



321 Golf Club Road  
Pleasant Hill, CA 94523

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**ACADEMIC SENATE COUNCIL MEETING**

**MARCH 9, 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), Lisa Smiley-Ratchford (Corresponding Secretary), Susan Parkinson (Biology/ Health Sciences), Alan Haslam (Representative-at-large), Bridgitte Schaffer (SRC), 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), Concha Gomez (Math/Computer Science), Leo Bersamina (Applied and Fine Arts), Liz Mayorga (Part-time Faculty), Maya Yamato (Part-time Faculty)

**ABSENT:** Natania Wong (ASDVC)

**GUESTS:** Claudia Hein, Mary Gutierrez, Becky Opsata, Kim Schenk, Albert Ponce, Anne Kingsley, Crystala Button, Rick Robison, Mark Akiyama

**1. APPROVAL OF AGENDA OF MARCH 9, 2021.**

It was MSC to approve the agenda of February 9, 2021. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Haslam, Schaffer, Canada, Gerken, Seefer, Kiely, Denning, Gonzales, Koblik, Millington, Niyogi, Gomez, Bersamina, Mayorga, and Yamato. No nays. No abstentions. Approved.

**2. PUBLIC COMMENT**

None.

**3. COUNCIL COMMENT**

Gonzales said he is concerned about the impacts of the Success Center locations on the Puente program and all the other programs housed in the old counseling center. They want to make sure they are included in discussions and decisions.

Canada added that these programs have been long standing success centers. When we started talking about guided pathways, they were consulted about their best practices. She said wherever the success centers are located, they need to be clearly marked on campus maps.

Yamato said she would like an update on the status of adjunct emails. Freytag said it is being worked on.

**4. ANNOUNCEMENTS**

Seefer announced that a website called Intelligent.com, which does a lot of research on a variety of topics and does rankings to give people a way to make intelligent decisions, recently did a study of 191 community colleges and universities all over the country and they compared 333 accounting education certificate programs and came up with a top 50 list. DVC's program is ranked at 30. Programs were evaluated on the basis of flexibility, faculty core strength, costs and reputation. She said DVC was especially recognized for the quality of our accounting lab that came about 30 years ago. She said Business is very concerned that they will lose that lab to a success center.

Freytag reminded Council the deadline for the senate election nominations is the following day, March 10, 2021. Submissions for a 2021 Faculty Lecturer are also due on the same day.

## 5. APPOINTMENTS

### RPEC

Laura Jones-Hagata

**It was MSC to approve the appointment listed above. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Haslam, Schaffer, Canada, Gerken, Seefer, Kiely, Denning, Gonzales, Koblik, Millington, Niyogi, Gomez, Bersamina, Mayorga, and Yamato. No nays. No abstentions. Approved.**

## 6. VPI REPORT

Gutierrez offered congratulations to our accounting program for the great rating they received from Intelligent.com

Gutierrez said currently work on edits to the second draft of the schedule are being worked on. She said there are some concentrations of F2F instruction, about 12-15% primarily from Math. She said this is an opportunity for us to look at some bundles of classes for entering first time students that would help them complete English and math requirements.

Gutierrez said facilities managers are looking at the schedule so far in relation to available facilities and their capacities, in light of current Covid guidelines. She said the Chancellor is supportive of moving back to increased presence on the campuses. That gives us an opportunity to reach out to students who have stopped pursuing higher education over the last year. Nation-wide students are reporting they are not going to go back to college, until college is back to F2F classes. She wants to make sure those students are taken into consideration when scheduling FA 21. They are putting together a template for gauging and scheduling classrooms and facilities.

Moe said even if it is just a slow an incremental return, there will be some increased presence on campus in the fall. He expressed that in his area of communications, in person presentations are a very important part of the curriculum. He said also he discussed with his department chair about how the world was looking very different when they submitted the first draft of the schedule than it does now. And now at this time for submitting a second draft, it looks like it will look different going into FA21 as far as Covid restrictions.

Council members discussed feedback from their divisions' perspectives and, strategies for their unique needs for modalities and facilities. Freytag emphasized for Council representatives to make sure their department chairs and program leads are fully participating in these collaborative discussions. They also discussed some of the other resources they would need to accommodate the success centers including the Art Department requests for specific spaces. Gutierrez said their needs as well as other performance arts programs are definitely part of the conversations and final decisions.

## 7. FEEDBACK ON PROPOSED REVISIONS TO SS 3027, BP 2002, HR 1040.07 AND NEW AP 2002

Freytag said the proposed revisions to some district policies and procedures will be going to DGC the following week. He asked if there is any further feedback or comments. Seeing none, he asked for a motion.

**It was MSC to endorse the proposed revisions to CCCD Administrative Procedure 2002 –Sexual Assault, CCCD Board Policy 2002 –Unlawful Discrimination and Unlawful Harassment, CCCD HR Procedure 1040.07 - Unlawful Discrimination and Unlawful Harassment, and CCCD Student Services Procedure 3027 –Student Code of Conduct. The following members all voted aye: Moe, Smiley-Ratchford, Parkinson, Haslam, Schaffer, Canada, Gerken, Seefer, Kiely, Denning, Gonzales, Koblik, Millington, Niyogi, Gomez, Bersamina, Mayorga, and Yamato. No nays. No abstentions. Approved.**

## 8. CURRICULUM COMMITTEE UPDATE

Hein reviewed some recommended revisions the Curriculum Committee has recommended to their charge.

The first page they just made some changes to lower and upper case in some of the titles. Under membership they established an incoming/outgoing faculty chair structure as a succession overlap. They added descriptions to the chair duties. They also made some adjustments to the terms of office to go with the changes in the chair structure. They added that per the Brown Act, voting by proxy is not allowed.

Under subcommittees, the Technical Review and General Education committees were listed but the CC has not used the General Education subcommittee in a number of years because GE is now determined by IGETC so, there's really no need to have a separate subcommittee. They moved the Technical Review subcommittee from subcommittee status to a panel.

This is in part so that they are now not under the Brown Act. What they do is help in the review process to bring things to the Curriculum Committee. They also changed some terminology in the description of what the Curriculum Committee actually does to reflect current practices.

Gerken asked how the Senate would approve a new chair and a continuing term for the outgoing chair. Hein said the Senate will have to discuss that after the bylaws are in place.

## **Diablo Valley College Curriculum Committee By-Laws**

### **1. Name:**

The name of the committee shall be the Curriculum Committee. This committee is a standing subcommittee of the Academic Senate.

### **2. Goals:**

The primary goal of this committee shall be to oversee curriculum to sustain quality instruction, meet accreditation standards, conform to Title 5 of the California Code of Regulations statutory requirements for programs and courses, and implement the Contra Costa Community College District's adopted Governing Board Policy 4004 on course prerequisites, co-requisites and advisories on recommended preparation.

### **3. Meetings:**

- a. The committee meets Mondays 2:30 until 4:00 PM, or as agreed upon by a majority of voting members.
- b. The chair or members of the committee may request an extension of time. A majority vote of those present can extend the meeting time as long as a quorum can be maintained.
- c. Non-members may participate in discussions through recognition by the chair.
- d. Meetings are open and subject to the provisions of the Brown Act.

### **4. Responsibilities:**

- a. The committee shall oversee the college curriculum process.
- b. The committee shall make recommendations to the ~~vice-Vice president-President~~ of ~~instruction-Instruction~~ regarding courses and programs, transfer and general education requirements, and other curricular matters. The ~~vice-Vice president-President~~ of ~~instruction-Instruction~~ shall rely primarily on the advice and judgment of the Curriculum Committee acting in its capacity as a representative of the Academic Senate\*

*\* Pursuant to Board Policy 1009.02, the Governing Board shall rely primarily on the advice and judgment of the Academic Senate for items 1 - 3 as listed in Title 5, Section 53200 (c). Item 1 from this list includes 'curriculum, including establishing prerequisites and placing courses within disciplines'. Item 2 from this list includes 'degree and certificate requirements'. Item 3 from this list includes 'grading policies'. Title 5, Section 53203 (d) further states, "in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate."*

### **5. Membership:**

- a. Faculty chair as appointed by the Academic Senate ~~president-President~~ and approved by the Academic Senate Council
- b. One faculty representative from each academic division selected by the area/division and approved by the Academic Senate Council
- c. The Articulation Officer
- d. Senior Dean, Curriculum and Instruction representing the Vice ~~president-President~~ of Instruction (ex-officio)
- e. Representative from Admissions and Records department (ex-officio)
- f. Program Coordinator, Senior (curriculum) (ex-officio and recording secretary)
- ~~f. Incoming/Outgoing faculty chair (when appropriate) as appointed by the Academic Senate President and approved by the Academic Senate Council (ex-officio)~~

## 6. Duties:

### Committee Duties:

#### a. Chair

- i. Comply with all duties of membership
- ii. Ensure timely dissemination of meeting materials
- iii. Convene and chair scheduled meetings
- iv. Provide liaison to the Academic Senate, Faculty Senate Coordinating Council, and Deans and Department Chairs
- v. Coordinate professional development activities for the committee
- vi. Attend regional and statewide curriculum meetings

#### b. Incoming/Outgoing chair

##### i. Attend scheduled meetings

##### ii. Review agenda and related materials prior to scheduled meetings

##### iii. Duties as assigned

#### b-c. Division representatives

- i. Attend scheduled meetings
- ii. Review agenda and related materials prior to scheduled meetings
- iii. Complete reviews of assigned courses/programs prior to scheduled meetings
- iv. Request departmental representation at tech review meetings
- v. Communicate across departments/division regarding curricular matters

The duties of the division representatives delineated above should be detailed in the by-laws of their respective divisions. Additional duties may be assigned at the discretion of the division.

## 7. Terms of Office:

a. a- Chair: The chair serves at the pleasure of the Academic Senate Council for a two-year term.

This appointment may be extended by the Academic Senate Council on an annual basis. In the temporary (single-meeting) absence of the chair, the Articulation Officer shall serve as chair.

a-b. Incoming/Outgoing chair: The incoming/outgoing chair serves at the pleasure of the Academic Senate Council for a period no greater than three semesters.

b-c. Division Representatives: Each division representative serves for a minimum ~~two-year~~ twoyear term. Division representation may be shared between two faculty members – one serving each semester.

## 8. Voting:

Only members of the committee may cast a vote. An exception is made for the Chair, who votes only in case of a tie. Administrative or classified personnel participating in committee affairs are ex-officio and do not have a vote. Per the Brown Act, voting by proxy is not allowed.

## 9. Reporting:

The chair of the committee or a designated alternate shall attend Academic Senate Council meetings and report to the Academic Senate Council as needed.

## 10. Changes To These By-Laws:

Changes to the by-laws may be made by two-thirds majority vote of the Curriculum Committee membership. Changes are subject to approval by the Academic Senate Council.

## 11. Sub-committees:

Absent their own by-laws, the Subcommittee procedures shall be guided by the Curriculum Committee By-Laws. Recommendations for additional sub-committees, may be forwarded to the Academic Senate Council by a two-thirds majority vote of the Curriculum Committee members present. ~~There will be two standing Subcommittees:~~

### 1. ~~Technical Review~~

~~The Technical Review Subcommittee is a standing committee of the Curriculum Committee. This subcommittee provides review of the courses and programs submitted to the Curriculum Committee after approval of the representatives,~~

~~Curriculum Committee pre-check (if required), department, and division but before the full Curriculum Committee approval. The purpose of this review is to ensure Title 5 compliance, appropriate coding, and standardization of the course outlines of record and programs. Membership shall consist of the Curriculum Committee Chair, the Articulation Officer, the Senior Dean, Curriculum and Instruction, and the Program Coordinator, Senior (curriculum). Review is conducted in consultation with a member of the discipline faculty. Recommendation for a course or program to go to the full Curriculum Committee is by consensus.~~

- ~~2. The General Education Subcommittee is a standing committee of the Curriculum Committee. This subcommittee will provide review for courses proposed to the Curriculum Committee by divisions to add or delete a course from existing DVC General Education areas. Recommendations will then be made to the Curriculum Committee. This subcommittee will also provide review and make recommendations to the department and division regarding General Education at transfer institutions (IGETC and CSU). Membership shall consist of the Articulation Officer, Curriculum Committee Chair, and three Curriculum Committee Representatives, all of whom may vote.~~

~~Procedure: *Robert's Rules of Order*, the most recent edition, shall answer parliamentary questions.~~

## **12. Technical Review Panel**

~~The Technical Review Subcommittee Panel is a standing committee of the Curriculum Committee. This subcommittee provides review of the courses and programs submitted to the Curriculum Committee after approval of the representatives, Curriculum Committee pre-check (if required), department, and division but before the full Curriculum Committee approval. The purpose of this review is to ensure Title 5 compliance, appropriate coding, and standardization of the course outlines of record and programs. Membership shall consist of the Technical Review is provided by the Curriculum Committee Chair, the Articulation Officer, the Senior Dean, Curriculum and Instruction, and the Program Coordinator, Senior (curriculum). Review is conducted in consultation with a member of the discipline faculty.~~

~~Recommendation for a course or program to go to the full Curriculum Committee is by consensus.~~

~~3. Procedure: *Robert's Rules of Order*, the most recent edition, shall answer parliamentary questions.~~

Hein addressed the changes in eligibility for ENG 122 because of AB705. She said we have about 400 classes that have ENG 122 as an advisory or recommendation as a pre-requisite. Now that all students are eligible for ENG 122 so the Curriculum Committee looked at what other colleges are doing to address this. They talked about the use of terms “recommended” or “advisory”. They voted to use the term advisory. This will be done by the Instruction office and will appear in the next catalog.

Freytag asked Council to take the document from the Curriculum Committee about this back out to their divisions and bring feedback to the next meeting.

Hein said they are not asking for a vote but they do want the feedback on the three samples the committee has proposed for how best to inform students that college-level reading and writing skills are necessary for a course without designating a specific course. The committee agreed to bring the following three samples

- *College-level reading and writing are expected*
- *Proficiency in college-level reading and writing is expected*
- *Substantial college-level reading and writing are expected*

*Upon consensus, the committee will present the preferred language to the Academic Senate for feedback as an information item.*

## **9. ETHNIC STUDIES WORKGROUP UPDATE**

Hein said it has been determined that Ethnic Studies will be part of GE requirements listed under a new added Area F. It would be a 3-unit lower division course but they have not increased the number of required GE units. This has been worked on for a while but now things are moving quickly and they want courses that fit into these areas in FA21.

Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian

American Studies, and Latina and Latino American Studies.

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Hein said we don't have courses ready yet for FA 21 but the requirement will be in the catalogue and we will work on courses for SP 22. She said there are conversations about ethnic studies being an interdisciplinary subject area, and it does have its minimum quality qualifications for faculty to teach them. She said there is a lot to do to get these courses up and running. Schenk added that we are holding to our curriculum timelines and getting this information into the catalog for students. It has been a challenging time to get this all done.

Next the Ethnic Studies Workgroup presented a PowerPoint on their work.

### **THE ETHNIC STUDIES WORKGROUP**

Albert Ponce  
Anthony Gonzales  
Frank J. Ortega  
Lindsey Shively  
Lisa S. Ratchford  
Sangha Niyogi

### **THE FOCUS ON ETHNIC STUDIES AT DVC**

- Local Historical Background
  - Student Demands
- Submitted ETHN 101: Introduction to Ethnic Studies in tech review
  - Fulfills the Area F requirement
- Submitted Ethnic Studies Program
  - Tentative list of courses
  - New courses being developed
- Equity Speaker Series
  - Indigeneity: Decolonize our World
- Social Justice Speakers

### **ETHNIC STUDIES AND SOCIAL JUSTICE PROGRAM LEARNING OUTCOMES**

#### **Ethnic Studies**

Content Mastery: Explain major theories of race and ethnicity and their intersections and constitutive relations with class, gender and sexuality.

- Historical Knowledge: Compare and contrast important social and political issues facing African American, Asian American, Chicana/Latina, and Native American groups.
- Critical Thinking: Synthesize an interdisciplinary approach to understanding racial/ethnic groups in the United States.
- Applied Learning: Apply theories that are relevant to the understanding and critical analysis of the history, social contexts, interpersonal dynamics, and multiple creative productions of ethno-racial communities.

#### **Social Justice**

Intellectual Growth: Critical Thinking, reasoning and creativity

- Civic Responsibility: Identifying systematic barriers and advocating for dismantling them
- Appreciation of Diversity: Understanding one's own identity and culture and seeking involvement with people different from oneself
- Experiential Learning: connecting classroom learning with out-of-classroom learning, providing evidence of knowledge and skills from formal education, work experience, community service and volunteer experiences
- Academic Success: Setting personal and educational goals, initiating job search or advanced education

### **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
- Aim: to develop curriculum, degree programming, and establish minimum equivalencies for current and future faculty to serve the goals of Ethnic Studies at 4CD

### **C-ID ANNOUNCEMENT**

- Course Identification Numbering System (C-ID) is hosting an additional date for the Ethnic Studies Discipline Input Group (DIG) meeting on Friday, April 23rd, from 12:00 pm-2:30 pm
- A DIG meeting is the first step in providing input on developing C-ID course descriptors for a discipline and the potential of developing Transfer Model Curriculum (TMC) leading to an Associate Degree for Transfer (ADT).
- WHAT: Convening Community College and CSU faculty (virtually) to consider the development of C-ID Descriptors and TMC in Ethnic Studies.
- WHY: This is an effort to develop C-ID course descriptors to support local AS degrees and certificates, specific to Ethnic Studies disciplines. In addition, this meeting will explore the potential for developing a TMC leading to an AA-T degree.

### **SUPPORT REQUESTED**

1. Academic Senate already endorsed the 4CD Ethnic Studies Council
2. Ethnic Studies Workgroup be given space to grow and develop the curriculum for the program. This means working on new courses that are needed to build this program. This need cannot be fulfilled by existing courses that touch on issues of race and ethnicity but are not Ethnic Studies courses.
3. Financial support for this could be in the form of:
  - (a) Funding for a "Think Tank" designed to take place over the summer break where faculty spend a week (perhaps two) working on the curriculum and program in order to be better prepared to submit pre-check and completed course outlines to the curriculum committee in the fall.
  - (b) Release time in the Fall 2021 term or Spring 2022 term (equivalent to 1 class) for program and curriculum development.
  - (c) Funding for disciplinary collection development and electronic resources in the library.
4. Ongoing professional development focused on the historical context of program development, pedagogy and curriculum design & development
5. Dedicated Ethnic Studies hire with an expertise in Indigenous Studies

Mayorga said when she was a community college student, she really would have benefitted from these types of programs. She did not find out about ethnic studies until after she transferred. She is really looking forward to being able to change that for other students.

Smiley-Ratchford said they want to design these courses and programs in collaboration with all divisions that will be true ethnic studies courses, but within our own areas.

Freytag asked Council to review the documents and they will be coming back to Senate.

### **10. DISTANCE ED. TEAM UPDATES**

Distance Education Team members presented a pilot program that gives students the ability to submit hand-written work. They suggest faculty consider asking students to take a picture of something they've created for your class and upload it through this program to help you evaluate visual assignments. The program also includes access to a collection of reports

that you can choose to share with students or use to gauge where students are and watch for growth. They also have detailed analytics to plan for future lessons or assessments going forward.

Kingsley said this helps in not only the arts but many other classes including STEM classes. It also is easier for students as opposed to scanning and uploading PDF documents. Button commented this is a district-wide pilot so we are all navigating our way through this together.

Gonzales asked if the student's writings would be on paper or with a stylus. Kingsley said they can do it either way but they anticipate most will be doing it on paper.

Robison commented that we have to evaluate if this program has enough value over Canvas to make it worth it to us to make a long-term contract.

Gomez said in Math as well as several other disciplines, they grade by problem or question. This sounds like it could be cumbersome for those faculty to use. Kingsley said students can upload their documents and it will convert them to a PDF. She said they will be providing full training but they know there are some areas that need adaptations and they are looking at those. She added that they would like various disciplines to participate in the pilot so they can evaluate the effectiveness of the program for the college.

## **11. LOCATIONS/IMPLEMENTATION OF NEW INTEREST AREA STUDENT SUCCESS CENTERS**

Freytag asked if there is any further feedback about the Success Center locations.

Gerken commented that MESA has expressed they would like to be located near the Science Success Center.

Sefer reiterated that Business is very concerned with losing their lab in the BFL. Schenk emphasized they are aware of how that space has been used and are taken that into consideration. She explained that the use of that space has never been entered into 25Live so it's not transparent to the College when that facility is actually used because it wasn't recorded as instructional hours.

Freytag said this group will come back to our next meeting to answer any further questions and concerns and to consider endorsing moving forward on the short list of the proposed locations.

Gonzales said English wants to make sure they have the opportunity to advocate for their ESL students and faculty to be in a centralized location including their tutoring space and offices. He said they also advocate for "soft" spaces such as outdoor spaces or other quiet private areas.

Gerken said he is not ready to endorse a plan without yet knowing how it will impact displaced areas.

Opsata said she will be reaching out to the areas that have expressed concerns with the proposed locations.

Council members further discussed other concerns about the costs, staffing, and relocations of classrooms and labs, etc. Freytag said there's a lot of unknowns right now but, we have general areas for these locations and we've got a rough outline of the services that will be provided. We're still working through details about staffing in the success centers and, about future plans for more buildings. He said at this time we should focus on the near future and the Success Center locations but we will continue to be part of the conversations and decision. Opsata added that they cannot answer many of these questions until we get more direction.

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

Freytag encouraged everyone to check out the Anti-Racism Pledge Website and spread the word.

## **13. ADJOURNMENT**

