about what the upcoming CCSSE survey will look like, its provisions, and when it will be released. She answered senators' questions, so they have a good understanding about the survey and what it's going to require of students.

Associate Vice Chancellor Manny Cappello will come to the next ASWVC meeting to talk about potential bills that may be of interest to the campus. WVC President Stephanie Kashima will also be at that meeting to get the students' perspective on a proposed updated mission statement.

**C. Other Announcements:** None

## VII. Old Business

**A. DE Update** — Kea (I/A) — Distance Education (DE) Chair Janis Kea reminded faculty about the [Instructional Film Festival](#). March 18<sup>th</sup> is the deadline to submit a video of three minutes or less. Kea said people shouldn't worry about whether their videos look professional. The DE Committee wants to see how the faculty use videos to provide instruction to students. The videos must be uploaded to Panopto because that's how the committee will access them.

**B. BRAC Resource Prioritization Process** — Morikang (I/A) — Vice President of Administrative Services Marilyn Morikang shared an update on the Budget Resource Advisory Council's (BRAC) resource allocation process that was approved by the Senate and College Council in Spring 2021. Senate President Ehlers, who is co-chair of BRAC, said it wanted the Resource Request Process (RRP) to be equitable, and linked to Program Review and WVC's strategic goals.

BRAC produced a baseline operational budget for each department. Budgets, which are reviewed by the District Council and a district fiscal group, are for fixed expenses such as supplies, small equipment purchases, contracts, professional memberships, and software.

The RRP process begins when a department submits a Program Review Resource Request (PRRR) form to fund items that go beyond their base budgets, Morikang explained. This form was sent to departments in November and December.

After BRAC received the PRRR forms, it sent a survey of the process; Morikang shared the survey results. Most respondents agreed or strongly agreed the process worked well and was an improvement compared to previous years. Ehlers mentioned BRAC will do a second survey of those who completed the PRRR rubric to see if the process can be improved.

Morikang gave an overview of the prioritization process. First, Deans and Department Chairs prioritize requests for each instructional area. Deans, Program Directors, and Coordinators do

the same for each student services area. This provides valuable information for classified staff and faculty about which items to include in their budget requests, Morikang said.

A second level involves Deans and Provost Stacy Gleixner prioritizing instructional requests, and Deans and VP of Student Affairs Debra Griffith prioritizing student services requests. BRAC has had two meetings discussing the PRRR process and will recommend requests for budget year 2022-23, according to Morikang. She also said a lot of feedback has been provided about the prioritization rubric and some changes will be made based on that input.

To see how to meet the most PRRR requests, BRAC is reviewing funding resources including the general fund, Strong Workforce and Perkins (Career and Technical Education), Student Equity and Achievement, Land Corp, and lottery funds. All PRRR requests will be posted publicly on BRAC's Communication SharePoint site. BRAC will make a recommendation to the College Council, and the Council will make a recommendation to WVC President Stephanie Kashima on which requests to fund, Morikang said.

Senator Cheryl Miller said when the Student Services group was going through prioritization of PRRR proposals some requests, such as funding for a position, seemed like they should be part of an operating budget, and she asked for clarification. She added that part of the review asked whether proposals were data supported, so definitions of things used as criteria for evaluating proposals would be helpful.

Morikang replied some units did not get a baseline budget and used the PRRR process to request one. She added that operating budgets will be evaluated every year and adjustments will be made based on activity that shows whether some departments need their current amount of funding. Other areas that don't have a baseline budget or have a smaller one than they would like will be addressed through this process. Regarding data, Morikang said, BRAC has had discussions about the rubric and has identified areas that will change for the next round.

BRAC does not make recommendations for full-time positions, just temporary and hourly, Morikang said. Miller asked if a 64% FTE permanent position could be requested through the PRRR process; Morikang said it is a great way to start, but discussions about permanent and full-time positions are not part of BRAC's purview. They happen at the President's Cabinet or at the district level. Morikang recommends using Program Review to justify a budget need.

Ehlers said BRAC members have developed the PRRR process under Morikang's leadership. This is participatory governance in action, Ehlers added. Morikang said she will return towards the end of the semester to give the Senate a final update.

## **VIII. New Business**

- A. WVC Mission Statement** — Kashima, Vossugh (I/A) — Director of Marketing and Communications Tina Vossugh, who came to West Valley recently from Ohlone College, introduced herself to the Senate. She is part of a taskforce that has been collaborating on ideas for a revised WVC mission statement and shared the following draft with the Senate:

*West Valley College empowers students to achieve their educational and career goals in a dynamic, inclusive, anti-racist learning environment in the heart of Silicon Valley served by top-tier faculty and staff united in serving through the lens of equity. We provide students with a personalized and transformative academic experience on a nurturing campus that offers state-*

*of-the-art classrooms, tools, and technology that serves to create a new generation of global citizens armed with the ability to enter the workforce, securing high-wage, sustainable, and meaningful careers.*

The taskforce wants the statement to capture WVC's nurturing environment, amazing faculty, and service-oriented staff, Vossugh said, and that the campus is cutting edge and trying to create a new generation of global citizens.

Senator Kalivitis asked if there would be time to share the statement with constituents for feedback; Vossugh replied there would be plenty of time because the taskforce wants to ensure the statement captures the voice of the campus. Kalivitis wondered if "livable wage" was more realistic than "high-wage". Vossugh said a Silicon Valley livable wage would be considered a high wage in the rest of the country.

Associate Faculty Rep Segal asked if the statement needed to be two sentences; Vossugh said most mission statements are two or three sentences and added there was a lot of input from the taskforce members: WVC President Kashima; Professional Development Chair Michelle Francis and DESP Program Technician Shamiran Badal. Vossugh said she composed the draft statement from several different iterations to capture all that WVC offers.

On the high wage issue, Kashima said an above-poverty annual wage in Silicon Valley is \$84,000 for a family of four and \$54,000 for a single person, so even a job paying \$20 an hour is not a livable wage. She added some WVC programs send students into minimum-wage jobs, it is a problem ethically, and the college needs to decide if those programs should keep being offered. Conversely, Kashima said, WVC sends some students to high-wage jobs.

Senator Kindon said the statement is skewed toward CTE programs that prepare students to begin careers immediately. He and other WVC instructors teach in disciplines that require transferring to a four-year university, so he wondered if the statement represents a major shift in what the college will do. While many WVC students transfer and many colleges focus on that experience, Kashima replied, the goal for every student is to get a job and forgetting that shortchanges the student.

Kindon added he wants all his students to make a living doing something they love, but the statement implies, "I can go to West Valley for two years, get an AA and get a high-wage job". In many disciplines that is not going to happen. He would like the statement to acknowledge that his program, Anthropology, and many others are part of a larger puzzle. Students may misunderstand what they can get out of many programs, Kindon added.

Senator Hopkins mentioned other colleges have gotten sued for falsely inferring a student will make a certain wage. She appreciated Kashima's comments about students getting a livable wage, but added it is up to a student to move forward. Hopkins suggested wordsmithing the statement, so the college is not making promises based on subjective activities.

Hopkins, who is chair of the Paralegal Program, also said language about transfers should be added. Her program gives students a job skill, but other programs require more education. Vossugh made a note about the recommendation to call out transfer preparation.

Senator Fabian added WVC serves students who want personal enrichment, and this should be a valid goal. The community college system removed lifelong learning from its list of goals 10 years ago, Kashima mentioned, so although that may be what some students come for, it is not what WVC is funded for or meant to focus on.

Senator Farrell liked the practicality of preparing students to enter the workforce, but also thought the idea of securing a high-wage job might be misleading and would like the statement to have more clarity on WVC's transfer programs. Senator Reiss said a longer mission statement is more difficult to remember, so the taskforce may want to make the statement more succinct.

Ehlers asked what "top-tier faculty" means; she is not sure WVC should use this term if it is trying to be equitable and antiracist. Senator Maddux asked why the current mission statement is being changed; Ehlers replied that this came up in discussions during a previous accreditation.

Vossugh said she would email the draft statement to Ehlers, who asked senators to get constituent feedback before the March 22<sup>nd</sup> meeting. Kashima thanked the Senate for its input.

- B. FACCC Presentation** — Brill-Wynkoop (I) — Wendy Brill-Wynkoop, president of the Faculty Association of California Community Colleges (FACCC) updated the Senate on state legislation. FACCC was started by faculty in the 1950s to give them a voice in state government.

Brill-Wynkoop shared a timeline of state mandates that have been applied to community colleges since 2010 and stressed the importance of faculty being part of the advocacy process. Two significant bills passed during the last legislative session are AB (Assembly Bill) 928-Transfer Process and Reform, and AB 1111-Common Course Numbering. Both were signed into law in 2021.

The Academic Senate for California Community Colleges (ASCCC) sent a survey on AB 1111, which Brill-Wynkoop urged senators to take. AB 1111 seeks to renumber all courses so they match, which she said will be a huge amount of work.

Brill-Wynkoop mentioned proposed changes to the student-centered funding formula (SCFF), which began in 2018. She estimated it only worked for four to six colleges, and the rest have been on Hold Harmless status. Meanwhile, budgets have been kicked down the road and a cost-of-living amount (COLA) has been added to the SCFF; FACCC is seeking to add trailer language as a solution. Hold Harmless will end in 2024 but colleges will not get any additional money, including a COLA, unless they make the SCFF work, Brill-Wynkoop said.

She recommended faculty ask local representatives for an increased base allocation or adding COLA to a new funding floor. Another idea is recalculating the number of units a full-time equivalent student takes per year from 30 to 18. Most community college students take nine units per semester, Brill-Wynkoop said, so changing how students are counted would lead to more realistic funding. Other suggestions are recalculating financial aid to align with cost of living depending on a college's geographic region and removing performance-based funding.

AB 1705 was introduced in February and proposes "clean-up language" to AB705, the 2017 law that maximizes the probability students will complete transfer-level coursework in English and math in one year. AB 1705 would require all students, regardless of their first-year program goal,

to complete transfer-level English, and most students to enroll in transfer-level math. FACCC has met with the bill's author to add amendments, such as stating transfer-level math and English should not be required for certificate programs that do not require them for graduation.

Some colleges, Brill-Wynkoop said, are using guidance from the state chancellor's office to shift most students to transfer level math and English to get rid of remedial classes. Special interest groups have convinced politicians that students do not need remediation, other than support in a transfer-level class, she added. In response to a question from Senator Kelly about who those groups are, Brill-Wynkoop mentioned [The Campaign for College Opportunity](#), [The Education Trust-West](#) and [California Acceleration Project](#).

If AB 1705 passes the Assembly and Senate, it would go to the governor's desk in October. Most expect AB 1705 to pass, so Brill-Wynkoop said faculty should contact their legislators. She recommended acknowledging that previous placement practices created lengthy remedial pathways, and AB 705 has done some good, but some students still need remedial education. FACC convinced the bill's author to include class drops before census in AB705 data

Senator Reiss asked if AB 1111 included funding for resources, if there was published data on how AB 705 fared for most students, if there would be funding considerations for colleges due to continual declining enrollment, and if the Legislature no longer sees the CalBright online college as something to fund.

Brill-Wynkoop said a bill has been introduced to defund CalBright, and that the chancellor's office is waiting for about 20 districts to turn in data before it determines funding for colleges. Regarding AB 705, the only data received from districts is whether students stay in transfer-level courses. She received equitable placement reports from the chancellor's office and offered to send them to anyone who is interested. Regarding AB 1111, legislation created a workgroup that will plan for common course numbering, which includes a budget request.

Senator Miller asked if AB 705 data has been aggregated according to ability and race; Brill-Wynkoop said the chancellor's office has an AB 705 dashboard with race and other categories, but it does not capture how many students drop classes. President Ehlers said WVC Data Analyst Alison McGann has created an AB 705 presentation for the college.

Senator Kalivitis said the English Department is experiencing the effects of AB 705; its transfer-level course has a variety of students, ranging from those for whom English is a second language or are not prepared to others who are prepared. She added more students are failing the first-level transfer course and the department has had several meetings to figure out an approach.

Brill-Wynkoop mentioned FACCC and ASCCC are doing a series of advocacy training webinars beginning on March 22<sup>nd</sup> and repeating in April and May. FACCC is also starting monthly legislative roundtable discussions, beginning on March 18<sup>th</sup> at noon.

- C. Student Attendance Policy: AP 5075** — Ehlers, Kea (I/A) — According to WVC's face-to-face attendance policy, a student can be dropped for missing the first day of class or excessive absences include exceeding 10 percent of the number of hours a class meets. Senate President Ehlers said she has a problem with the last sentence in the policy where an instructor can drop a student for missing one class during the first three weeks of instruction. Senator Maddux

interpreted this as saying if a student attends at least one class, they should not be dropped. They and Senator Kalivitis agreed this sentence is misleading and should be removed from the policy. Senator Miller said it seemed like it was tacked on to address something, but that “something” was not clear.

Associate Faculty Rep Segal said this might cover a situation where a student contacts an instructor after the initial class session, adds the class, but then does not attend. It was agreed that the student could be dropped because their absences would exceed 10 percent.

Senator Kelly said he recalled the attendance policy saying students missing more than five classes in a row before the final drop date would be dropped unless they notify the instructor. He thought this may have come from an old catalog; President Ehlers had not heard of that.

For non-participation in online asynchronous courses, Ehlers shared the DE Committee’s draft recommendations. DE Chair Janis Kea said the overall sentiment is to provide instructors with flexibility to define the appropriate level of participation. The committee noted the criteria being used to drop a student should be stated in the syllabus and other parts of the course, such as Canvas pages. The DE Committee also provided examples of how a student’s participation could be measured, such as a class discussion. It is a student’s responsibility to drop a class if they want to drop it, Kea said.

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

**A. Recognitions (I):** None.

**B. Committee Appointments (I/A):** Two adjunct faculty, Tracy DeHaan and Andrew Soler, submitted application letters to be the DE Committee Associate Faculty representative. Andrew Soler won a roll call vote.

**C. Curriculum Committee Report (I/A):** Curriculum Committee Chair Kristen Jackanich announced an approved revision to the FDAT019 Computer Patternmaking course. The committee normally does not take course revisions this time of year, but Jackanich explained the department that teaches this course realized it would not have technology that is mentioned in the course description and did a quick revision.

Revisions were approved for the Administration of Justice Law Enforcement AS and non-credit Court Reporting programs. Two other revised programs are almost ready to be on the next Curriculum Committee agenda, Jackanich said.

She discussed several programs that missed their mandatory revision due date in February.

The Biological Sciences AS made it to Tech Review the day of this Senate meeting, and should be on Monday’s committee agenda, Jackanich said. The Biology Biotech Lab Technician Certificate, however, has not been launched in eLumen; Jackanich said there appears to be some disagreement between the Biology Department and the Dean. The Department says it does not have enough faculty to keep it going, so unless someone makes a push this program will not be included in the 2022-23 WVC Catalog.

The Computer Aided Drafting and Design (CAD) program has been launched but has been stalled at the faculty proposal stage since February 21, Jackanich mentioned, adding it should

be at Tech Review no later than March 16<sup>th</sup> so it can be reviewed and approved before the new catalog is printed. She asked anyone in the School of Art and Design to reach out to Department Chair Diane Hurd; Senator Cindi Reiss has been copied on some emails about this and said she would check on why it has been delayed.

There have been issues with some Career and Technical Education (CTE) programs, Jackanich said, and this includes Creating Music for Film, TV and Gaming. It has been submitted to Tech Review but has stalled due to lack of Labor Market Information (LMI). WVC is supposed to show data about the number of job openings in CTE fields so students will see that a degree or certificate will lead to a well-paying career. There have been issues with how to measure this data due to the pandemic and some confusion about how to gather and review it, Jackanich said. The committee is working on a standard process for this.

The Geology AS program has made it to Tech Review and the Economics AA program is expected to be there in time for the next Curriculum Committee agenda, according to Jackanich. These programs do not need to submit LMI data because they are not CTE programs.

The Liberal Arts AA (Counseling) is unusual because Liberal Arts is spread out across various divisions and this program includes a lot of courses. It has been stalled at Division/Dean review since February 24<sup>th</sup>. Jackanich asked anyone who could easily contact Dean of Academic Counseling and Student Success Murrell Green to do so; following his approval, it will go to Tech Review. Senator Joe Bucher said he would check with Green.

Senate President Ehlers thanked senators for any nudging they have done to keep courses and programs moving through the approval process. Faculty need to do this work, so it is important to be supportive, Ehlers added. She also thanked Jackanich for leading this challenging task.

- D. Distance Education Committee Report (I/A):** See VII A. Old Business.
- E. SLAPEC Report (I/A)**
- F. Professional Development Report (I/A)**
- G. Accreditation Report (I/A)**
- H. Senate Taskforce Reports (I/A)**
- I. President's Report: (I/A):** President Ehlers shared the California Community Colleges (CCC) AB 705 improvement plan, which she will sign on behalf of the Academic Senate. Provost Gleixner has worked with faculty leaders in both math and English, and there will be more conversations about the plan, Ehlers said.

The document has these options: (1) The college has no pre-transfer level enrollments; (2) By Fall 2022 the college will have default transfer-level placements in math and English, and no pre-transfer level enrollments. This is where WVC must go, based on the state chancellor's guidance, Ehlers explained, adding this effects the English department much less than math.

A third option would require data showing students enrolled in pre-transfer classes would be more likely to complete a transfer-level class in a year, and the data WVC has collected does not show that, Ehlers said. Senator Miller asked about remedial Math 106; Ehlers said it would



not be offered in Fall 2022 for degree-seeking students. Gleixner mentioned Research Analyst Alison McGann looked carefully at all the AB 705 data.

There are several curriculum changes that will need to be implemented, and several support structures instructors may want to try, Gleixner added. The Math Department, Ehlers said, will work on structuring its boot camp to better support students.

One benefit WVC has as a basic aid campus is the ability to do things like boot camps and non-credit courses that could benefit students and cost them nothing, Gleixner said. One piece of data that Ehlers likes is students are passing gateway transfer-level math courses at a higher percentage than remedial Math 106.

At the previous day's District Council meeting, District Police Chief Chris Rolen said the mask mandate would be lifted March 11th. District Chancellor Brad Davis called for a vote, but the WVC and Mission Academic Senates, Classified Senates and Manager's Representatives did not vote in favor. Ehlers said those groups have been tasked with finding out when the mandate should be lifted. The two options are after Spring Break on April 4<sup>th</sup>, or at the end of the Spring semester in May. Ehlers plans to send a Doodle poll to faculty. There will not be another Academic Senate meeting before the next District Council meeting.

Senator Hopkins said she is not comfortable lifting the mandate because there is still community spread. She is teaching a hyflex class and said there needs to be differentiation between people who are and are not dealing directly with students. Senator Buchér is a counselor who works with students less than six feet away and suggested language specific to working face-to-face with students. Senator Colón, a librarian, added the current library setup has no supervisors for students in study rooms after 12 noon.

**X. Adjournment:** Meeting adjourned at 4:36pm.

**Next meeting: Tuesday, March 22, 2022, 2:15pm - 4:30pm**

**XI. Future Agenda Items**

- A. AP/BP 4100 (Graduation Requirements) Revisions
- B. Participatory Governance Document Discussion
- C. District Legislative Priorities
- D. WVMCCD Mission Statement
- E. Equity Gap and Success Rates

**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](mailto: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](mailto:sharon.storm@westvalley.edu).

**WEST VALLEY COLLEGE ACADEMIC SENATE MEETING**

Tuesday, April 27, 2021

<https://wvm-edu.zoom.us/j/98481500247>

Passcode: 437727

Time: 2:15 pm – 4:30 pm

Membership-2020-21	Present	Membership, 2020-21	Present
Gretchen Ehlers, President Science/Math	X	Andrew Kondon, Senator-At-Large	X
Meg Farrell, Vice President Language Arts	X	Patricia Louderback, Health & Human Develop.	X
Joe Buchér, Student Services	X	Faun Maddux, Science/Math	X
Jasmine Colón, Library	X	Cheryl Miller, Student Services	X
Mitra Fabian, Art & Design	X	Kashi Nath, Associate Faculty Representative	X
Dulce María Gray, Language Arts	X	Cynthia Reiss, Art & Design	X
Stacy Hopkins, Professional Studies	X	Jory Segal, Associate Faculty Representative	X
Tim Kelly, Social Sciences	X	Mel Vaughn, Science/Math	
Rachael John, Student Representative	X		

**Guests:** Paulette Boudreaux, Manny Cappello, Brad Chin, Kate Disney, Thomas Eddy, Stacy Gleixner, Debra Griffith, Diane Hurd, Kristen Jackanich, Virginia Marquez, Marilyn Morikang, Laura Plunkett, Betsy Sandford, Aram Shepherd.

- I. **Call to Order:** President Ehlers called the meeting to order at 2:15pm.
- II. **Introductions:** None.
- III. **Order of the Agenda-Motion:** To approve order of the agenda (M/S/U) (Kelly/Hopkins). Motion passes.
- IV. **Approval of Meeting Minutes-Motion:** To approve 4/13/21 minutes (M/S/U) (Kelly/Nath). Motion passes.
- V. **Oral Communication from the Public:** WVC Provost Stacy Gleixner announced the TEACH-ing Showcase being held May 7<sup>th</sup> from 9:30-11:00am. It will highlight transformative pedagogies that two different learning communities are trying. Professional Development Chair Michelle Francis sent an email with Zoom information and Gleixner put the link in the chat section of this meeting.

Senator Kelly congratulated the Sustainability Committee for its magnificent Earth Stewardship Symposium. President Ehlers read the following from Sustainability Chair Brad Chin: “The WVC Sustainability Committee thanks the WVC President’s Office for sponsoring—and Academic

Senators for supporting—our 8<sup>th</sup> Earth Stewardship Symposium, “The Future of Fire in California” on Thursday, April 23. Among the encouraging comments received by organizer Michelle Geary was an email from a student who will be attending WVC in the fall and said, “Before the symposium I knew that environmental science was what I wanted to do, but after I was just so inspired and it confirmed how important climate action is.” Our future student added that she particularly enjoyed Michelle Halbur’s talk (#3 of 3) because it showed how resilient nature can be, and gave her hope for the future.”

Senator Reiss mentioned her department has had classes where 15-17 students were dropped because they never showed up. This is concerning because they took seats away from other students. Senator Kelly dropped 20 students from a late start class, and Senator Louderback dropped 15 students from her late start class. In both cases, the students never responded to emails. Financial Aid Director Maritza Cantarero forwarded an email to faculty from the state Chancellor’s office about a potential financial aid scam and the enrollment of fraudulent students. Senator Kindon said faculty in his department are very concerned about future semesters and whether programs will be allowed to schedule certain courses again.

## **VI. Information & Announcements**

**College & District Reports:** Faculty Union President Kate Disney updated the Senate on two contract negotiation proposals. Article 20 would strike all references to shared governance, and instead use the word “participatory”. Division Council would be eliminated, and Vice Presidents would instead have that authority. Article 20 also states Department Chairs would work under the direction of their Dean, not a designated administrator. Chairs need to have clear duties and the rights to do them, Disney said.

Article 21, Institutional Responsibility, would require faculty to obtain approval from their Dean on how they are meeting District responsibilities. If the Dean does not give approval, no rationale would be required. Some committees, such as Curriculum, have had a hard time recruiting faculty.

Senator Gray said the idea of not having a choice could take faculty outside of their interests, and having to do something they are not invested in sounds demeaning. Senator Louderback added if faculty are assigned to do certain work, they might not do it, and this would impact other faculty.

Senator Kindon is Department Chair of a group composed of several small programs, and the faculty who are the heads of those programs are the only ones qualified to do Program Review. Those faculty are not compensated for this, although in a sense they act as department chairs, Kindon added. Furthermore, he said, they are the only faculty who are qualified for that role. Senator Kelly said he sees this as a long progression of centralization of power by the WVC administration and centralization of power is something the Senate needs to monitor.

Distance Education Committion Chair Janis Kea shared the following resolution: “The DE Committee recommends that West Valley College stay with Proctorio (proctoring software app) for the next academic year, 2021-2022, and that during this year, an evaluation of Proctorio will be undertaken as part of developing a process for adoption of technologies in the future.”

Distance Education Dean Ray Gamba is working with the Provost’s Office for future funding of Proctorio in the next academic year, beginning July 1, 2021, to ensure no disruption in service during summer session, Kea said.

- B. WVC Student Government Report:** Student Representative Rachael John said election deadlines have been extended to April 30<sup>th</sup> because the Election Committee is having trouble finding candidates. There will have to be a recall in the Fall semester if elections can't be held. Maddy Mandarelli, the student government president, is trying to avoid this. Online voting is scheduled for May 3-14<sup>th</sup>, and Mandarelli will send a link to students.
- C. Student Success Story:** President Ehlers highlighted a First Year Experience (FYE) student. She remembers the student saying she couldn't take pre-statistics because she had not gone to school since the 6<sup>th</sup> grade; she went to a continuation school. President Ehlers assured the student that she taught the class and would watch the student carefully. This student is Latina and was on legal probation when she came to WVC. The student eventually took statistics and did everything she could to be successful; all her WVC instructors saw amazing improvement.

This student transferred to San Jose State and earned a bachelor's degree in social work. She started working with a group of students who were in trouble with the criminal justice system. She also brought group of 15-year-old girls to meet President Ehlers and told them to "ask her stuff". She is now working with a group of undocumented adults and trying to help them possibly attend WVC. President Ehlers praised this student for making the most of her educational opportunities and for giving back in a big way.

- D. Other Announcements:** None.

## VII. Old Business

- A. Approved OER Proposals** — Colón (I/A) — Senators Colón and Vaughn received eight OER applications and recommend all proposals be funded up to the amount requested or 75 hours, whichever is least. These projects offer alternatives to textbooks, many of which are in the \$100-\$150 range, Colón said. Any additional remaining funds will be distributed based on the amount of time requested in a proposal. President Ehlers is hopeful Land Corp will continue funding OER projects.

## VIII. New Business

- A. District Legislative Priorities** — Cappello (I/A) — WVMCCD Associate Vice Chancellor of Governmental Relations and Public Communications Manny Cappello reviewed bills in the state legislature that are high priority to the district, some of which were discussed at the recent Academic Senate of California Community Colleges (ASCCC) Spring Plenary.

The district's Legislative and Policy Oversight Committee (LPOC) was formed after Cappello became vice chancellor. He explained LPOC provides a way for the district to have discussions on bills that are being considered at the state level and form plans for advocacy. LPOC has three Board of Trustee members so by nature it becomes an adhoc committee and gives the district flexibility. Each college has individual opinions, Cappello noted, so it's valuable to get input. He has met with Academic Senates and Classified Senates at both campuses and wants to make it a regular process. At this meeting, he highlighted the following bills:

**AB 14: Internet for All Act.** This bill streamlines the process for cell phone carriers to put infrastructure in more places. Cappello explained the Legislature needs to mandate this because there are areas, including in Saratoga, where residents oppose cell installations and

sometimes block them, in part due to concerns of diminished property values. The bill gives the Governor authority to prevent any city from denying cell installations.

**AB102: College and Career Access Pathways Partnerships:** Extends Career and College Access Pathways Partnerships indefinitely.

**AB288: Ban on Scholarships Displacement Act.** This bill will prevent colleges from reducing financial aid if a student gets a scholarship. Students could have both, Cappello explained.

**AB306: Employee Housing:** Many community college districts are offering or plan to offer some student or faculty housing. The state legislature gives some benefits to districts that put housing projects together, Cappello said. This bill would allow developers to bypass provisions of the state architect review process, making the process more expedient and less expensive. Senator Gray asked Cappello for further clarification; he mentioned the College of San Mateo offers housing for faculty and is using it as recruitment tool. Their faculty can reserve units for their family and can stay for up to seven years. Santa Rosa Community College has housing predominantly for students.

**AB403: Fair Access to College Textbooks Act:** This bill would prohibit colleges from assessing an automatic charge for instructional materials. Senator Kelly mentioned some departments in his division use publishers' electronic materials that students must purchase to take quizzes and do assignments, and asked Cappello about the intent of this bill. Cappello said he thought the intent is to force faculty to select books that are low or non-cost or find alternative materials. He added that it's important for faculty to advocate either for or against bills like this, and he welcomes feedback from faculty.

**AB927: Community College Baccalaureate Degree Programs.** ASCCC supports this bill. Only a few community colleges offer baccalaureate programs on campus. This bill would open it up to all community colleges, Cappello said, provided there is no duplication within CSU and UC systems.

**AB928: Transfer Process.** ASCCC opposes this bill, which establishes a committee focused on removing barriers to Associate Degrees for Transfer (ADTs). Cappello mentioned the language of the bill may be a reason for opposition.

**AB 1040: Mandatory Ethnic Studies Courses.** This bill makes it mandatory for community colleges to offer a three-unit Ethnic Studies course.

**AB 1377: Student Housing.** This bill establishes a state fund providing low-costs loans to qualifying community colleges for constructing student rental housing.

**AB1456: Cal Grant Reform.** ASCCC supports this bill, which makes it easier for low-income students to receive Cal Grants. Age-limits, GPA, and other restrictions would be lifted.

**SB 659: California College Promise.** This bill allows community college districts to reduce the \$46 per unit fee currently charged to students. Some districts would do this to attract more students, Cappello explained.

Senator Bucher asked Cappello where LPOC is on Assembly Bill 84, which would provide Covid-19 supplemental sick leave. Bucher mentioned he and his wife had a second child during the pandemic and are struggling to get by working fully online, and this bill could be helpful to people in their situation, or people with sick family members. Cappello said he didn't think any committee members opposed it and added LPOC discussed the bill in the context of whether it still would be considered after people go back to work face-to-face.

Senator Reiss asked what it means when a bill is recommended to a suspense file; Capello explained those bills are sitting in committees they were assigned to and some delay is taking place. It's not always clear what the delay is, he added.

- B. Program Review Resource Allocation Process — Morikang/Ehlers (I/A) — Marilyn Morikang,** WVC's new Vice President of Administrative Services and co-chair of the Budget and Resources Advisory Council (BRAC), showed the Senate a draft of the Program Review and Resource Request (PRRR) and Allocation Process Timeline, which has been developed by BRAC. Morikang wants to have a participatory process where all resource allocation is tied to Program Review, according to President Ehlers, who also co-chairs BRAC. The committee started to create a diagram about the resource allocation process, but Morikang wanted a closer look. This resulted in the draft timeline, which is being shown to participatory governance groups.

Before Program Review begins in the Fall Morikang's office will clarify each program's baseline operational budget, which Ehlers said hasn't been done at WVC in the time she's worked with budgets. Morikang explained this process will be using the 2021-22 budget cycle as a pilot. BRAC is currently fine-tuning the process, started by Interim Vice President of Administrative Services Rick Bennett. In this transition, Morikang sent each Department a spreadsheet for budget requests and is analyzing expenses from the last five years to determine a baseline operational budget. Any budget requests above and beyond costs will need to be tied to a Department's program and college goals, Morikang emphasized. She added that requests for new software will need to be reviewed because it will become a fixed cost for the following year, not a one-time item.

President Ehlers said Program Review and resource allocations will be connected and submitted at the same time. As an example, instead of asking for money to charter buses for First Year Experience field trips she will ask for a detailed amount for field trips at the same time she submits the program review. In November, Morikang said, resource requests will be submitted with Program Reviews and the deadline will be the same. Whether this will be done with an Excel spreadsheet or online form hasn't been decided.

BRAC will use the summer months to develop the tool that will be used for the PRRR. The rubric will be reviewed annually. The actual prioritization process will start in February, Morikang said. President Ehlers explained BRAC won't decide what is funded, but will make sure resource requests are prioritized, look at different college-wide grants and recommend the budget to College Council. Then the final budget will go to College Council and the WVC President's Office for approval. Senator Maddux, who also serves on BRAC, said the Committee spent a lot of time going over the rubric, and has done a good job of fine-tuning it into something workable.

Senator Miller asked if managers for a program like DESP will still submit budgets in October or November; Morikang said that will not be part of this process, but those program managers still need to submit a Program Review. If program managers request additional funding, Administrative Services will look at all resources. BRAC doesn't just look at what is in the general fund, Morikang added, and implementing a college-wide process is important so there aren't process silos happening at the college. Any technology requests will go to the District Technology Advisory Committee because WVC does not have a technology committee. Morikang wants all committees involved in deciding on budget priorities to communicate with each other. When the rubric is finalized Morikang will come back to the Senate for final approval.

- C. Anti-Racism Curriculum Workgroup Report** — Miller (I/A) — Senator Miller updated the Senate on the Anti-Racism and Inclusion Action Plan workgroup that is dealing with curriculum issues. She reviewed the group's cross-disciplinary membership which includes representatives from Accounting, Art, Childhood Studies, Communications Studies, Counseling, DESP, English, ESL, Health and Human Wellness, Math, Paralegal and World Languages. The Curriculum Workgroup attended a March workshop facilitated by ASCCC Vice President Ginni May and At-Large Representative Michelle Velasquez Bean on course outline of record (COR) and syllabi review.

The group has had four meetings to date, Miller said, focusing on goals, objectives, what should be delivered and the group's timeline. All goals have been discussed and there has been some re-writing, she added. One original goal was promoting the implementation of anti-racist and inclusive pedagogies. The workgroup felt this might be better addressed by a separate workgroup that already is discussing ways to offer professional development and learning opportunities dealing with pedagogy, Miller said, especially since looking at syllabi and curriculum is already a huge undertaking.

Another original goal, identifying where racial, anti-racism and social justice classes could be added to gateway courses in the curriculum sounded to the workgroup like developing ethnic studies classes, and the group wants to see what happens with legislation requiring community colleges to include those classes in a local degree, Miller explained. Additionally, the Curriculum Committee is already promoting Ethnic Studies course development.

The goal to create a formal avenue for students to provide feedback to faculty on biased materials and pedagogies has been removed, Miller said, because Advocate reports can be accessed in the Canvas LMS. The workgroup might decide to include a statement in the syllabus making students aware of this, Miller added, because the group didn't necessarily want to mandate collecting student feedback. Also, faculty could decide voluntarily to seek input about assignments, textbooks, and other materials.

A subgroup may work on an equity-minded syllabus rubric during the summer. In the Fall the workgroup will start developing a course review rubric for COR audit reviews in the Winter and Spring 2022 semesters. Syllabus review rubrics also would happen in Spring and this work will be continuously reviewed. Miller expects the team will come up with new goals. President Ehlers, a member of the workgroup, thanked Miller for her leadership.



- D. SLAPEC Report** — Sandford (I/A) — Student Learning and Program Effectiveness Committee (SLAPEC) Co-Chair Betsy Sandford mentioned SLAPEC has been working with the Office of Instruction and the Senate on a timeline to give programs a cycle for the academic year. Programs and departments will be expected to set a minimum of one goal in the Spring, rather than start from scratch in the Fall.

Sandford said that in the past during the Program Review cycle some programs might not think about their goals until November and would lose valuable time that could have been spent working toward those goals. This year, Sandford said, the idea is to look at Vision for Success goals and set a goal based on one of those. Provost Gleixner has already communicated a plan to Department Chairs, and SLAPEC will send an email with a short video on how to input goals in eLumen. Provost Gleixner described this as the first step in using goals and data in program planning moving forward, and said it's about getting Departments to start using data. WVC Research Analyst Erik Hou is working on putting the Vision for Success goals at the school level so each school will have appropriate goals, Gleixner added. Future goal setting should be tied to college goals which have been set this year during the Educational Master Planning process, Sandford stated.

Sandford presented the thematic summary from last year's Program Review in which SLAPEC members compiled program strengths, challenges, and needs for institutional support. The final report will include sections on student learning outcomes (SLOs), eliminating the equity gap and a list highlighting the accomplishments of selected programs. Overall program strengths include curriculum updating, enrollment, tutoring and passionate students. Sandford called out the resilience, flexibility, ingenuity and patience faculty showed in adapting swiftly to online teaching at the start of the pandemic. Academic programs, Instructional Technology, the library, Student Services, and administration all worked together, Sandford noted.

The pandemic brought challenges in enrollment, retention, and the success of some programs, Sandford mentioned. This was the result of dramatic variations in online course content and a massive demand placed on IT support. Students, especially those with food and housing insecurity, were impacted developmentally and emotionally by the campus closure. Many programs asked for more staff hiring and budget support, she added. When programs wrote about SLO results, Sandford said, some reported adding hands-on practices to better support students, and some programs will update their curriculum based on those discussions.

Regarding the equity gap, programs support the hiring of diverse staff and faculty, and more training for tutors in cultural proficiency, course design content and delivery, Sandford said. The finalized Program Review thematic summary will be distributed in an all-college email before the end of the semester.

**IX. Administrative Business/Actions/Appointments (30 minutes)**

- A. Recognitions (I):** None.

- B. Committee Appointments (I/A):** Professional Development Committee **Motion:** To appoint Communications Jared Fujishin to the Professional Development Committee (M/S/U) (Kindon/Miller) Motion passes.
- C. Curriculum Committee Report (I/A):** Curriculum Committee Chair Paulette Boudreaux said the committee approved several programs with revisions that will now go to the Board of Trustees. Only two programs requiring mandatory revisions did not get submitted in time. Those programs are in the process of making their revisions and may still get through the Committee before the end of this semester, Boudreaux added.

The committee also reviewed several new Ethnic Studies courses; they are clones of existing courses. For example, ETHN051 (Race, Class and Gender in Criminal Justice) is a clone of ADJM051 (Race, Class and Gender in Criminal Justice), Boudreaux explained, adding that various members of the Curriculum Committee helped faculty make the necessary revisions to existing courses, address CSU competencies and create the clones. Boudreaux said she hopes the Committee will get some new stand-alone courses, which can be challenging since WVC does not have an Ethnic Studies Department.

Senator Miller asked if there had been any word on the cloned Child Studies class for Ethnic Studies; Boudreaux replied the state is still in the process of reviewing it and she hopes to hear something in May. The state has not let any college know what is acceptable and what isn't, Boudreaux added, so the Committee has been looking at CSU competencies to get a better sense of what the state wants.

Boudreaux mentioned the Curriculum Committee changed its bylaws a few years ago to allow one non-voting member from each Division to help the committee on some curriculum items as they come forward. The Kinesiology Department selected Co-Chair Heidi Weber to join the Curriculum Committee as a non-voting member from the Health and Human Development Division (HHD). **Motion:** To appoint Heidi Weber as a non-voting member to Curriculum Committee from HHD (M/S/U) (Kindon/Farrell). Motion passes.

- D. Distance Education Committee Report (I/A):**
- E. SLAPEC Report (I/A):** See VIII-New Business D.
- F. Professional Development Report (I/A):** None
- G. Accreditation Report (I/A):**
- H. Senate Taskforce Reports (I/A):** See VII-Old Business A.
- I. Educational Master Plan Update (I/A):**
- J. President's Report (I/A):**
- X. Adjournment:** The meeting adjourned at 4:37 pm.
- XI. Future Agenda Items**
  - A. Senate Process for Faculty Prioritization**

- B. Participatory Governance Document
- C. Accreditation Mid-Term Report

### **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](mailto: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](mailto:sharon.storm@westvalley.edu).