

**WEST VALLEY COLLEGE ACADEMIC SENATE MEETING**

**Tuesday, April 13, 2021**

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

Passcode: 437727

Time: 2:15 pm – 4:30 pm

<b>Membership-2020-21</b>	<b>Present</b>	<b>Membership, 2020-21</b>	<b>Present</b>
Gretchen Ehlers, President Science/Math	X	Andrew Kindon, 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
Nancy Ghodrat, Professional Studies		Cynthia Reiss, Art & Design	X
Dulce María Gray, Language Arts	X	Jory Segal, Associate Faculty Representative	X
Stacy Hopkins, Professional Studies	X	Mel Vaughn, Science/Math	X
Tim Kelly, Social Sciences	X	Rachael John, Student Representative	X
<b>Guests:</b> Paulette Boudreaux, Brad Chin, Whitney Clay, Kate Disney, Michelle Francis, Stacy Gleixner, Kristen Jackanich, Janis Kea, Leo Villalobos.			

**I. Call to Order:** President Ehlers called the meeting to order at 2:18pm.

**II. Introductions:** None.

**III. Order of the Agenda-Motion:** Approve order of the agenda (M/S/U) (Louderback/Vaughn). Passes.

**IV. Approval of Meeting Minutes-Motion:** Approve 3/23/21 minutes (M/S/U) (Reiss/Segal). Passes.

**V. Oral Communication from the Public:** None.

**VI. Information & Announcements**

- A. College & District Reports:** Senator Colón mentioned the library is re-branding Books For Food. It will be called Textbooks and Technology to encompass checking out laptops, graphic calculators, cameras and hot spots. Canned goods will no longer be required.

Senator Miller said West Valley Welcome, the online orientation system that new students will be required to complete before registering for classes, will go live this week.

Senator Reiss announced the Accrediting Commission for Community and Junior Colleges (ACCJC) is hosting the [Partners in Excellence 2021: Equity, Quality and Innovation Through Action](#) virtual conference April 20-22. Sessions are 90 minutes each day and free of charge. The focus is on equity as it relates to institutional excellence.

- B. WVC Student Government Report:** Student Representative Rachael John said the recent ASWVC meeting featured a presentation from [EdVisorly](#), a startup founded by community college transfer students. EdVisorly is an online platform that provides students with an optimized transfer path to their dream four-year university; it strives to help students save time, money and reduce the stress of transferring, John said. She added she likes the platform and thinks with more marketing and development it could be useful to incoming students.

Every student government and Campus Activities Board position is up for election because the students in these roles will be transferring. Elections are scheduled at the end of April. John said Interested students need to complete a [Google form](#) and can market themselves through social media (e.g., Instagram). Any student can run, whether or not they have been a Senator.

- C. Student Success Story:** Senator Buchér, a counselor and Puente coordinator, highlighted a Puente student who did excellent work but was very shy when she first came to WVC and did not like to be called on in his class. In her second semester, Buchér said, the student took a public speaking class that transformed her.

By the end of the student's first year at WVC, she applied for a select leadership conference at UC Riverside. Over the summer of that year, she sent Buchér a message about standing up in front of 70 other students to be nominated as the Northern California Puente representative of 35 community colleges and providing a voice to students in the Puente program.

The student is the first in her family to attend college and will graduate with her Associate Degree for Transfer in Sociology. She has applied to UCLA, UC Santa Barbara and San Diego State. The student hopes to be a faculty member at WVC.

In addition to her academic accolades the student has been an embedded tutor for the public speaking course that transformed her, Buchér said. He added she has done numerous presentations at a conference for high school counselors and has helped him with recruiting events. Additionally, she has done presentations with WVC President Stephanie Kashima to help get funding for students in need.

Buchér is very proud of the effort the student put in to overcome her shyness, and the support she has received at WVC. President Ehlers will share a student success story at the April 27<sup>th</sup> meeting.

- D. Other Announcements:** None.

## **VII. Old Business**

- A. Distance Education Update** — Kea/Clay (I/A) — DE Committee Chair Janis Kea asked Senators to share with their colleagues that WVC's license for the Proctorio proctoring app is expiring at the end of June. WVC and Mission College are considering switching to Respondus Lockdown and Respondus Monitor; Mission is beta testing it. Proctorio is much more expensive, Kea said, and Respondus provides many of the proctoring options currently being

used by faculty. Respondus will be a new platform and will have to be purchased at the District level. Kea mentioned a survey of current Proctorio users; all Departments except two responded. In the past year, 14 faculty have used Proctorio and served slightly more than 800 students.

Senator Miller asked Kea how Respondus works for students with disabilities, especially anxiety, and those who have had a difficult time with Proctorio. Kea replied the issues concerning anxiety levels, equity and privacy are about the same with either platform.

Respondus has two elements: Respondus Lockdown prevents students from using their computers for web searches during a test; Respondus Monitor is a video capturing and recording feature. Lockdown and Monitor emulate what Proctorio does, but Proctorio is considered more functional. Kea mentioned an earlier Senate discussion about establishing a Proctorio task force with regard to a process for adopting technologies. The broader discussion is how technology will be purchased by the District and WVC. The latest issue of WVC Online News deals with cheating and using proxy apps, Kea announced. Another alternative to proctoring apps, the use of authentic assessments, will be the topic of the next WOW workshop on Friday, April 23<sup>rd</sup>.

The DE Committee has worked on first drafts of a Board Policy (BP) and Administrative Procedure (AP) for the Senate to review. Currently there is no BP on Distance Education, Kea said, and while there is a line item for AP 4105, there is no information listed. Eventually, the BP and AP will be taken to the Board of Trustees for adoption.

HyFlex instruction is a major topic of discussion at DE Committee. Do faculty understand what HyFlex is, and what kind of training will WVC provide to ensure the integrity of education taking place? Some WVC faculty already have signed up to teach in the HyFlex model, but it is defined differently at different colleges, Kea explained. Some say HyFlex is teaching a class in-person and online synchronously at the same time, while others say it means teaching face-to-face and online asynchronously and students can choose either option on any given day. The DE Committee, Kea said, is concerned about how the WVC faculty interprets HyFlex and how the college plans to support it. President Ehlers mentioned in the online chat that faculty will be given a choice on whether or not to teach in the HyFlex model.

Several Senators raised concerns about HyFlex. Senator Kelly asked why it is necessary to offer both synchronous and asynchronous methods, saying he could understand giving students the option of either watching a class on Zoom or coming to campus, but the asynchronous option would mean serious revisions to a course that requires oral participation.

Kea replied the point is to provide flexibility to students; HyFlex has been primarily adopted by K-12 schools during COVID because some parents aren't comfortable sending their children to a classroom. She believes WVC plans to offer either online synchronous or face-to-face classes, but this hasn't been made clear. Kea plans to reach out to Provost Stacy Glexiner for more clarity, and DE Dean Ray Gamba will also discuss HyFlex with WVC administrators.

Kea also said she's not certain how, if a student can choose either method on any given day, WVC can ensure social distancing. HyFlex will pose both pedagogical and technological

challenges, such as building a student community within a classroom when some students are online and others are in-person. Kea relayed that the student representative on the DE Committee would prefer face-to-face classes but would go back to online if few students came to an in-person session. The student rep also said she might move towards an online option as time demands ramp up during the semester.

Instructional Designer Whitney Clay said it's important for Senators to voice their opinions about HyFlex even though decisions on how it will be carried out haven't been made yet. President Ehlers said she would express concerns about HyFlex in upcoming meetings with Gleixner and Kashima. For example, will there be teaching assistants to help instructors manage chat and questions from online students? She will recommend the Office of Instruction put together a team of instructors who want to use HyFlex to clarify what it will be like at WVC, rather than have separate Departments act independently of others.

Senator Louderback expressed concern about HyFlex getting rolled out without faculty choice. She noted instructors are doing unbelievable amounts of work with students in the online environment; it's like teaching to 30 students separately because many need help downloading and/or uploading files and videos. Prior to COVID, Louderback noted, students who enrolled in online classes were motivated and independent. If HyFlex doesn't get input from WVC faculty, she said, it's a clear example of the administration having no idea what instructors deal with in online classes. There is much less cohesion in online sessions, particularly in classes with guest speakers and group activities. Louderback understands students need support, but she stressed faculty need support too.

Provost Gleixner mentioned it's unknown if HyFlex is a fad or will become a mainstream part of education. Institutions that figured out how to do online education well in the beginning have been in the forefront, Gleixner said, and it's been hard for other colleges to touch them. Gleixner doesn't want WVC to be the only college not offering HyFlex but understands it won't interest all faculty depending on teaching styles. One idea is to have paid student assistants serving as tech ambassadors who can help faculty with monitoring an online chat; these students could also serve as embedded tutors, Gleixner said.

Professional Development Committee Chair Michelle Francis has been working with colleagues at Notre Dame High School, where HyFlex is used. Faculty there receive pre-class training and technical support in the classroom. WVC faculty will have to learn the tools before they can understand the pedagogy, Francis added. Senator Louderback pointed out in the online chat that Notre Dame is a private high school and can require students to show their faces on camera, while WVC, as a community college, can't require it.

Francis also is working with Gamba, Kea and Clay to look at HyFlex processes used at K-12 schools. Some WVC Departments, such as Court Reporting, are succeeding online because students are enrolling from places other than Silicon Valley, Francis noted.

Senator Gray asked if HyFlex would have a pre-determined hybrid schedule. It's been her understanding a HyFlex class sometimes meets online, and other times meets in person. Based on this discussion, it appears a student can select the format for each session, and this gravely concerns her. Pedagogically a face-to-face syllabus serves different needs and situations than an online synchronous or asynchronous syllabus. Having to switch pedagogy

and planned activities, depending on who shows up, is not fair to faculty members, Gray said. She added faculty are already overburdened; they have toiled at designing syllabi and learning what is needed for different instruction modes.

Senator Colón mentioned part of the college experience is the social aspect, including meeting before or after class. If WVC is still social distancing, what is the responsibility to students taking a HyFlex class on campus? Provost Gleixner replied that 15 percent of WVC classes are on campus and athletes also have returned. She sometimes sees students sitting together in the library, but there are also community members who visit the campus and don't practice social distancing. There's only so much that can be done outside other than posting signs and relying on compliance, Gleixner said. She added there has been zero spread of COVID on campus and it's not up to faculty to police anyone.

Senator Buchér voiced his concern as a counselor. When he meets with a student he makes an education plan two to three years ahead of time. If HyFlex is implemented he wonders how he will know which classes will be offered in those modalities. He also may have students that don't want to take classes that are HyFlex or asynchronous. What mechanisms will be in place so he can put together a workable education plan that puts students in a position to be successful? Buchér often uses the term "ripple effect" to describe all the changes in technology and their impact. He added in the online chat that he received an email that day from a male high school student who asked if all his WVC coursework for the next two years could be completed online.

In response to Buchér's comments, Provost Gleixner stated in the online chat it will be important to determine which degrees will have online pathways and clearly advertise them to students. Department Chairs and faculty, however, aren't sure yet about the demand for online classes post-COVID, Gleixner added.

- B. ADA Advisory Committee Update—** Clay/Miller (I/A) —Clay said the state has not made a decision as to whether or not it will continue funding Ally, the accessibility checker for Canvas. The ADA Committee is also discussing captioning; with so much more video due to online instruction, what worked before is no longer working. In the past, there was enough funding to support captioning for DESP students with disabilities or getting other videos captioned by the state, but since everything went online and the demand for captioning has increased, the funds are insufficient, Clay said. The Committee has been discussing options such as using human captioners in real time, having instructors edit videos themselves or having students help. Clay said she suggested having someone whose job is dedicated to captioning, such as a work-study student who would spend a certain number of hours each week editing transcripts from their courses. There are a lot of variables, Clay mentioned, adding it's very expensive to accurately caption all videos.

Senator Miller, a member of the ADA Committee, put a question on a listserv to see how other colleges are handling captioning. She found that none of the responding colleges have dedicated students or groups doing captioning. They are using AI, as WVC is doing. Captioning is required, Miller added, but the college doesn't have the resources to do it.

Senator Miller also said the ADA Committee is looking at the process for reviewing accessibility of software purchases. That responsibility currently seems to fall on the

Purchasing Department. President Ehlers mentioned the Math Department has multiple software platforms for online homework and is trying to ramp up using Open Educational Resources (OER). The Department had Peter Teipe, District Director of IT Operations, review the Voluntary Product Accessibility Templates (VPATs) of all of the software, and he found different software programs do different things. This is a problem for WVC because no one is providing faculty support. President Ehlers spoke to Dan Borges, the District's Associate Vice Chancellor of Technology, about this; he suggested she encourage WVC President Kashima to hire a technical instruction person.

Kea asked if adopting a technology purchase process, such as the Foothill College rubric, is still being discussed. Clay replied that she asked in the ADA Committee what other groups at the District level are working to develop a technology adoption process but is not certain where the responsibility will fall.

- C. **Institutional Effectiveness Handbook Follow-Up** — Ehlers/Senate (I/A) — President Ehlers asked Senators to follow up with constituents on the Institutional Effectiveness Handbook presented at the March 23<sup>rd</sup> meeting by Accreditation Liaison Officer John Hannigan. Senator Maddux heard from a Math Department constituent who thought it was a great idea and something WVC needs. President Ehlers added the same person said Mt. San Antonio College had a really good institutional effectiveness process, and she will look at that as the details of the process play out with actual accreditation areas.

Senator Gray communicated the following constituent feedback by email: "Great action plan. I'm not sure what specifically we are supposed to have once we have taken this action. He (Hannigan) can make that a bit clearer, perhaps."

**Motion:** To recommend moving forward with the concept of the Institutional Effectiveness Handbook (M/S/U) (Maddux/Farrell). Motion passes.

- D. **ASCCC Spring Plenary Resolutions Follow-Up** — Ehlers (I/A) — President Ehlers asked for the Senate's input on some resolutions she will vote on later this week at the ASCCC Spring Plenary. Regarding "Include Cultural Competence in Faculty Evaluations," she sent Senators suggestions from her and Mission College Senate President Aram Shepherd about ways to include equity. One suggestion is for faculty to write at the beginning of a pre-evaluation how they plan to include equity in teaching, and another is to add questions to the student evaluation form. Kate Disney, President of the West Valley Mission Federation of Teachers, also joined the senate presidents in this initial conversation because faculty evaluations are a negotiated item.

Senator Gray said she found the definition of competence to be nebulous and wouldn't want it in her evaluation without clarification from the District. Senator Segal agreed, saying it is problematic unless there is a clear definition of expectations. She asked how someone would know if she was providing that competency. Senator Gray mentioned she has White students who think of cultural competency very differently than new immigrant students.

Senator Kelly added he doesn't think students are trained to understand what cultural competency means. He said he has been called a racist by Whites and Non-Whites and

suggested that including culture competence in evaluations might make younger faculty more hesitant to say things that should be said in a class.

The Mission College Academic Senate (MCAS) suggested removing specific references to diversity from the student survey because they can be hard for students to judge. President Ehlers reported the MCAS liked questions that asked if an instructor supported a student's success, and made the student feel welcomed and included. Vice President Farrell said she thought those changes were much better than the initial diversity statement on the survey. The Mission STEM faculty worried about including a diversity question in the observation report because there might not be evidence to show they were addressing diversity during the specific observation.

For the self-appraisal form, the MCAS was supportive of combining current questions three and four and supported adding a new question about steps taken to foster diversity, equity and inclusion. Some Mission Senators felt specific groups, such as Latinx and African American, should be mentioned while others were just in favor of adding a new diversity question to the self-appraisal. Michelle Francis suggested taking language from the section of the WVC Anti-Racist and Inclusion Action Plan on honoring voices and adding it to the student survey. Senator Miller added the WVC groups who are working on the plan are looking at the language of goals and deliverables, and there needs to be time for their work to be done so it will become clearer what should be included in faculty evaluations.

Senator Gray expressed grave concerns about changes being made soon. She teaches a class focusing on Latinx literature that is cross-listed with Women, Gender, and Queer Studies. One of her students dropped the class because she was offended by the language in the assigned story and was upset she would not be given a substitute. Senator Gray had an upcoming meeting with another student who doesn't like a memoir that mentions infidelity in the author's family; she said there is an expectation from some students that "you have to give me what I want to read". Senator Louderback added she is against students evaluating faculty on diversity because it's too subjective. President Ehlers will relay all of the WVC Senate's concerns to Mission and state that the WVC Senate is not ready to recommend any change.

Senator Reiss asked where other Senators were with proposed changes to language in the 50% law. President Ehlers said the 50% law, requiring community college districts to spend half of their budgets on instructors' salaries, went into effect in 1961 and the Faculty Obligation Number (FON) took effect in 1989. The FON is not accomplishing its goal of bringing the number of fulltime faculty to 75%, President Ehlers said. The ASCCC resolution, "Revisiting the 50% law and the Faculty Obligation Number (FON)", calls for including librarians and counselors as part of the 50%.

Senator Segal mentioned a basic aid district, like West Valley-Mission, is not mandated to comply with the 50% law. She gave the example of the San Mateo Community College District being considerably below the 50% threshold and asked what the point is of adding to the 50%. Senator Reiss gave an example: If non-instructional costs were currently at 45% and the cost of hiring librarians and counselors (who were not teaching in the classroom and on the wrong side of 50%) was 7%, then Administration could say, "We can't hire because it puts administrative/non-instructional costs over 50%." If, however, instructional costs were at 45% and the cost of hiring librarians and counselors (if they were categorized on the right side of

50% as student support/instructional, which the resolution seeks to do) was 7%, then Administration could not use the 50% rationale as a reason to not hire, and hopefully would hire, as instructional costs can go higher than 50%.

President Ehlers mentioned that support services are as important as direct instruction for student success. Senator Buchér added the Counseling Department has had six retirements and will lose three more counselors after this year. The State Chancellor's office wants all students to get an ed plan, but with no incentive to hire counselors, "We're set up to fail," Senator Buchér said.

## **VIII. New Business**

- A. Conference Leave Funding Recommendations** — Francis/Choy (I/A) — Professional Development Chair Michelle Francis reported 101 faculty have been funded for conference leave, including 17 part-time faculty. Francis said associate faculty should be encouraged to apply. There is \$200,000 available, but in the 2021-22 academic year there won't be as much.

Francis has served two years on the Professional Development Committee and will be leaving after this semester. Co-Chair Bickie Choy will be going on maternity leave, so there will be a callout for members. There was a discussion on the reimbursement process; Francis said this is the purview of Administrative Services.

- B. Sustainability Committee/Earth Stewardship Symposium** — Chin (I/A) — Stewardship Committee Chair Brad Chin announced the [Earth Stewardship Symposium](#) on Thursday, April 22<sup>nd</sup>; he encouraged faculty and students to participate on Zoom. A new planned course, Regenerative Agriculture, taught by Chris Cruz in Parks Management, will teach students how to decrease their carbon footprint and show farmers how to break away from subsidies through entrepreneurship. The Tiny House project, led by Heidi McFarland of Parks Management, may be completed in Fall. Chin said his committee is looking for faculty who may be interested in using the tiny house as an instructional piece. The Vasona Creek Trail Project is ongoing; work on a trail is planned to start this summer. Karen Schneider Brodine of Facilities is the contact person. Chin pointed out the unique environment at WVC and encouraged faculty to leverage it in classes. Projects that are on hold pending a return to campus include the building of a small organic farm and a laptop recycling program. Chin will return to the Senate in May. In the meantime, he asked Senators to encourage any interested faculty to join his committee.

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

- A. Recognitions (I):** None

- B. Committee Appointments (I/A):** None

- C. Curriculum Committee Report (I/A):** Curriculum Committee Paulette Boudreaux said the Regenerative Agriculture course mentioned in the Sustainability Committee presentation is expected to be offered in the Fall. Interior Design has created a new program, Interior Design Professional, which is intended to give students a deeper breadth of training, Boudreaux added. The certificate and AS programs are now called Interior Design Fundamentals.

Boudreaux announced a slight shift in how curriculum will be reviewed. In about a week, the committee will shift from working on programs to focus on courses. Most of the fall semester



will be spent on courses, Boudreaux added. Currently the Committee is working on new CTE programs, ADTs, and new non-credit programs that need State approval, which can take two to three months. If they go to the State at the end of Fall, Boudreaux said, they will be available for the next year's academic catalog.

At the previous Senate meeting, Boudreaux was asked to bring the name of a Curriculum Committee member to serve on a Senate Employability Skills task force. Guided Pathways has a taskforce with a similar mission, so faculty who are interested in employability skills will work with this Guided Pathways task force focused on career pathways. Kristin Jackanich, incoming chair of the Curriculum Committee, and Senator Stacy Hopkins will work with this Guided Pathways task force.

- D. Distance Education Committee Report (I/A):** See VII-Old Business A.
- E. SLAPEC Report (I/A):** None
- F. Professional Development Report (I/A):** See VIII-New Business A.
- G. Accreditation Report (I/A):** See
- H. Senate Taskforce Reports (I/A):** None
- I. Educational Master Plan Update (I/A):** None
- J. President's Report (I/A):** The ASCCC Leadership institute and Curriculum institutes will be held this summer and the Senate has ample funds, so anyone who is interested in either should contact Administrative Assistant Sharon Storm.

President Ehlers met with West Valley-Mission Chancellor Brad Davis about OER funds; he will recommend Land Corp continue funding this program. The focus will be changed from creating individual submissions to having Departments take a unified approach in offering more OER courses.

In her conversation with Vice Chancellor of Technology Borges, President Ehlers learned if WVC faculty want to email everyone in the District, they need to contact Communications Director Scott Ludwig. Borges has been reviewing MS Office licenses; all 1,700 of the A3 licenses have been used. District retirees will no longer have A3 licenses, and Borges will check on which associate faculty will be willing to switch to a less functional A1 license.

- X. Adjournment:** The meeting adjourned at 4:27pm.
- XI. Future Agenda Items**
  - A. West Valley-Mission District Legislative Priorities
  - B. Anti-Racism Statement for Syllabi
  - C. Participatory Governance Document

#### **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 CLASSIFIED SENATE MEETING

Wednesday, May 12, 2021

Meeting Day: Second Wednesday of each month | Time: 12:30pm - 2pm

Zoom Link: <https://cccconfer.zoom.us/j/97202423773>

### Senate Leadership 2020-2022

Ana Lobato, President  
Shamiran Badal, Vice  
President  
Leslie Pollock, Treasurer  
Erica DiPietro, Secretary

### Senators 2020-2021

Rebecca Alvarez  
Shalien Izzi  
George Mageles  
Kristin Martin  
Behin Noormanesh  
Karen Okamoto  
Brenda Rodgers  
Vida Sabouri  
Luan Szeto

### ASG Representative 2020-2021

Emily Lemas

1. **Call Meeting to Order: 12:30pm**
2. **Order of the Agenda**
3. **Oral Communication from the Public (10 min)**
  - a. This portion of the meeting is reserved for persons desiring to address the Senate on any matter not on the agenda. No action will be taken.
    - i. Betsy Sandford: Thematic Summary is now published
4. **Approval of Meeting Minutes (5 min) (I/A)**
  - a. 04-14-2021 Minutes
    - i. Motion to approve (M/S/U) (DiPietro/Badal). Motion approved.
5. **Opening Business (15 min)**
  - a. Guest Speaker: President Stephanie Kashima (20 min) (I)
    - i. Report out on the Inclusion Action plan will be Friday, 05/14
    - ii. Return to Campus:
      - Updating HVAC on buildings that need it.
      - Administrators will be back on campus for Fall 2021
      - Dr. Griffith encouraging Classified employees to be back on campus during the Fall 2021 to adjust to being back in person.
  - b. ASG Report – Lemas (optional / 5 min) (I)
    - i. New executive board will be selected on June 1<sup>st</sup>.
    - ii. Going through elections right now.
6. **On-going Business (1:00PM) (20 min)**
  - a. Accreditation: Institutional Effectiveness Handbook – Lobato / Hannigan (10 min) (I/A)
    - i. Overview of the Institutional Effectiveness Handbook
    - ii. Motion to approve (M/S/U) (Sabouri/Badal). Motion approved.
7. **New Business (1:35PM)**
  - a. Guest: Dean Aaron Tolbert, Mission College – Starfish
    - i. Program designed to help guide students with push notifications
    - ii. Examples: Tutoring, Cranium Café, FAFSA, Admissions, etc.
    - iii. Organize and navigate steps for all student groups.
    - iv. One stop shop: Connect with Banner, Degree Works, etc.
8. **Adjournment**
9. **Future Business**
  - a. College Council Report – Badal (I)
  - b. Guided Pathways Report – Badal/DiPietro/Sabouri (I)
  - c. Caring Campus – Sabouri/Badal (I)
    - i. Caring Campus Link: <https://www.westvalley.edu/committees/caring-campus/index.html>
  - d. BRAC Report – Lobato (I)
  - e. Professional Development Resources

### **Anti-Racist Action and Inclusion Plan**

**Goal A:** Unearthing, examining, acknowledging and identifying concrete actions to account for the racial history of West Valley College.

**Goal B:** Address Anti-Blackness in the campus culture.

**Goal C:** Implement sustainable actions to contribute to an anti-racist culture at West Valley.

**Goal D:** Create culture competency training for staff, students, faculty and administrators.

**Goal E:** Creating a welcoming, supportive and inclusive campus climate.

### **West Valley College Classified Senate Mission Statement:**

The WVC Classified Senate is committed to effectively representing all classified professionals in participatory governance, promoting staff professional development and advocating for classified viewpoints and contributions to the campus community and student success.