



321 Golf Club Road  
Pleasant Hill, CA 94523

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**ACADEMIC SENATE COUNCIL MEETING**

**November 17, 2020**

**APPROVED**

*In accordance with the Ralph M. Brown Act and SB 751, minutes of the DVC Academic Senate Council record the votes of all committee members as follows: Members in attendance will have their votes recorded including names of members voting in the minority or abstaining is recorded.*

**PRESENT:** John Freytag (President), Patrick Moe (Vice President), Lisa Smiley-Ratchford (Corresponding Secretary), Daniel Kiely (Library), Bridgitte Schaffer (SRC), Yvonne Canada (Counseling), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Joann Denning (CE), Anthony Gonzales (English), Kris Koblik (Professional Development), Sangha Niyogi (Social Sciences), Leo Bersamina (Applied and Fine Arts), Susan Parkinson (Biology/ Health Sciences), Alan Haslam (Representative-at-large), Concha Gomez (Math/Computer Science), Liz Mayorga (Part-time Faculty), Maya Yamato (Part-time Faculty)

**ABSENT:** Rick Millington (Kinesiology),

**GUESTS:** Mary Gutierrez, Becky Opsata, Anne Kingsley, Kenyetta Tribble, Mark Akiyama, Jason Mayfield, Ratha Ramoo, Lisa Gwyn

**1. APPROVAL OF AGENDA OF NOVEMBER 17, 2020 AND MINUTES OF PREVIOUS MEETINGS.**

**It was MSC to approve the agenda of November 17, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Kiely, Schaffer, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Bersamina, Parkinson, Haslam, Gomez, Mayorga and Yamato. No abstentions. No nays. Approved.**

**It was MSC to approve the minutes of September 20, 2020. The following members all voted aye: Moe, Smiley-Ratchford, Kiely, Schaffer, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Bersamina, Parkinson, Haslam, Gomez, Mayorga and Yamato. No abstentions. No nays. Approved.**

**2. PUBLIC COMMENT**

None.

**3. COUNCIL COMMENT**

Niyogi reminded Council about the communication from Mickey Huff about the Journalism department's preference to move from English to Social Sciences. She said the leadership in English and Social Science support this.

Kiely commented on President Lamb's email about repatriating the Native American artifacts DVC has in its possession. He said he appreciates Lamb's work on this, but he also feels the college needs to

come to grips with and recognize how long we've held on to these remains. Some of them have been used in classes as and departments have allowed this to happen. He said he feel there's more here than the information lamb sent out.

Kiely said he has talked to a few people in our Safe Spaces work group and the Racial Justice Task Force. He said his understanding is no one is getting paid to do this work. He said he feels we're taking a step forward and we're all aware of racial inequities yet, these groups are groups are filled with mostly people of color, classified and faculty. This feels like two steps back.

Gonzales said there is a vaccine for Covid being developed and people want to return to work, but there are a number of employees with high risk conditions and we need to keep that in mind as we plan returning to campus. We don't know that the vaccine will be 100% effective or that everyone will get vaccinated. He is urging caution in planning for future semesters and to remember that the way that we prefer to deliver the classes in this case is actually not the priority, the priority is the health and well-being of everyone involved.

#### **4. ANNOUNCEMENTS**

Joann Denning the final of the film, television, and video art speaker series is on November 23 at 1pm. Danny Milton is working screenwriter and will share the journey and dedication it takes to work as a screenwriter.

The husband of Taylor Oliver, SRC faculty, is a mathematician, whose expertise is on black holes and won a recent Nobel Prize in physics that was given out for work done on the origins of black holes will be giving a talk on Thursday from 3 to 4:30.

Sefer announced that the members of Phi Beta Lambda took part in the Virtual State Fall Business Leadership Conference the past weekend. She attended the PBL VSFBLC Awards Ceremony and reported the following results:

Management Case Study: Second Place (Keerit Nijjar, Madeline Iswaranata, Reyna Winn, Aaron Soerjohadi)

Finance Case Study: First Place (Mark Malley, Ash, Ernesto)

STRIIVE Public Speaking Contest: First Place (Kayla Terry)

Chapter Awards: DVC Largest Chapter

There were 38 people at the Awards Ceremony, and 15 were from DVC. We were well represented!

Niyogi said as part of the Social Justice Speaker Series, Heather Ponchetti Daly will speak about "From Termination to Regeneration for California Indigenous Peoples" from 1-2:30 Wednesday. Niyogi said this Thursday from 11am-2pm is Social Justice Day. They will be bringing together students from Los Medanos College, Contra Costa College & St. Mary's College Ethnic Studies and DVC with our community organizations for discussions about the necessary work in front of us, as well as centering the social & racial justice inspired works of our student artists.

#### **5. APPOINTMENTS**

None

#### **6. VPI REPORT**

Mary Gutierrez said she has received questions about finals week. For the past three years, our finals week has not been any different than the rest of the semester. The final week of the semester is a full week of instruction and assessment. Classes are full periods of regular class time. Grades are due 3 days after the last class meeting on December 16. Contact Beth Hauscarriague if you need an extension.

## **7. REVIEW OF GUIDED PATHWAYS FUNDAMENTALS**

Gutierrez said as part of our guided pathways work, we are looking at implementing interest areas and the ramifications of putting programs in various interest areas. She said when DVC began working on Guided Pathways about five years ago and we are continuing the work to put into practice the research and the findings on the Guided Pathways framework. But our mission has changed over those years and today we have a very different mission in that we need to be ready for our students and meet them where they are.

Gonzales commented that he appreciates Gutierrez's point about the history of what college-ready used to mean and the way our K through 12 systems are funded and the opportunities that are afforded to students based on the neighborhood that they live in. He said we would be perpetuating inequality if we continue to the definition of college-ready. He said if we have made to transition to being student-ready, we would not still have an achievement gap.

Gutierrez reviewed data from the Student Success Score card that tracked a cohort of students for six years. However, this data goes back to before we started working on Guided Pathways.

Mayorga said when she thinks about transfer-level and transfer-ready, some of these concepts are in conflict with each other because universities may not be looking at success rates in the same way that we do. If some of our students aren't planning on transferring, what are we doing to be student-ready for those students? Also, she has many students that enter DVC with little direction for many reasons who don't know if they may want to transfer. She said it seems when we look at equity gaps, we are focusing on transfer students.

Gutierrez said that's why we looked at data to help us understand the impact of eliminating developmental education for students. This was part of the data we have used to develop our Guided Pathways framework. She added that when a college decides they want to implement elements of Guided Pathways, its home grown in how we develop and implement it. A critical aspect of Guided Pathways is to involve students in decision-making and to learn about the student experience from before they're a student enrolled at the college and while they are attending the college. And we need to think about making seamless connections starting with high schools and even with middle schools. We need to work with community organizations and employers and also the transfer institutions. We need to take a more holistic approach to our students. In this work we need to look at ways to measure equitable outcomes. We also need to look at barriers in our curriculum. She said we have been looking at the adjustments and impacts of 705. She read a report on students who are focused on transfer but who have not completed transfer level English or Math.

Council further discussed the available data and strategies to use the data in implementing guided pathways.

## **8. FEEDBACK ON INTEREST AREA SUCCESS TEAM DESIGN PROPOSAL**

### **Interest Area Student Success Design Team Recommended Programs and Services**

The Interest Area Student Success Team Design Team (IASST) conducted over 25 visits with departments,

as well as the Student Advisory Council, this fall. The Team collected feedback from all groups, with the goal to synthesize the information and recommend a model of the essential programs and services to be incorporated into all Interest Area Hubs. The following, in no particular order, summarize the outcomes of this discovery effort.

### **Career Exploration**

- Internships and connection with business partners and community partners (service learning)
- Alumni visits
- Career panels and presentations
- Career oriented courses (e.g. CARER-110 and Interest Area-flavored specific courses)
- Summer Bridge programs – for undecided students and by Interest Area
- Connection with Workforce Development programs

### **Community Building**

- Events: social and academic
- Service Learning
- Clubs, support groups, and affinity groups
- Peer mentors

### **Tutoring**

- Tutoring for subjects within the Interest Area
- Contextualized math and English tutoring (for example, statistics for Social Sciences or algebra/calculus for Science and Health)
- College skills tutoring (for example, Excel for writing lab reports)
- Equity minded tutoring/application of Academic Success Center philosophy – “no wrong door”

### **Dedicated Counseling/Library**

- Counseling and Library liaisons
- Faculty advisors who will work as a team with counselors
- Embedded information literacy and library skills with librarians

### **Targeted Communication and Messaging**

- Monitoring student progress (may include integration of Starfish)
- Messages to students about program progress (for example, messaging upon successful completion of milestones, suggested classes to complete a degree/certificate, deadlines for degree application)
- Faculty template communications (for example, important dates and reminders for students)
- List of available resources (academic, student success, financial, etc.)
- Canvas module for entire Interest area to provide targeted, timely information (Career Community concept?)

### **Targeted Interventions for Students (academic and other needs)**

- Wellness/Mental health/Physical health/Basic needs
- Technology assistance with hardware, instruction, support, printing

### **Coordination with DVC Outreach and Recruitment**

- Facilitate connections to feeder programs from high schools and other partners

Becky Opsata reviewed some edits to the version Council saw at their previous meeting. One is the change from the wording “career oriented courses” to “connections with career oriented courses”. Also the Classified Senate suggested in addition to having peer mentors, to also having faculty and staff do mentorship programs with students. When this is approved, we can start answering questions about how and who pays for it. They do want an endorsement for the vision.

Council discussed a baseline standardization that all we should have in all interest area hubs. Mark Akiyama said we will evaluate the pilots we have done and develop the metrics for evaluating the impact of these efforts. We need to have a formal evaluation by spring so we can make any adjustments needed.

Ratchford asked if various divisions' success teams will be able to prioritize what they feel is appropriate for their students. Opsata said interest area success teams will work with the division leaders in that interest area to establish priorities.

Parkinson commented about the need to design physical spaces for the success centers so students can easily access services as well as some "soft" spaces for students to gather. Opsata said the next step in this process is once we have a strong design, is to figure out where those spaces are and create physical hubs for each of the interest areas.

Freytag said this item will be back on the next agenda as an action item because it needs to get to College Council by the end of the semester.

## **9. WORKGROUP AND PLAN TO LEAD COLLEGE WORK TO ADDRESS CCCCCO CALL TO ACTION**

Freytag reminded Council on of our goals for this year is to put together a work group to lead the work on the State Chancellor's office call to action. Here are the action points with action plans laid out in the Call to Action:

1. A System wide review of law enforcement officers and first responder training and curriculum. Our system trains the majority of law enforcement officers, firefighters and EMTs in California. We have an opportunity to transform our communities by leading the nation in training our law enforcement officers and first responder workforce in unconscious/implicit bias, de-escalation training with cultural sensitivity, and community-oriented/de-militarized approaches. This work must be led system wide in partnership with the Academic Senate for California Community Colleges (ASCCC), faculty at our colleges, Career Technical Education Deans, workforce education practitioners, local communities and key stakeholders such as the Commission on Peace Officer Standards and Training (POST).

2. Campus leaders must host open dialogue and address campus climate. The murder of George Floyd, ongoing violence projected in the news, increased unemployment, poverty and inequality impact every single community. Now more than ever, our students, faculty, staff and administrators need to feel a sense of agency and must have open and honest conversations about how we come together as an educational community to keep building inclusive and safe learning environments. Our campuses already use surveys, focus groups and town halls to address campus climate, but building community virtually requires new strategies and tools. This work must be led by our campus CEO's/Presidents in partnership with district trustees, campus police, chief student service officers, campus student leaders and their community.

3. Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. As campus leaders look at overall campus climate, it is equally critical that faculty leaders engage in a comprehensive review of all courses and programs, including non-credit, adult education, and workforce training programs. Campuses need to discuss how they give and receive feedback and strive to embrace the process of feedback as a productive learning tool rather than a tool wielded to impose judgment and power. Faculty and administrative leaders must work together to develop action plans that provide proactive support for faculty and staff in evaluating

their classroom and learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols. Campuses also need to look comprehensively at inclusive curriculum that goes beyond a single course, such as ethnic studies, and evaluate all courses for diversity of representation and culturally-relevant content. District leaders should engage with local faculty labor leaders to review the tenure review process to ensure that the process promotes and supports cultural competency. Additionally, districts should be intentional about engaging the experiences, perspectives and voices of non-tenured and adjunct faculty in the equity work of the campus. This work must be led in partnership with campus CEO's/Presidents, college faculty, chief instructional officers, chief student service officers, the ASCCC, the Student Senate for California Community Colleges (SSCCC) and campus student leaders.

4. District Boards review and update your Equity plans with urgency. It is time for colleges to take out their Equity Plans and look at them with fresh eyes and answer the question of whether it is designed for compliance or for outcomes. College leaders, both administrative and academic, must have candid conversations about the limitations and barriers to pushing their equity plans and agenda further, and where there are opportunities and support to accelerate the work. Colleges will need to pull together a cross-campus team, including research, human resources, technology, faculty, support services, classified staff and others to focus on naming the barriers, identifying solutions, and then rallying the full campus to engage in meeting the needs. Equity plans must take into consideration the non-credit and adult education students, who consist of close to a million students in our system, and make up some of the most vulnerable and socially disadvantaged groups. We have all seen campuses do what was previously considered impossible as they responded to COVID-19; it is time to channel that same can-do attitude and community resolve towards addressing equity and structural racism. This work must be led system wide in partnership with district trustees, CEO's/Presidents and all campus leaders at all levels.

5. Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan. In 2018, the Board of Governors of California's Community Colleges (Board) mandated that our system create a plan to address diversity, equity and inclusion (DEI) in our workforce and learning environments. This work culminated in a unanimous vote September 2019 where the Board adopted a new system wide statement for DEI that impacts the mission of our system, the Equal Employment Opportunity (EEO) reports submitted by our districts and funding allocations for EEO funds. In addition to a new statement, the Board approved the DEI Integration Plan with a call to fully implement 68 recommendations over the next five years. Our system cannot afford to wait 5 years. The Chancellor calls for the Chancellor's Office DEI Implementation Workgroup, the statewide representatives in the Consultation Council and campus leaders to mobilize to implement all tier 1 recommendations in the next 6 to 12 months and to act with urgency to implement tier 2 recommendations.

6. Join and engage in the Vision Resource Center "Community Colleges for Change." As an educational community, we all need to continue to invest time to learn. The Chancellor's Office has created a virtual community in the Vision Resource Center where content, dialogue and modules will be uploaded. Visit [visionresourcecenter.cccco.edu](http://visionresourcecenter.cccco.edu). After logging in, under the "Connect" menu, visit "All Communities" and look for "Community Colleges for Change". Select the community and then click "Join Community" to access the content. This site is open to our entire system.

Council discussed the focus of the work group is to work on recommendations for coordinating all the work we are already doing, and maybe make recommendations for three or four different tasks or initiatives that we can prioritize and act on. Council agreed the first step is to find people who are interested in participating. Freytag said this will be back on the next agenda for further discussion. He

asked Council to forward names of anyone who is interested in being on the work group or provide other support.

## **10. SUMMER AND FALL '21 COURSE SCHEDULING**

Freytag said there will be meeting in December at the district level to determine the formats for courses for the summer and fall, online or hybrid. Realistically we will not be back on campus in the fall. The following summer depends on the development of a vaccine. We will be adding more hybrid classes and working with faculty who have hard to convert to online classes. We don't want to tell faculty how to teach their classes in ways they are not comfortable. We need to keep in mind students and faculty that do feel comfortable coming back and what requirements are there going to be and what metrics are we going to use to determine what is allowed according the Health Dept. and CDC guidelines.

Koblik said as we move forward, we need to be flexible and suggested adding more 6 week classes that would allow us to pivot and the to keep students moving forward in their educational progress. Schaffer said adjunct faculty are concerned they may be offered to teach a course in a format they are not comfortable with.

Freytag said Chancellor Reese is going to be at our meeting the following week. He would like to discuss our strategic plan, how the district can support the colleges and some open dialogue. There will also be time on the agenda to have more conversations about scheduling.

## **11. ASCCC AWARDS**

Postponed

## **12. DESCRIPTION AND PROCESS FOR FORMATION OF AFFINITY GROUPS**

Council looked at the description and process for formation of affinity groups and noted some additional language that a few senate members came up with.

Council briefly discussed the additional language but agreed they are comfortable moving this forward.

**It was MSC to approve the description and process for formation of affinity groups. The following members all voted aye: Moe, Smiley-Ratchford, Kiely, Schaffer, Canada, Gerken, Seefer, Denning, Gonzales, Koblik, Bersamina, Haslam, Gomez, Mayorga and Yamato. No abstentions. No nays. Approved.**

## **13. SENATE COUNCIL WORKGROUP RECOMMENDATION ON COUNCIL/COMMITTEE REPRESENTATION**

Postponed.

## **14. ACADEMIC SENATE PRESIDENT'S REPORT**

Postponed

## **15. ADJOURNMENT**

The meeting was adjourned at 4:35pm.