DVC
DIABLO VALLEY COLLEGE

321 Golf Club Road
Pleasant Hill, CA 94523

ACADEMIC SENATE COUNCIL MEETING
MARCH 23, 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), Patrick Moe (Vice President), Susan Parkinson (Biology/ Health Sciences), Yvonne Canada (Counseling), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Daniel Kiely (Library), Joann Denning (CE), Anthony Gonzales (English), Kris Koblik (Professional Development), Rick Millington (Kinesiology), Sangha Niyogi (Social Sciences), Leo Bersamina (Applied and Fine Arts), Concha Gomez (Math/Computer Science) Liz Mayorga (Part-time Faculty), Maya Yamato (Part-time Faculty)

ABSENT: Lisa Smiley-Ratchford (Corresponding Secretary), Alan Haslam (Representative-at-large, Bridgitte Schaffer (SRC),

GUESTS: Mary Gutierrez, Kim Schenk, Becky Opsata, Katy Agnost, Kyle Whitmore, Becky Opsata, Claudia Hein, Blake Longfellow, David Kirker, Noah Gordon, Heather Lee

1. APPROVAL OF AGENDA OF MARCH 23, 2021.

It was MSC to approve the agenda of March 23, 2021. The following members all voted aye: Moe, Parkinson, Canada, Gerken, Seefer, Kiely, Denning, Gonzales, Koblik, Millington, Niyogi Bersamina, Gomez, Mayorga, and Yamato. No abstentions. No nays. Approved.

It was MSC to approve the minutes of February 2, 2021. The following members all voted aye: Moe, Parkinson, Canada, Gerken, Seefer, Kiely, Denning, Gonzales, Koblik, Millington, Niyogi Bersamina, Gomez, Mayorga, and Yamato. No abstentions. No nays. Approved.

2. PUBLIC COMMENT

Megan Hansen, an English Instructor, is here with some of her colleagues about hybrid courses for FA21 and why they believe this is such an important framework for working towards equity across the College. They would like to make this a discussion topic for Senate to put in place a cohesive plan for how to return to campus in the fall. The Union is working to try to lower class numbers but English has been struggling to get a clear answer on how they can offer hybrid courses in the fall. They want to know how many students will be in a section, and how many courses and sections they can schedule. Hansen reviewed some data from English and ESL comparing FA19, SP20, and FA20 enrollment information, completion information, students who dropped, and students who failed. They have seen a significant number of students who are failing since we've moved to remote learning. They have been working to analyze why students are dropping or failing. English sees that the progress they were making in adapting to AB 705 regulations, has been halted. Hansen reviewed the aggregated data for various student groups including African American students, Filipino students, Hispanic students and multi-ethnicity students show the equity gap is growing in these groups during this time. Hansen said they believe we need to get back to campus in as many ways as possible to meet student's needs. They are hoping the administration will talk with the Union about lowering some class caps. She said they would like to make sure that we don't simply offer classes on campus because of issues about room availability. We need to work together to find common solutions and that this doesn't get put back on the departments to sort out. And we need the support services that students are missing having in person. Freytag said this will come back to Senate for a thorough discussion.

Gonzales shared a video of Adam Bessie's public comment. Bessie said he has been teaching in English since 2006 and we are currently at an inflection point. The numbers for drops, fails and withdrawals is shocking and they are concerned with who those students are that are dropping or failing. He said we need to think about if we will we persist to only serve those privileged populations that have the resources and are on a transfer track as a stepping stone for them. Or, will our college continue to be an institution devoted to serving our community, wherever they are at. The issue of returning to campus is an equity and anti-racist issue of the highest order and it needs to not just be a public comment but, as an agenda item for thorough discussions.

Freytag said this will be agendized so we can have transparent discussions about this across the whole college and come up with a plan.

3. COUNCIL COMMENT

Gonzales thanked his colleagues for speaking up about issues moving forward not only in his division, but the whole college and he is appreciative it will be on future Senate agendas.

Mayorga shared a comment from an adjunct instructor colleague who said in regards to evaluations of adjunct instructors and how those evaluations are weighed and what is taken into consideration, for example, how much student reviews are considered in the rehiring process and how that ends up affecting instruction, but also how this could be incorporated in a more timely matter. This is specifically speaking about faculty members who have been working with DVC for a number of years and have been denied rehiring rights continuously without necessarily having a full understanding as to why.

Moe said he supports what English is talking about to get students back on campus and that it is absolutely an equity issue. However, he has heard concerns in many meetings including the Scheduling Committee that there might be many factors that are limiting our capacity in the fall. It seems like the most limiting factor is our plan to deep clean classrooms constantly which is not where the science is right now.

Bersamina commented that in his department asynchronous classes have less drops and the synchronous and hybrid classes have more drops so they are grappling with what modalities of class sections to add. He said many of the faculty have taken polls in their classes and there are students who are not quite ready to come back to campus. He said it's incumbent on us to lead the way and let students know the science is behind us.

Seefer said she is on the DVC Scholarship Committee and she has been reading numerous applications. This year they're very different and every applicant mentions Covid in their essay. She said a number of applicants have mentioned that it took the pandemic for them to finally come back to school. Most of these are older students with complicated, complex and full lives and now they have the opportunity to take classes without having to commute and spend time on campus. There are many students that don't even live in close proximity to campus so they would not be able to make that change.

4. ANNOUNCEMENTS

Freytag said he has been working on recruiting student graduation speakers

Niyogi said the next Social justice speaker is Maurice Rafael Magana Ph.D., University of Arizona who will speak about "Urban Autonomy and Mutual Aid: Lessons from Youth Activists in Mexico: on Thursday, March 25 at 12:30.

5. APPOINTMENTS

None.

6. DVC SPEECH AND DEBATE TEAM STATE CHAMPIONSHIP

Moe offered congratulations to the DVC Speech and Debate Team for the first time in DVC's history the team has won the State Championship, and also the first time for any school in Northern California in more than 45 years.

Fifteen students, each with multiple speech and debate events, competed in a four-day online tournament involving head-to-head debating, public address, limited-preparation speaking, and dramatic performance. In addition to the team as a whole earning the title of State Champions, many individual competitors were recognized for their competitive accomplishments. DVC competitors filled all of the top three spots in the individual speaker rankings, and made up six of the top 10 speakers in the state. He said Blake Longfellow was handed the head coach position so kudos to him and his team for continuing their excellent work during these times.

Blake Longfellow said the support of the team is really a college-wide effort. He said Patrick Moe contributed a lot to their success in working on building the team during his tenure as the previous director of forensics. Longfellow said students have had such amazing experiences that some went on to earn their masters and are now back here coaching. There are other people that aren't even part of the department who have contributed to the team's success. The last two years DVC hosted a major tournament with teams from across the country including major universities. They sourced topics for debate rounds from members of the DVC community. Several faculty members submitted topics that helped make our tournament stand out and be something that other schools want to come back to year after year. He thanked the faculty of the Academic Senate for their support and providing insight to their fields and the hot topics of the day.

David Kirker, a member of the current Speech and Debate team, expressed thanks for all the support the team has received through the years in many ways from the college.

Noah Gordon said this is his second year on the team and he is aware of the influence of past coaches and appreciates all the support and acknowledgement. He said the team feels empowered after their successes even during the pandemic and they are committed to working hard towards the National Championship.

7. VPI REPORT

Mary Gutierrez reported that on February 12 the first of two workshops were presented on mitigating implicit bias in hiring practices. This Friday they are going to have a similar training. She said it's really important knowledge for us to be developing and using to inform how we are conducting hiring at the College.

Gutierrez reported to Council that often at Academic Senate she hears concerns and questions raised that they don't often have the opportunity to respond to at that time. She wants to assure Council that she and Freytag follow up on these issues.

Gutierrez said she wants to provide a little more context for the work that is being done around Success Centers and the guided pathways work. It's important for us to remember that a key to the conversation is around success teams and finding places to develop neighborhoods on campus to bring interest areas together. As we work on this we need to keep an equity lens in mind.

Gutierrez said she has not received much feedback herself on the success centers She really wants specific feedback and does not just want to rubber stamp what has so far been proposed.

8. STATUS OF INTEREST AREA STUDENT SUCCESS CENTERS DISCUSSIONS, APPROVAL SCHEDULE

Becky Opsata and Kim Schenk updated Council on the conversations they have been having with the interest area design teams, as well as Puma and the Veteran Resource Center.

They presented a PowerPoint on the timeline for this work, suggested locations and an assessment of the physical needs for each location. They reminded Council that several of the proposed locations are still tentative. They are working with various programs on relocating. They said they revised some of the plans to help clarify the process.

New revised phased plan for physical spaces for Success Centers

Fall 21 Phase One Roll-out

Math & Engineering   LC 200

Science & Health   PL 102 & 103

Arts, Language, Comm PAC 101, 102, & 106

San Ramon Campus   Library ASC

Spring 22 Phase Two Roll-out

Business, Computer Science, Culinary Arts - Location still under consideration

Social Science   LC 102, 104, 105A, 105B, 106, 107, & 108

Phase 2 conversations ongoing

Data to be discussed:
- Sections displaced by using certain rooms
- Potential FTES loss if displaced are not taught in some format
- 25Live usage information
- Fall 21 planned schedule
- A project manager has been hired to start looking at spaces this week and they may have useful input for this conversation

Success Centers -physical needs – document draft
- **Physical Space – all needs to be ADA accessible**
  - Signage
  - Paint to brand each of them
  - An area for quiet conversations and study space
  - Centralized place for the program coordinator to sit in the middle of everything
  - Outdoor spaces – canopy if needed, seating
- **Furniture**
  - Movable whiteboards on wheels
  - Flexible movable furniture, wheels
  - Soft space, couch or comfy chairs.
  - Podium with a short throw projector to do presentations
  - Cubbies/storage area/locked cabinet to keep materials and to lock up personal items and could be used to lock up supplies.
  - Bookcases to store materials and reference books
- **Technology**
  - Stationary computers with the appropriate software and cameras – 8-12
  - Log-in computer for SARS
  - Printer
  - Scanner
  - Projector
  - Message monitor like in the halls
- **Supplies**
  - Calculators
  - Notebooks, pencils, pens
  - Pencil sharpener
  - Snacks

Opsata and Schenk said the list of physical needs came out of some brainstorming. They will send this document out for feedback, suggestions or corrections and will come back to Senate for updates.

Gerken said he did not hear anything about any needed remodeling to the spaces. He said one of his concerns is that if a component of the Success Centers is going to be counseling, shouldn't there be plans for some private spaces to have counseling sessions. Schenk said that definitely needs to be discussed and counselors will be involved as they are involving stakeholders in all the locations.

9. TUTORING RECOMMENDATIONS FOR STUDENT SUCCESS TEAMS

Katy Agnost shared the following information she and Kyle Whitmore put together about recommendations for Student Success teams regarding tutoring integration in the Student Success Centers. They talked to faculty and also some staff and managers across the college, including SRC. Tutoring will be a core of the centers that will help draw students in.

Guided Pathways Tutoring Recommendations for Student Success Teams

Background:

• DVC offers tutoring in twenty-four different areas across the college (twenty-two at PHC, two at SRC, and NetTutor).

• There are no common requirements or standardized procedures for tutoring across the college.

• From a student-facing perspective, tutoring at DVC is unequal and uneven, making it difficult to navigate this critical student support service.

• Some areas offer large tutoring programs with administrative support (English, math), some areas have tutoring coordinators onsite but less faculty involvement (Biology, Business, SRC), others have space but little on-site support (Physical Sciences), and some operate only due to faculty involvement (Economics, Computer Science). Several areas do not offer any tutoring support to students.

• Students take classes in disciplines currently not supported by current tutoring programs and not receiving tutoring resources.

• Centralized tutoring didn't work at DVC because it was separate from, rather than inclusive of, other tutoring programs, departments, and faculty at the college.

• How do we reach more students and close the achievement gap?

Recommendations: Our goal is to enhance the current experience and help students connect to tutoring support that reflects their needs while aligning tutoring with Guided Pathways interest areas. In these Student Success Center hubs, students will have access to tutoring and support with a focus on that specific interest area, and an emphasis on reading, writing, math, and study skills.

Tutoring Guiding Principles: Recommendations for All Tutoring Areas Tutoring Centers will:

• Keep faculty and departments at the center of tutoring.

• Use an equity lens to inform tutoring practices and resources.

• Focus on student retention and success is as key indicators of tutoring center success.

• Serve C, D, and F students as effectively as it does A and B students, and conduct outreach to bring in C, D, and F students.

• Use a team approach to student support, with a students-first, no-wrong-door philosophy.

• Provide tutoring and support for interest area subjects as well as college-wide academic needs including study skills, numeracy, reading, writing, critical thinking, and technology. 2 Final 3/15/21

• Create a welcoming environment and student community, which is key to keeping students engaged and on track

• Increase student connections to the college

• Provide warm hand-offs to other support areas or tutoring centers as needed.

• Hire tutors that reflect the student journey, so that students see themselves reflected in the tutors they work with.

• Recruit tutors based on faculty recommendations and work with faculty to recruit tutors that reflect and embody the tutoring philosophy and student journey.

• Offer online tutoring that is connected to on-campus labs.

• Coordinate data collection and discussion within and between interest area tutoring centers.

• Collect apportionment from tutoring session to offset tutoring costs.

Staffing Recommendations: Integrated Model of Support/Team Model

• **Faculty Tutoring Coordinator(s) (RT):** Supervise recruitment and hiring of tutors, train tutors, coordinate with other success centers, faculty coordinators, and tutoring lab coordinators, collect and analyze data. 100%

• **Senior Lab Coordinator (see current job descriptions):** Coordinate tutoring labs, supervision of lab, training, contacting departments within interest areas, coordinate with other success centers, faculty coordinators, and tutoring lab coordinators, collect data, administrative hiring and recruitment.

• **Program Assistant (case management retention model):** Focus on retention: work with students, tutors, and support staff to ensure students have access to the support they need to achieve key first-year benchmarks and feel connected to the college; provide back-end support for Starfish retention reports.

• **Peer tutors:** faculty recommended and trained in tutor-training course (note: tutors could work in multiple centers to create a connection between areas).

- Recommended by faculty and who reflect the DVC student journey (hired for specific content support but who can also help with study skills and successful student strategies).
- Consistent tutoring recommendation and hiring practices across the tutoring areas

• **Admin support (utilizing existing support and creating a collaborative system):** o

- Common hiring and payroll practices

• **Interest Area Student Services Success Teams**

• **Faculty office hours**

• **Online tutoring support**

Facilities Recommendation:

Ideal Physical Space: (General Guiding Principles)

• Welcoming space/community

• Accessible/universal design at center – all can access space and technology

• Furniture for tutoring and community space (tables, couches, etc) • Computers with interest-area specific software (eg. Art DM, languages, sciences, etc.)

• Printing (free with 10pg max? make simple for students)

• Flexibility to reorganize the space to invite guest speakers and host events;

• Space for information about open classes and other resources;

• Space for counselors to meet with students in private;

• Space for professors to hold office hours;

• Space for quieter study;

• Space for group study;

• Space for quieter tutoring;

• Integration with student success teams

• College amenities: (processes designed around this) o

- charging stations;
- snacks;
- check out services (laptops, calculators, extra copies of textbooks, etc.)
- free school supplies

Interest Area specific needs:

• Recognition that each interest area (and each department within an interest area) has varying and individual needs

- EG: Art DM needs graphics-heavy processors, speech needs space for students to practice, Computer Science needs access to computers and programs, Math needs specific calculators, etc.

• Recommend that each interest area hold meetings to discuss unique space and equipment needs. This will address what is needed to remodel new centers, move from existing centers, and create new support.

Evaluation Recommendations:

• An evaluation plan will be developed by the dean and interest area tutoring leads, and data coaches will work with the departments to assess the effectiveness of the model, and discuss the findings within the disciplines and interest areas.

• Student success data (collect information via SARS): set benchmarks and goals

• Student survey (affective); each semester survey students plus annual report

• Faculty survey: each semester plus annual report

• Tutoring usage

- consistent data collection practices
- shared discussions within and between departments/interest areas
- data-driven decisions

• Plan and infrastructure to take action with the data

- Retention plans o Equity lens o Data cannot just be a talking point – action expected

• Benchmarks set – who is using the center? What groups are under/over represented? Who are we missing?

• Starfish Retention (kiosk within center to track study hall) and SARs data (for tutoring apportionment)

• Program Review

Training Recommendations:

• All peer tutors must take tutor training course (English 140, Math 140, INTD 140) or the receive the equivalent training prior to tutoring (or in the first semester of tutoring); training courses could be late-start to accommodate hiring practices

• Ongoing tutor training (at start of semester and throughout the semester) • Training for interest area teams (faculty and staff)

Funding Recommendations:

• Tutoring must have dedicated operating budget

• Tied to minimum wage increase so do not lose tutoring hours

Planning Recommendations: Interest-area planning for new centers

• Planning meetings with interest areas: what needed, what this will look like • Transition process and timeline

• Recruitment and hiring process and timeline

• Training for coordinators and interest area teams

• Fall 2021 plan

Timeline: To be completed once recommendations approved and Interest areas formed.

• Spring 2021: schedule for phasing in of interest area centers; planning for phase 1 (fall 2021); hiring and recruitment plans in place; interest area conversations prior to end of term;

• Summer 2021: funding for faculty coordinator work; hiring; preparation for phase 1

• Fall 2021: phase 1 of interest area tutoring; planning and hiring for phase 2;

• Spring 2022: phase 2 of interest area tutoring; planning and hiring for phase 3

• Summer 2022: funding for faculty coordinator work; preparation and hiring for phase 3.

• Fall 2022: phase 3: all interest tutoring centers up and running (goal)

Questions:

1. What is the time frame? Keeping in mind the existing tutoring centers operating in spring and summer 2021, what does implementation look like for fall 2021?

2. What should existing tutoring areas do this spring in regards to hiring of tutors/staff for fall 2021?

3. What does management of online tutoring look like?

4. How is information collected for Program Review?

5. Looking to future, what is the role of the SI Program and how will it fit with the interest area tutoring centers? (Avenue for exploration and future funding)

6. For faculty coordinators, how to include multiple areas (e.g. Biology and Physical Sciences)?

7. What is dean reporting structure? Deans of interest areas involved, but is there also a dean of tutoring? What is the administration of tutoring look like within the interest area success centers?

8. What are the next steps?

Seefer asked where the funds for reassign time will come from. She also asked who would be responsible to do Program Reviews for the centers. Agnost said funding is coming from Guided Pathways funds and eventually the centers will be counted for apportionment. She said right now Tutoring itself does have a program review but they do have an individual tutoring review under the departments Program Reviews.

Heather Lee asked how current Tutoring lab and Tutoring program coordinators should proceed with their regular ongoing work recruiting and hiring tutors for fall and beyond, while we're in this transition. Agnost said to continue putting student needs front and center and at the same time work with the interest area teams as we design the centers.

10. 4CD ETHNIC STUDIES COUNCIL

Niyogi reviewed a document the Ethnic Studies Council put together a document guide to develop curriculum, degree programming, and establish minimum equivalencies for current and future faculty to serve the goals of Ethnic Studies at 4CD.

February 22, 2021

To: All 4CD Faculty

Re: 4CD Ethnic Studies Council

To our colleagues in the Contra Costa Community College District, we would like to introduce

the 4CD Ethnic Studies Council, a group of faculty from our three colleges who have Ethnic

Studies expertise and who will build, support and expand the development of Ethnic Studies

across our district.

As you might be aware, the state legislature recently passed AB 1460 making Ethnic Studies a

graduation requirement for California State University students. AB 1460 requires CSU students

to take a class in one of the following four Ethnic Studies disciplines: Native American Studies,

African American Studies, Asian American Studies or Latina and Latino Studies (a.k.a. La Raza

Studies or Chicana/o/x Studies). There is also a strong push to pass a similar bill for the

community college system (AB3310 , ASCCC Resolution 9.03 and 9.04), and so it is likely that

we will soon see a similar requirement for our community college students. The same is true for

our public high schools. We want to be ready for these changes and be leaders for our district

and the state.

As the 4CD Ethnic Studies Council, we will promote and defend Ethnic Studies, an

interdisciplinary field of study with more than 50 years of scholarship. We would like to invite

our colleagues, including Academic Senates, to assist in supporting and strengthening the

expansion of Ethnic Studies at our three colleges to be ready to meet current and future student

demand. We understand this work as an intricate part of our college's district's overall

commitment towards racial and social justice. It is in this spirit of racial justice and the call to

dismantle systemic institutionalized racism , all three colleges should make a commitment to

establish, promote, and protect Ethnic Studies. AB 1460 should not be used to dilute or weaken

Ethnic Studies. Emphasized by AB3310, the ASCCC resolves that the discipline must be led by

faculty with expertise or credentials in the field: "Whereas, Ethnic studies disciplines are listed in

the California Community Colleges Chancellor's Office's Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook under "Disciplines Requiring a Master's Degree," ensuring that the professors who teach courses within these disciplines meet the required minimum qualifications."

We will support and encourage the creation of Ethnic Studies classes, including African American Studies, Chicana/o/x-Latina/o/x Studies, Native American Studies, and Asian American Studies/Pacific Island Studies classes. The 4CD Ethnic Studies Council will ensure that existing qualified faculty can teach those courses, and will promote the hiring of Ethnic Studies specialists to teach at our colleges.

The 4CD Ethnic Studies Council will work with our respective Academic Senate Council, managers and district to develop clear guidelines on creating courses, cross-listing of courses, departmental oversight of courses, staffing, scheduling, equivalencies, and other relevant issues dealing with the implementation of Ethnic Studies and AB 1460.

What is Ethnic Studies?

According to AB 1460, "Ethnic studies are an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans."

Ethnic Studies emerged out of the long struggle for racial and social justice during the 1960s. Part of the goal of creating Ethnic Studies was to move away from the deficit model of education, one which sees our students and communities as "problem populations." Instead, Ethnic Studies (Black Studies, Chicano Studies, etc.) highlights the important intellectual, economic, social, and cultural contributions that Black, Indigenous, People of Color have made to the development of this country, while recognizing that these communities have rich intellectual traditions. There are now over 50 years of Ethnic Studies scholarship. Ethnic Studies is not only a discipline, but an epistemic and pedagogical approach that is equity driven and culturally relevant. In some respects, Ethnic Studies pedagogy is a pedagogy centered in a community of love.

It is the view of the 4CD Ethnic Studies Council that to effectively teach Ethnic Studies requires years of training and preparation along with lived experience. This means engaging existing, and when needed hiring, Ethnic Studies instructors who are not just content experts but recognize and work with the powerful linkage between psychological, cultural, political, and academic purposes of Ethnic Studies. Regardless of their race, the effectiveness of Ethnic Studies educators is hinged on their continuous reflection about their own cultural identities, their relationships with the focal ethnic communities, and the impact of a Eurocentric system on their

perspectives and sense of self. Research acknowledges that being a person of color is not enough when considering effective teaching of race, racism, and racialized realities (Tintiangco-Cubales et al, 2014). While people of color are connected through a commonality of racial oppression, to access the tools needed for an Ethnic Studies pedagogy, it is important for all educators to examine the impacts of racism and colonization on their own identities, relationships with others, and understandings of education.

Ethnic Studies insists on an epistemological reordering emergent from the subjectivities of these populations. It demands a decolonial approach to curriculum and pedagogy with the potential to drive the success of our students. The ontology of the marginalized must be centered in Ethnic Studies curriculum. It should also be emphasized that in order to qualify as an Ethnic Studies course, it is not enough to add a unit on culture or race to the existing curriculum. The point of Ethnic Studies is to go beyond this simplistic supplemental approach. Again, Ethnic Studies is not about adding "exotic" colors or flavors to the subject matter, but about centering the experiences, cultures, histories, and complex social reality of Black, Indigenous, and People of Color. Only faculty with advanced training in Ethnic Studies may be qualified to teach courses in Ethnic Studies. The task is then, to develop curriculum, degree programming, and establish minimum equivalencies for current and future faculty to serve the goals of Ethnic Studies at 4CD in centering inclusive excellence for all our students.

Sincerely:

4CD Ethnic Studies Council

Adrianna Simone Ph.D., Los Medanos College

Albert Ponce Ph.D., Diablo Valley College

Agustin Palacios Ph.D., Contra Costa College

Anthony Gonzales MFA, Diablo Valley College

Carolyn Hodge, Contra Costa College

Frank Ortega Ph.D., Diablo Valley College

Lisa Smiley Ratchford Ph.D., Diablo Valley College

Lorena Gonzalez MA, Contra Costa College

Sangha Niyogi Ph.D., Diablo Valley College

 Appendix

CSU GE Area "F" Ethnic Studies Requirements

Listed below are the required Core Competencies of courses eligible for inclusion in CSU GE Area "F" Ethnic Studies. To be approved for Area "F" a course must have a "preponderance" of content covering these competencies:

1. Analyze and articulate concepts of ethnic studies, including but not limited to

race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white

supremacy, self-determination, liberation, decolonization and anti-racism.

2. Apply theory to describe critical events in the histories, cultures and intellectual

traditions, with special focus on the lived-experiences and social struggles of one

or more of the following four historically defined racialized core groups: Native

Americans, African Americans, Latina/o Americans and/or Asian Americans, and

emphasizing agency and group-affirmation.

3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality,

religion, spirituality, national origin, immigration status, ability and/or age.

4. Describe how struggle, resistance, social justice, solidarity and liberation as

experienced by communities of color are relevant to current issues.

5. Demonstrate active engagement with anti-racist issues, practices and

movements to build a diverse, just and equitable society beyond the classroom.

Courses approved for Area "F" must have either an Ethnic Studies prefix or a

prefix directly related to one of the 4 targeted ethnic groups: African

Americans, Asian Americans, Latino/a Americans or Native Americans

Council had no further questions. It was MSC to approve the proposed Ethnic Studies Council guide to develop curriculum, degree programming, and establish minimum equivalencies for current and future faculty in our Ethnic Studies programs. The following members all voted aye: Moe, Parkinson, Canada, Gerken, Seefer, Kiely, Denning, Gonzales, Koblik, Millington, Niyogi Bersamina, Gomez, Mayorga, and Yamato. No abstentions. No nays. Approved.

11. CURRICULUM COMMITTEE UPDATE

Claudia Hein said there are a couple of very minor changes they made to the proposed Curriculum Committee bylaws since the last time it was brought to Senate. They revised some verbiage regarding subcommittees as well as some position titles.

It was MSC to approve the proposed revisions to the Curriculum Committee charge and membership. The following members all voted aye: Moe, Parkinson, Canada, Gerken, Seefer, Kiely, Denning, Gonzales, Koblik, Millington, Niyogi Bersamina, Gomez, Mayorga, and Yamato. No abstentions. No nays. Approved.

12. ASCCC AREA B MEETING AND DRAFT

Freytag said the Area B meeting is this coming Friday. He sent out the meeting packet and asked Council to at least look through the table of contents to see if there are any resolutions of interest or concern to them or their areas and send him feedback. He explained the resolutions may undergo changes and revisions and some may be added or eliminated at the meeting. They will then come to the Statewide Plenary for final versions and votes and he will ask for more feedback before then. He said he did not see anything that looked of particular concern from his perspective.

13. 2021 ACADEMIC SENATE FACULTY LECTURER PROPOSALS

Council reviewed the proposals for the 2021 DVC Faculty Lecturer that were submitted. They agreed to have a discussion about the selection amongst Council members only and not publicize the applicant's names. After discussion they made a selection. Freytag will contact the faculty member that was selected as well as the others that submitted proposals and then this year's lecturer will be announced to the college.

14. ACADEMIC SENATE PRESIDENT'S REPORT

Freytag said he would like to take a minute to pay tribute to James Macgee who passed away. He was a good person and a devoted faculty member and will be missed.

Freytag said the Chancellor will be sending an email out soon regarding updates on returning to the campuses.

Freytag said the Scheduling Committee has been talking about various modalities for classes as we transition back that will best serve student's needs at that time. He said work is being done to evaluate and provide guidelines on how many spaces on campus we will need and have available. He said also, whatever modality a class is offered in, the notes in the schedule about that need to be clear and specific.

12. ADJOURNMENT

There being no further business the meeting was adjourned a**t** 4:30p.m.

Respectfully submitted,
Ann Langelier-Patton
Academic Senate Administrative Secretary