

ACADEMIC SENATE COUNCIL MEETING**NOVEMBER 16, 2021****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), Lisa Smiley-Ratchford (Vice President), Sangha Niyogi (Social Sciences), Daniel Kiely (Corresponding Secretary), Bridgitte Schaffer (SRC), Emily Moss (Library), Susan Parkinson (Biology/ Health Sciences), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Anthony Gonzales (English), Kris Koblik (Professional Development), Concha Gomez (Math/Computer Science), Leo Bersamina (Applied and Fine Arts), Taylor Harrison (Counseling), Jackie Ponciano-Babb (Kinesiology), Joann Denning (CE (Career Education)), John Matthesen (Adjunct), Gargi Kulkarni (Adjunct)

ABSENT: Alan Haslam (Representative-at-large),

GUESTS: Maria Garcia, Kim Schenk, Anne Kingsley, Kat King, Crystala Button, Rosa Armendariz, Frank Ortega, Yvonne Canada

1. APPROVAL OF AGENDA OF NOVEMBER 16, 2021.

It was MSC to approve the agenda of November 16, 2021. The following members all voted aye: Smiley-Ratchford, Schaffer, Kiely, Moss, Parkinson, Gerken, Seefer, Gonzales, Koblik, Niyogi, Gomez, Harrison, Ponciano-Babb, Denning, Matthesen, and Kulkarni. No abstentions. No nays.

2. PUBLIC COMMENT

Maria Garcia said she wants to address Council about coming back to campus and in-person learning, specifically for students who have never been in an in-person platform who transition to college or went back to college in an online platform. She said students have many worries about either going back or to a completely new environment. One example is lectures. Online lectures are usually recorded so students can pause to take notes, but an in-person lecture is a different place that they cannot pause. It is important for students to know what to expect in in-person lectures. Also, a lot of professors like to use textbooks during their lecture and students cannot pause to make annotations. She said a recorded lecture is a good technique for studying because our professors ask questions during class and then a student can play it back to see if they have figured out the answer. Also, in online discussion boards you do not have to respond immediately but you do not have that option for in person discussions. There is also the convenience online to be able see the assignment beforehand so they can prepare. In terms of materials, some professors in online classes allow you to use your notes or textbook in exams and quizzes. Now in person you may not be allowed to do that so students must prepare to take it without notes or the textbook. She suggested a welcome letter to students from their professors with some information that is helpful for students to know what to expect to help with their time management. And she said she hopes office hours will continue to be available online as it is more flexible for both the professor and the student.

Freytag thanked Garcia for her comments and recommendations and said the Council really appreciates them since they have been having many conversations about this.

Yvonne Canada said she has stepped back into the Umoja Coordination Team. She said a concern has come up about the scheduling of their core Umoja Learning Community courses they offer all the students in the program. Each semester they have one counseling course and one social science course that are linked in their enrollment and curriculum. These courses are limited to Umoja students and they have had this format for 10 years. The cap for the Counseling course is 35 and the cap of the Social Science course is 42. The Social Science course has always been under-enrolled but the Instruction Office and the departments have always worked with them and it is appreciated. It has benefitted the students as has the College when it comes to their success and completion. She said this semester a sliver section had been added to their Sociology 120 class that is open to all students. The department chair initially thought it was a mistake. There were several discussions via email, but it required the Sociology department to change the format of another section of sociology with live synchronous class meetings on Zoom not only in the same format but, the same time. She is not familiar with the requirements in Ed Code and to discover this late the previous week just prior to these classes going live for student registration in Insight was stressful and upsetting. It was even more so because of the responses they received to their request to fix the problem immediately. She said imagine seven students entering a class unknowingly of an existing cohort who have another class together, who have curriculum between those classes, that is linked that they are not privy to. That not only disrupts the entire Learning Community that disrupts the instructors and students in that sliver section. She said it is troubling and distressing that those seven seats in a linked course cross-listed section are so critical to the college's enrollment than the integrity of the entire Umoja Program. Those seven seats are a drop in the bucket for the college but in a learning community cohort of 35 students is an enormous impact. She is very troubled by the fact that this change was made not in collaboration, not in consultation, not in a collegial manner, but unilaterally and that the program Dean and coordinators were not informed about it ahead of time. It was found in the schedule by chance. She said they have a meeting scheduled with Nicki Moultrie, Rosa, James, and Kim Schenk to talk about this going forward.

3. COUNCIL COMMENT

Gonzales said the Puente Program, like Umoja, recently received some top-down decision making that did not align with what they try to do in the program. He said some decision making is done trying to capture more students and increase enrollment but does not consider that our programs are a linked cohort model and that their goal is not to draw in new students through our programs. In fact, they have high retention rates in cohort models. He explained in Puente during the spring semester they offer 3 linked courses – English 123, a Counseling Transfer course and, Library Studies 121. They were told their Library Studies course cannot be offered asynchronously. It is not an open section. However, the Counseling course is hybrid so that means that two thirds of their courses are offered in a format other than a synchronous. They reached a compromise and they are moving forward. But, it sometimes makes you wonder if those making the top down decisions understand how these programs work.

Gonzales told Council he just heard about another Puente program in the state that gives their students priority registration but we do not do that for our learning communities.

Gomez said she has a course in the spring that is a Zero Textbook course. She said as she was putting in course notes she said she checked that there is no required textbook purchase. However, she was not able to indicate that she has an optional reader for those students who do not have a printer and would like a printed version of the reader she is using. She also was not able to put in the requirement for a calculator for the course. She had to contact Anita Hill to add these things. It is a clunky system and a lot of faculty are trying to do zero textbook

cost but they are finding that the system is not accommodating their adoptions, and other things like a calculator or an optional reader.

Gomez shared that the previous week, she received an email from a student requesting a letter of recommendation for transfer to some elite universities. She said she recognized the student's name but she could not picture the student.

So, she did a search on her hard drive and found a grade sheet from fall 2020 for an online synchronous class that met twice a week for 45 minutes. But she realized that most students had kept their cameras off. She said it is possible he was a shy or introverted student, but she feels horrible. She said most of his college classes were online and mostly asynchronous. Now he is transferring and she wonders how he will transition to F2F classes and the experience of professors calling on him in real time. She said she is concerned for so many students that will be going through that and said we need to go out of our way to mentor the students about their transitions.

Schaffer said in relation to Maria's comments earlier and Harrison's email about things to think about to help students be successful in F2F classes her division is dedicating their next division meeting to discuss these topics. What do we not know that we do not know and, what questions will we need to be prepared to answer? We need to make sure that both us and our students are ready for a return to in person teaching and learning.

Freytag said these are important points and conversations we need to have. He said most faculty have been in a classroom with students at some point in their careers while many students have not been in a college classroom or they have not been in quite a while.

4. ANNOUNCEMENTS

Niyogi said the last equity speaker for this semester, Dean Spade is the following day, November 17 at 1pm. Then on Friday at 11, James Wilson will lead a debrief circle. The talk will be recorded but not the debrief circle.

Freytag reminded Council the faculty lecturer nominations are due on December 3. Our goal was to have one nomination from every single division so, please encourage your faculty full time or part time to consider that opportunity.

Freytag said local senates are encouraged by the ASCCC (Academic Senate of California Community Colleges) to establish a legislative liaison to keep track of what is happening at the state legislative level and serve as a contact representative for our Senate. He would like to bring this back for some discussion.

Freytag said ASDVC (Associated Students of Diablo Valley College) is sending out a survey to gather student voices. They have asked the faculty for assistance in distributing that survey information to students.

Freytag said the district has contracted for an enrollment recovery plan with a couple companies. They will be conducting a series of focus groups at each of the colleges and we are being asked for a group of faculty to participate on Wednesday, December 1 from 9-10am.

5. APPOINTMENTS

None.

6. VPI REPORT

Schenk told Council we also need students for those focus groups. Maria Garcia would make an excellent student representative in the focus group. They are looking for about 15 Latinx students, 15 API students, and 15 from the general population.

The implementation of Ready Education and our Covid protocols have been keeping everyone busy on the administrative side of the house the last couple of days. There were some glitches with communicating with Colleague that caused students to run into some issues so they are working on troubleshooting those and any other issues that may come up. She said they have set up an information page on the website with a lot of information for students with an email link. Please share this broadly with your students. If a student has had their vaccinations verified but there is still a hold on their registration, they can send an email to that link so A&R managers can lift that hold and they will be able to register immediately. Approval of employees' vaccinations have not been verified yet and they are stacking up so please do not resubmit. Schenk said student workers no matter what capacity, even online tutors, are subject to our employee status protocol. They also need to submit for approval through the student system.

She said on Monday there is a district meeting where they will be discussing what to do with students who only want to come on campus occasionally in the spring.

Schenk said she is glad the challenges for our learning communities was brought up and we are committed to working through those and all the permutations of what we have to do with scheduling legally in the state and providing clear pathways for students in the curriculum and schedule validated by national research on best practices. We are providing an opportunity to work with the instruction office to design those pathways in collaboration with counseling and program liaisons to lay out a course of study for students to get through their educational goals in two years. We also need to schedule the modalities that work for students. She apologized for the confusing message that went out about scheduling a balance of modalities. She said it is a proposal and we must pilot this to see how students respond.

The constant in our pathways work is to make it regular, predictable, and reliable. And to be able to work in one format or another with students to provide clear guidance for their path and the courses and patterns to help them reach their goals with us in two years.

7. DISTANCE ED. UPDATES

[Experimental Hybrid Technologies](#)

Anne Kingsley and Kat King presented updates on the District-wide Distance Education Strategic Plan process. There is a District-wide Planning session on 11/18 with Joanna Miller, District Dean of DE from 2:00 - 3:30 PM. She reviewed the agenda that included breakout rooms

Kingsley reviewed the agenda for the meeting. They will review the timeline. Mojdeh Mehdizadeh will provide an overview of District DE. They will review the draft goals and objectives and talk about action steps.

Asynchronous participation will be available after the event to contribute or continue discussions.

King shared a link to the last Strategic DE plan for reference. This semester there will be DVC based discussions about our DE vision, challenges, and needs. In Spring 2022 the final draft will be completed and sent to Senate for approval.

Kat King shared a link to a document that has information about some innovative technology resources we are trying out to see if we want to purchase them for all classrooms.

The [Swivl CX robot](#) rotates to follow the teacher automatically. It connects to multiple audio markers that can be placed throughout the room and uses an iPad (or another mobile device) for recording video or streaming (Zoom, MS Teams, Google Meet). It is easy for teachers to set up and operate for daily use and it has a range of accessories to customize set up in any classroom.

The [Meeting Owl Pro](#) is a 360-degree camera, mic, and speaker combined into one easy-to-use device. It creates the experience of in-person participation for hybrid teams and integrates seamlessly with video-conferencing platforms like Zoom.

The dedicated [Whiteboard OWL](#) camera pairs with the Meeting Owl Pro so remote team members can easily view your in-room whiteboard.

King said if anyone want to try out one of these technologies, to contact Percy Roper.

8. ACADEMIC SENATE GOALS IN ACTION: SUPPORTING OUR UNDOCUMENTED STUDENTS

[Yosimar Reyes' "We Never Needed Documents to Thrive"](#)

Frank Ortega, Rosa Armendariz and Jesus Guterrez, DVC DREAMers Alliance co-chairs, present information about what they are doing to support undocumented students at DVC.

Armendariz shared her background and her connection to this work. Her mother is from Mexico and her father is from Spain. She said her family has deep roots in Texas. They met in California. Armendariz said even though she grew up in the US, as she was growing up her identity was connected to the immigrant story.

Ortega said his daughter, depending on which side of the family you look at, is 5th or 6th generation. And the experience for each subsequent generation is different. So, her experience is vastly different from someone who has recently arrived as well as second and third generations.

Gutierrez said both of his parents immigrated from Mexico and one was undocumented. His mother came here because her grandfather was in the Bracero program. He said it was stressful for his father for things like worrying he would get pulled over for a traffic ticket and his immigration status would be discovered. He said what we see in the media is mostly about undocumented immigrants from Latin America, but there are also many from across the world including Asia and Africa and European countries. And they all have different personalities and backgrounds and the DREAMERS Alliance echo that diversity in their work.

Armendariz said it is important for us to acknowledge also that some of our Community Members are native to this land and so it is also thinking about our relationship to this land and the place that we all live in together now and our stories and connections to it. She encouraged Council to share their thoughts in the chat.

Ortega shared a clip of a film called "We Never Needed Documents to Thrive" by Yosimar Reyes. A link was sent out to Council prior to this meeting. Ortega said Reyes explores ways in which undocumented communities continue to build full lives despite the adversities faced by anti-immigrant policies. Reyes explores immigration narratives that center the joy and collective power of a community that is often misrepresented. In the clip, Reyes says when we talk about undocumented labor they always exist as a myth. But the labor our parents do is significant but so many of our parents who happened to be undocumented are considered low skilled workers. However, what is talent? There is nothing low skill about construction or the many other jobs they do. He said many immigrants have an entrepreneurial spirit and create jobs out of nothing. So often they are trying to

defend themselves against phobic rhetoric and trying to prove that they are good immigrants. When we look at the media coverage of undocumented immigrants and if there is nothing positive, how can we continue to inspire our communities. And the idea is that we are selling resources, stealing jobs but the reality is that that is a myth. It is the way that we scapegoat immigrants or the way that we scapegoat poor people.

The other thing that he realized what happened with us as immigrants, is that we pacified undocumented immigrants. People wanted to see us as these little individuals that are powerless and just here to work, we are not here to cause any cause any trouble. But, he does not want to feel small to make somebody else feel comfortable. He wants to exist in his own truth in the full complexities of who he is. If you are intimidated by how he has been able to build and thrive, despite the adversities, you should ask him how he does it so you can learn instead of building hurdles for him to not move forward.

Ortega asked Council if any of them would like to share their story.

Niyogi said she is a first-generation immigrant and she knows that to have all the privilege and resources is complicated from the journey from being immigrant to becoming a citizen and it takes many years. She said she hears statements about if immigrants are worthy or not. But the reality is that it is just a matter of faith and luck with what you are born with in this world. She said for her, this brings back the topic of solidarity. Thinking of yourself as worthier than someone else, it is just exactly what those divisive policies encourage. Privilege comes with responsibility, and she feels it her responsibility to build that solidarity. It also resonated for her when Reyes talked about the work his grandmother did and how his dream was to make sure she did not have to work anymore, and how proud he is of his mother and grandmother. She said for many of our students when we are talking about student success and achievement it impacts the whole family. We cannot impose a very individualistic version of the American dream on the students because that is never going to work.

Matthesen said he works in both in culinary and agriculture and if we did not have our documented and undocumented workers, we would have no restaurants and no farms. The people that work in those industries are the backbone of America. So, we should be not only supporting but celebrating that achievement

Kulkarni said in the film she identified with when he said there are immigrants you just want to you be under the radar and just do their job prove their worth. Even being a legal immigrant, she shares that sentiment. She also liked when he said that we keep highlighting the hardships and the misery of all the undocumented students and people but, we should share the joys, the talents, and the everyday stories.

Ortega asked how do we create that space where people can express themselves and feel comfortable where folks can feel wanted. Our charge as whole college is to determine what are the facilities, the infrastructures, the programs, and the support systems that we are creating and producing here on campus so that there is a space for them to bring in all their talents and cultures. He said he has been thinking about what a DREAMers Center would look like. He said often students feel if they go in the center they are stigmatized as undocumented immigrants. He also is thinking about what is motivating the Academic Senate to get engaged as a body and your individual investment. And how can the Academic Senate and the DREAMers Alliance collaborate moving forward.

Parkinson said regarding motivation for the Academic Senate, faculty is aware that they are one of the most time intensive interfaces with all the students on campus. She is interested in learning ways to empower all her students and use their knowledge to build community in the classroom and help them reach their goal. Ortega said they offer some trainings on strategies for doing those things

Freytag said the Senate wants to make their goals more than words but to understand and learn about our students more. And then be able to collaborate and support the ongoing work on our campus. Ortega said there

is a mental health aspect We need a dedicated counselor that can address that intersectionality of being undocumented and being a student. He said he has also been doing community outreach to area high schools and it is prudent upon us because they are going to come to DVC so it makes sense that we start to form those relationships now.

Gutierrez reviewed the resources we have in regards to undocumented students. First, we have the DREAMers Alliance. They have members that include faculty, staff and students that meet once a month. Their overall goal is to provide a welcoming supportive and safe environment at DVC for undocumented students and the way they do that is by creating awareness. The end goal is to make sure that undocumented students reach their educational goal, and their immigration status is not a barrier while they are at DVC. Their website has many resources such as how to apply, transfer information and more. Another resource that came out this year from the state is the Leadership Development Program. In the program it is like a work study program where a student has a job on campus and they get paid through a certain department, for example, not through financial aid. Undocumented students are not eligible for financial aid. She said so far, they have been having a great time gaining experience on campus and being able to gain a bit of money because many of them do come from lower socio-economic classes.

Gutierrez said they will be doing an UndocuAlly workshop during January Flex. They do not have the date and time confirmed yet. The goal of the training is not so much that we are going to make you experts but to at least familiarize you with it. He said there is also the District-wide Dreamers Conference they do every year. This year LMC is hosting it in February 2022.

Gutierrez said they have been working on the development of the Dream Center. Their main goal for the Dream Center is for a place for undocumented students to meet each other, build connections with other students, no matter what their immigration status, and staff and faculty. They also provide information about different resources on campus. During their kickoff event students wrote down their dreams on paper butterflies and they were posted in the Student Services Center on the outside of the stairwell. Many students who did not fit under the undocumented category filled them out also. This simple activity helps build a sense of community.

Armendariz said moving forward she feels they have support but they will need more resources. That is something the Senate could help them advocate for. And to be consistent in our support.

Gonzales said there are connections between our learning communities including Umoja, Puente and others. They are not necessarily formal connections but you see a lot of the same people in different spaces. Ortega said this is where the Dream Center is vital because it will start bridging those alliances and relationships. He said they will have a full-time dedicated coordinator to facilitate collaborations, marketing, and have the knowledge to answer questions we have about DREAMers.

9. FUNDING “CONSUMABLE” SUPPLIES

This item was postponed.

10. INCREASING AND SUPPORTING ON-CAMPUS INSTRUCTION AND SERVICES

Parkinson said it causes some anxiety that we do not know what we do not know. She would like to hear from faculty and students that are back on campus now about what was helpful, or what was hard as she is planning her classes for spring

Matthesen said we had to quickly go into online mode and now we have curated all these skills and what are we

doing with all that. Faculty need to think about how can we help each other, what do we do with those skills, what is the transition like. Matthesen also said it would be highly appreciated for Department Chairs or Division deans to personally contact every faculty member to welcome them back to campus and assure them they will have support.

11. ACADEMIC SENATE PRESIDENT'S REPORT

No report

12. ADJOURNMENT

The meeting was adjourned at 4:35.