

PALO VERDE COLLEGE
Academic Senate Meeting
Tuesday, November 10, 2020, 3 p.m.
Virtual via Zoom
President: Sarah Frid
Vice President: Rosa L. Martin
Secretary: Nidhi R. Patel

MINUTES

1. Opening of Meeting

1.1 Call to Order

- Meeting was called to order at 3:01 p.m. by Academic Senate Vice President S. Frid.
- Roll call
 - Present: E. Atkinson, A. Bavaro-Ricci, T. Bolin, M. Calabrese, J. Campbell, R. Castillo, D. Copple, A. Edradan, K. Eoff, S. Frid, M. Gamez, M. Gaubeca, V. Hernandez, C. Hettige, E. Lopez, M. Lopez, C. Lozoya, L. Lujano, R. Martin, J. Martinez, P. Martinez, C. Medina, G. Milke, N. Patel, S. Peterson, S. Redwine, J. Rinaldi, P. Shibalovich, D. Silva, J. Singler, B. Thiebaux, J. Turner, and V. Velickovska.
 - Absent: A. Casas, D. Lilley-Edgerton, and G. Snider.
 - Guests: I. Dagnino, M. Kehl, and B. Raman.

- Unanimous consent

Action: Voting by unanimous consent on agenda items today
Motion by B. Thiebaux, second by P. Shibalovich
Comments/Discussions/Revisions: None
Final resolution: Passed unanimously

1.2 Public Commentary

Nothing to report.

2. Adoption of Agenda

2.1 Adoption of Agenda

Action: Adopt this agenda
Motion by P. Shibalovich, second by V. Hernandez
Comments/Discussions/Revisions: None
Final resolution: Passed by unanimous consent

3. Old Business

3.1 AP 2510 Task Force

- S. Frid summarizes the documents and does a quick overview of the content that is attached to this item in the agenda.
- We eliminated redundant items, corrected misnomers, made it more consistent, have a uniform structure, formalized distribution of information.
- Every standing committee is supposed to forward agendas and minutes to the library a hard copy and publishing on the website. However, we decided to discontinue housing a

hard copy, instead have it available online on BoardDocs so that it is accessible by everyone.

- Included a statement about voting rights that if you are listed as a regular member of the committee that inherently has voting rights, unless it's specifically notated that your position is a non-voting.
- SLO Committee serves as a dual purpose, it has also been working as Council of Chairs (CofC). Need to look at.
 - Yes that is correct. B. Raman is a co-chair.
- Is CofC a functionality of SLO or is there a discussion that happens with the CofC that is not part of SLO but it's the time just shared?
 - It is bit of both. Primarily the work is around the SLOs, since they involve the division chairs and the coordination with their faculty. It also covers division level concerns and issues that are otherwise not addressed at other forums. So, it is inclusive of both SLO discussion and outside issues under the purview of the division chairs.
- Ok, we can work on this. We can discuss it more. Everything is in a draft form.
- SLO meeting scheduled on Thursday, November 19th, 2020. We can discuss the issues presented here and get back to you with the recommendations.

3.2 Dual Enrollment Agreement with PVUSD

- S. Frid summarizes and goes over the questions posted under this item in the agenda.
- Is this something that we need to be spending time on right now in terms of priority or does it seem like pretty far in the future, where maybe we don't need to be tackling this immediately and maybe we can have some faculty working with administration to develop something intentional (S. Frid's fav word)?
- B. Raman reiterates the points he has made in the past meetings.
- Two weeks ago, a talk with Britt Loureiro and Wendy Lockhart, who are the PVTA teacher's union president down at the unified and the CTA rep that they deal with. During that meeting that was the first time they ever heard about this MOU, and that it broadsided them a bit. They were going into negotiations following day at that time to ask their administration about this. Haven't heard back from them nor have they answered email inquiring about this. One of the primary concerns from both sides was how or will this adversely affect our future enrollment if we offer these courses to HS students. It's not just CTE courses, it looks like GE courses can be offered to those HS students, if it would undercut or undermine our enrollment up here at the main campus during that time. Another concern was coordination. There are other colleges and HS do this but it is very structured and coordinated to where things are actually worked out there that there is a plan. It's not something that is thrown up on the wall to see if it'll stick. It's something that both campuses have to coordinate together in terms. For example, student participating in CTE courses at the college are here in the morning and have to take the core courses in the afternoon. If those students also want to do this 6th and 7th period then there might be scheduling problem.
- UC and CSU are expanding list of courses that meet math requirement for admission for HS students. New rule adopted in October, students in 11th and 12th grade can take data science, computer science, statistics, and other approved quantitative reasoning courses to satisfy the required 3rd year or recommended 4th year. Not sure if these courses have to be college level or HS level. Assuming they can be just HS level courses, typically what a non-STEM HS student would take, like statistics or data science courses. If this is already going into effect, then our courses that are college level being offered at the high school would not make. For example, most likely the HS students would take the HS level statistics, which is easier, than the college level statistics being offered by the college.
- In the past CTE programs have about 220-220 PVHS students enrolled and how this might impact existing CTE programs? 394/800 are in AG programs. Fear is that existing programs will be impacted due to sharing so few students and then adding new programs or new courses. Additionally, HS students are limited to only 11 units.
- Hearing the inputs from the Senators, maybe this needs to go back through Guided Pathways and have a specific intentional target group of students and target classes that

we're looking at, and not leaving it so wide open.

- Another point from the conversation with the HS teacher's union that both sides agreed on was that administration on both sides should have taken time to discuss this with their side of curriculum officers and also with the faculty who would be involved in this. There are clauses in this MOU that would allow HS teachers to teach these courses. There are some other factors in there that concerned the Union about is fairness and apportionment. There has to be a dialogue between all the stakeholders. Also, the idea of adults coming on to the HS campus to take courses as these courses would be open to the public was not a welcoming thought.

Action: Senate takes the time to coordinate with the district and the faculty at both institutions with more deliberation and then bring it back.

Motion by R. Castillo, second by J. Rinaldi

Comments/Discussions/Revisions:

- Reiterate, pool of students are small, if more programs are started then it will come down to shutting down classes or programs due to low enrollment.
- Just because we had a success doing this at Needles, does not mean that 'cut and paste' will work well with PVUSD. Cannot be cannibalizing our other programs or other sections that we are teaching to that population and being intentional.
- Communicate to the administration and faculty, who are working on this MOU, these points, so they know what needs work.

Final resolution: Passed by unanimous consent

4. New Business

4.1 BP 4235 and AP 4235

- S. Frid summarizes the documents and a quick overview of the content that is attached to this item in the agenda.
- Keep as much of our process the same and simple as possible. Some things we can grow into. For example, one of the things that we're offering students per this credit for prior learning (CPL) is giving them the ability to present a portfolio instead of doing credit by exam (CBE). The portfolio needs to have like a faculty sanctioned rubric that is on file for specific course because this portfolio should be able to show that this student is knowledgeable of all the course objectives and the student learning outcomes. We need to have detailed and on record rubric. Some of this we're going to have to piecemeal but some of it we can get enough done by the end of December to say we have implemented it, maybe not as fully as we would like to.
- Does this apply to all courses we offer? Is there a limit to number of courses that a single student can apply for?
 - They could do up to 12 units, applies to entire catalog, i.e. all courses, 100 and 100+
- All courses in the catalog need to have a rubric?
 - Students can only utilize the portfolio route if there is an existing rubric on file by the discipline faculty. So, that is not an option if there is not an established rubric. Sample rubrics provided in the toolkit (see one of the attached document under this item in the agenda), we can look at and see, so we can include it as an option right now in our AP, then work on rubrics later on.
 - Portfolio is most likely not a way for students to get CPL, that would be an exceptional amount of work compared to taking the course. It's possible that the portfolio not get a passing grade in terms of CPL.
 - The options are CBE, portfolio, transcript evaluation from armed services, IP credit, and other samples like that. Students will meet with advisors first to go over the options to see what is available to them and then decide from there.
 - In the AP, the draft language is that the student needs to meet criteria on petition or request form. Not any student can request this, they would talk with a counselor and determine if they are eligible to move forward. It's not like I watched this

- documentary and now I can put together a portfolio to get credit for this course. For example, a student with a Microsoft certification would want to see what if it meets the criteria for CIS course. So bringing tangible life experience to see if it equates.
- Assessment is developed by the department at the college or statewide assessments?
 - All the assessments that are developed would be by our local discipline expert faculty.
 - Who will evaluate these petitions and portfolios?
 - It will be discipline expert faculty. That is something also needs to be brought into this if there is a working conditions aspect to this. Don't know the compensation is right now in our contract regarding if you offer any CBE. If you are evaluating a portfolio that might incur some additional compensation or that should be explored versus if there's a transcript evaluation that actually doesn't happen by faculty. Transcript evaluator is in Shelley's office.
 - We need to put together uniform and discipline process together pretty quickly.
 - The toolkit provides guidance on a lot of that stuff already. It's just an option. We've reached out to faculty before for CBE and faculty have provided the CBE for students for \$30, stipend for CBE. So, it's just adding another option. Obviously, a portfolio is a little more work than putting together an exam. It's just offering students other opportunities to earn credits through experience.
 - As long as we have the process outlined in the catalog and in the AP, then some of these course specific rubrics can happen after the fact in coordination with faculty. This would not be a case where a counselor would say to a student that you meet the criteria for CPL for this course, and then they do something independent of the discipline area faculty. Priority is making sure that the process always includes the discipline area experts from the faculty, particularly a person in a faculty position not necessarily an administrator who has a background in that area.
 - Would like to see the language in the AP, the edits.
 - It is provided in the attachment under this item in the agenda. Any changes made by Dr. Wallace will come back to us. Next Senate meeting is ~1.5 weeks before the Board agenda is put together. So, we will have time to provide feedback.
 - Feedback, ideas, questions, email S. Frid.
 - Students who would like to do CBE could not take it if they had taken the class prior and failed. Does this still apply to CPL?
 - If a student has taken a class and failed, they still have the option to do CBE.
 - Title 5 regulations are provided, it is one of the attachment under this item in the agenda.
 - What about the 3 strike rule?
 - This is a Shelley question. It is same grading policy, students can taking the course twice and failed it twice or take CBE twice and failed it twice. They have to petition to take it third time. If they fail it the 3rd time, either by CBE or CPL or taking the course, they won't be able to take it after that.

4.2 Academic Standards Committee Structure

- S. Frid goes over the content that is attached to this item in the agenda.
- Lots to discuss so it's a good idea to take it out of the Senate meetings.
- Similar to equivalency committee.
- Division chair or representative and as needed bring in a faculty expert in the area.
- Make it a duty of VP of AS.
 - It should be like it is for other committees where the Senate President or designee is the chair. That way, however the Senate President works with their cabinet and the different duties, they can figure out what works best. Not just here, with S. Frid, R. Martin, and N. Patel, but with whoever comes into these positions. Do we want to lock it into one particular position or do we want to make it more flexible?

Action: Membership of the Academic Standards Committee would be the Academic Senate President or designee as the chair, the division chair from each of the divisions or their designee, and additional faculty experts as needed. Vice President of Instruction and

Student Services and Dean of Instruction and Student Services will service as ex-officio members.

Motion by K. Eoff, second by S. Peterson

Comments/Discussions/Revisions:

- What would be the function of the committee?
 - Existing language is stated under the item in the agenda.
- Does this overlap in any way with the Curriculum Committee?
 - It does. However, this committee would report back to the Senate and if the work needs to go through Curriculum then Senate will push it to Curriculum.

Final resolution: Passed by unanimous consent

4.3 Curriculum Chair - OER update and Demo

- J. Turner and V. Velickovska shared their computer screen in Zoom to talked about OER.

4.4 Articulation Officer Report

- New area developing with CSU GE, is a state legislation, that requires ethnic studies.
- This requirement is at both CSU and CCC.
- Classes must begin Fall 2022 and articulation process in February.
- To meet this requirement, we created a couple of new courses through social sciences because state legislation specifies that it must be done through social sciences' division.
- T. Bolin and J. Campbell created two courses: Intro to Ethnic Studies and Intro to Mexican American Studies.
- New courses were created because they have to have new prefix that matches ethnic studies. During the Curriculum meeting, we will be voting on the prefix. It could be ETH.
- CSU is starting to create guidelines and SLOs and we have to adhere to these guidelines in a strict manner because we don't have CID descriptors yet. Must follow guidelines otherwise they won't go through the articulation process.
- Looking for lower level courses, they have to cover things like intro to ethnic studies, Native American studies, Latino studies, African American studies, or Asian American studies.
- Previously, CSU required 12 credits of social sciences to satisfy their GE requirements. Now, the social sciences will require 9 credits units and 3 credit units of ethnic studies in their GE requirements to graduate.
- Students graduating in 2024 have to satisfy this requirement. That is why we are starting in Fall 2022.
- Nothing is finalized yet, CSU will be voting on this next week. We will know soon after. This is the general plan, to take 3 credits units from social sciences and giving it to ethnic studies instead.
- Are these the only two course we are planning to offer or more will be added?
 - More will be added. Right now, one course will be taught in the Fall and the other in Spring, so that way students can fulfill the requirement if one of the semester the class is full.

4.5 Strategic Plan

- B. Raman goes over the PowerPoint slides attached to the item in the agenda.
- Comments, suggestions, etc. should be emailed to B. Raman. He will bring it to Strategic Planning Committee.
- The final presentation will be at the December Board meeting.

4.6 Equivalency Committee Recommendations

- Met last month.
- C. Medina help with the case.
- Case: J. Singler for Theatre Arts
- Unanimously voted to recommend J. Singler for teaching Theatre Arts.

Action: Affirm J. Single for equivalency for Theatre Arts
Motion by B. Thieboux, second by V. Hernandez
Comments/Discussions/Revisions: None
Final resolution: Passed by unanimous consent

- More cases may be coming through.

4.7 @ONE Training

- District is trying to leverage COVID dollars and maximizing those in terms of all the deadlines that we have.
- The more we can utilize the COVID money, the less implication there is on the 50% law.
- The cost of funding all the full-time faculty for this training and everything that's encompassing the MOU exceeds, will have to use general fund money which then impacts the 50% law.
- Because of different funding options with different deadlines, we will have to stagger and prioritize the faculty taking these courses.
- Waiting for the finalized step written from the district on what we need to do to make sure that we get reimbursed, that all the paperwork goes in the right places.
- The form that was filled out was initially for budgeting purpose, however it turned out the form was not needed at all.
- The terms of our MOU specifies that if you would like to access the continuing education credits to apply towards salary advancement for column movement, you can do that and also get per diem. Both, not one or the other.
- Completing this 5 unit course does not guarantee you a salary advancement or column movement. It means you have 5 units to put towards the 15 total units required to move from one column to the next column.
- Once the step are written, you will get them. S. Frid and R. Castillo are meeting and ironing out the steps. They appreciate Senators patience with this.
- Email S. Frid with questions.
- 18 out of 36 faculty cannot apply column advancements, because they are either in column one, six, or seven.

5. Reports

5.1 President

1. COVID-19 reopening
 - S. Slagan has started COVID Reopening Committee (CRC).
 - S. Frid is there on behalf of Academic Senate.
 - Meeting every Tuesday at 10 am
 - Going over the draft.
 - Link will be sent out to all the Senators for review, add your comments or concerns to take to the CRC.
 - If anyone wants to represent the Senate on this, then let S. Frid know.
2. Revolution
 - Spreadsheet is due Dec. 4 by 3 pm.
 - Division who have not met with S. Frid, set up a time to meet up with her or R. Martin. They can help you.
 - After Dec. 4, spreadsheets will be going to Counseling department and instruction. There they will be vetted for conflicts and programmatic issues. If an issue arises, then they will contact just the faculty member that it's affecting.
 - Finalized by January.
3. ConferZoom
 - Free pro account through Zoom.
 - Some faculties are still using the standard Zoom, which has 40 minutes limit to a Zoom session.
 - Sign up for pro with your PVC email address.

- Once you are verified as an PVC employee, usually within an hour, you get all the bells and whistles.

4. Nov. 30 and Dec. 1 - interviews for vacant Counselor position

5.2 Vice President

Nothing to report.

5.3 Secretary

Nothing to report.

5.4 Committees

- Standing Committees:
 1. Accreditation Team - A. Casas
 - Left early.
 2. Benefits and Professional Development - V. Hernandez
 - Nothing to report.
 3. Budget - B. Thiebaut
 - S. Slagan reviewed one big grant proposal that the college is involved in applying/putting together.
 - Various other financial issues.
 - No discussion about budgeting for divisions yet.
 - Among the various potential funds available for faculty training, specifically faculty training for online education is a significant component. It might but not totally dovetail with the COVID funding.
 - District has a legal obligation according to the MOU for faculty online training.
 4. Curriculum - J. Turner
 - CE regulations on the books right now that will probably become Title 5 regulations.
 - See Curriculum Committee meeting agenda for more info.
 5. Equal Employment Opportunity Plan - P. Martinez
 - Nothing to report.
 6. Foundation - V. Velickovska
 - CCC awarded PVC \$150,000 grant for students.
 - This is not based on academic accomplishment, it is for student needs to accomplish their educational goals.
 - We will start giving them out from January and must be all gone by June.
 - Tell your students to apply.
 - Not connected with any other financial aid.
 - Purely emergency fund scholarships for household items, food, car trouble, health issues, childcare, etc.
 - It is renewable, next year is going to be \$100,000 from which only 20% is going to go to emergency funding, rest is awarded as scholarships.
 7. Facilities & Safety - C. Lozoya
 - Nothing to report.
 8. Guided Pathways - S. Frid
 - Nothing to report.
 9. Program Review - T. Bolin
 - Audio was corrupted, unable to transcribe.
 10. Strategic Planning - S. Frid
 - We just got the report from B. Raman.
 11. Student Learning Outcomes - P. Martinez
 - Nothing to report.
 12. Student Success and Equity - J. Singler
 - Pirate's chest food distribution at the emergency food pantry in Blythe, Nov. 20 from 9:30 am to 11:45 am.

- Sign up before Nov. 13.
 - 181 S. Main St
 - Need volunteers
13. Technology - C. Hettige/A. Edradan
- Self Service implementation is in progress.
 - The single source for password authentication is in progress.
 - The student email, IT is in the testing implementation cycle to make sure that all system work.
 - Reminder, Spring 2021 Flex Day training for eLumen and SLO implementation.
 - SB 1359, OER should be clearly identified upon student registration, as well as MBS bookstore implementation.
 - The studio implementation in Canvas is also in progress.
 - Old or past Canvas course shell will remain available in Canvas for any grade changes.
 - There is also a recommendation for Zoom integration in Canvas that is in progress.
- Academic Senate Sub-Committees:
 1. Academic Standards
 - More on this later.
 2. Equivalency - S. Redwine
 - Already done that.
 3. Flex - S. Redwine
 - Coming along well.
 - Will email once solidified.
 4. Scholarship - C. Medina
 - Nothing to report.
 - Academic Senate Task Forces:
 1. Bylaws Task Force - N. Patel
 - More next meeting.
 2. Faculty Handbook Task Force - R. Martin
 - Had to leave for office hours.
 3. Student Learning Outcomes Task Force - V. Velickovska
 - Ready for Flex Day, coming along.
 - B. Raman might have a couple of questions for how we want the data to be presented and demographic manners.

6. Open Forum

Nothing to report.

7. Announcements

Nothing to report.

8. Adjournment of Meeting

Action: Adjourn meeting

Motion by E. Atkinson, second by S. Redwine

Comments/Discussion/Protests/Revisions: None

Final resolution: Passed unanimously, meeting adjourned at 5:02:45 p.m.