

**ACADEMIC SENATE COUNCIL MEETING
APRIL 9, 2019
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: Beth McBrien (President), John Freytag (Vice President), Kimberley Taugher (Biology/ Health Sciences), Patrick Moe (Corresponding Secretary), Kris Koblik (Professional Development), Lisa Smiley-Ratchford (Social Sciences), Jane Fisher (Applied and Fine Arts), Joann Denning (CE), Anthony Gonzales (English), René Sporer (SRC), Yvonne Canada (Counseling), Craig Gerken (Physical Sciences), Carolyn Seefer (Business), Theresa Flores-Lowery (Kinesiology), Jim Blair (Part-time Faculty)

ABSENT: Daniel Kiely (Library), Heidi Gentry-Kolen (Math/Computer Science)

GUESTS: Katrina Keating, Lindsey Lang, Laurie Lema, Becky Opsata, Edwin Chen, Albert Ponce, Rosa Armendariz, Kenyetta Tribble, Barbara Hewitt, Alicia Brizzi, Natisha Hutson, Paula Stanfield, Cheryl Carter, Eric Handy, Raine Dougan, Christie Harrington-Tsai, Obed Vazquez, Stephanie Foley, Alan Haslam

1. APPROVAL OF AGENDA OF APRIL 9, 2019 AND MINUTES OF MARCH 26, 2019.

It was MSC to approve the agenda of April 9, 2019. The following members all voted aye: Freytag, Taugher, Moe, Smiley-Ratchford, Gonzales, Fisher, Denning, Seefer, Flores-Lowery, Sporer, Canada, Gerken, Koblik, and Blair voted aye. No nays. No abstentions. Approved.

It was MSC to approve the minutes of March 26, 2019. The following members all voted aye: Freytag, Taugher, Moe, Smiley-Ratchford, Gonzales, Fisher, Denning, Seefer, Flores-Lowery, Sporer, Canada, Seefer, Gerken, Blair, Koblik, and voted aye. No nays. No abstentions. Approved.

2. PUBLIC COMMENT

Katrina Keating and Lindsey Lang said the Math department is frustrated with the implementation of AB 705 that allows students to not have to take developmental ed math courses and go directly to college level math courses. They said the issue is that many students have not received this information. Keating said she has personally taken on a lot of the responsibility of getting the information out but she nor other math faculty really have the time

to take this on. In addition, the gaps in the communications about this amount to a social justice issue. Lang said these changes implemented under AB 705 are 10+1 issues but math faculty have been getting pushback on their frustration with the lack of communication to students from the administration on this.

3. COUNCIL COMMENT

Taughner said there is campus maintenance work being done using loud power tools – chain saws, wood chippers, etc. – right outside classrooms in LHS during class hours.

4. ANNOUNCEMENTS

Blair announced Dr. Marshall Thomas, Director of Veteran Affairs for the CSU’s Chancellor’s Office, will be speaking at the VET NET Ally Training from 9-1 on Friday, April 26 in the PAC. Dr. Thomas will give a presentation that focuses on pre- and post-military culture, personal identity issues, and services available to assist veterans in achieving personal, social and educational goals.

Gonzales announced Puente and ESL are bringing in author Reyna Grande to speak. The event will take place Wednesday, May 8 11:00-12:30 in the Diablo Room.

Denning distributed brochures for the DVC Career Academy in June and July for high school students. The academies include engineering, construction and manufacturing; health careers; cyber security, an animation workshop and several others. Students experience hands-on application of business techniques, skills and knowledge. They receive college credit. Denning also gave kudos the Culinary Program for their career day event. She said it was a small event due to space restrictions but it was very successful. One part of the event included a demonstration on preparing a meal by one of the HRM chefs.

Seefer said DVC Phi Beta Lambda participated in the Spring 2019 State Business Leadership Conference, in Santa Maria.

They received the following awards for their accomplishments:

Largest PBL chapter in the state

Largest delegation at the conference

First-Ever Financial Literacy Project: 1st place

DVC Student Sherise Netyana was named Ms. PBL for the State of California

PBL Who's Who: DVC Student Lika Sow

SBLC Sweepstakes (for number of medals won--47 total): 2nd place

In total they received:

1st Place Medals: 8

2nd Place Medals: 10

3rd Place Medals: 8

4th Place Medals: 13

5th Place Medals: 8

Flores-Lowery updated Council on the currently active DVC athletic programs.

5. APPOINTMENTS

None.

6. STARFISH ATHLETIC SURVEY FOLLOW-UP

Carissa Urbalejo shared a report on the responses from the first round of Starfish reports for student athletes. She said the response rate was very good.

Blair said he participated in the pilot and feels it is a useful tool. He said when he enters information on a student an email automatically goes out to the student. He said he received thanks from several students and even though he did not send the email himself, he felt good about being able to help student in this way.

Urbalejo said in addition to sending the reports to students, they are partnering with counselors and tutoring to follow up with students who have been identified as needing some extra support. Taugher said she participated and the process is very user friendly and not time consuming. She feels it would be a good tool to use for all of our students.

Urbalejo agreed and said this is a pilot and eventually it will be able to be used for all students. She said it could be used by counselors when they are meeting with a student to get a whole picture of how the student is doing in various subjects and classes.

Seefer said LMC has already started using it for EOPS reports. She has many online students from LMC, and she finds that using Starfish to complete EOPS reports is much easier and saves a lot of time.

Urbalejo added that as part of this pilot, they are forming a retention committee that needs more members.

7. PROCESS DIAGRAMS

Lema shared the process diagrams she brought to a previous meeting and pointed out some revisions that were made in response to feedback.

Council discussed who the audience will be for these diagrams. It was suggested that they be accompanied with some FAQs to further explain the components within the diagrams.

McBrien said these are meant to be overarching pictures of the processes to be used as sort of a blueprint on how to move through them. More specific information about the steps within the processes are included in procedures and committee charges.

It was MSC to approve the proposed process diagrams for Development of Program Reviews, Resource Allocation, and Development of College-wide Plans. The following members all voted aye: Freytag, Taugher, Moe, Smiley-Ratchford, Gonzales, Fisher, Denning, Seefer, Flores-Lowery, Sporer, Canada, Gerken, Koblik, and Blair voted aye. No nays. No abstentions. Approved.

8. PROCEDURE REVIEW

Opsata shared some proposed revision to college procedures 6102.1 Computer Center usage, 5018.06 Tentative and Adopted Budget Process, and 5018.01 Budget Allocation Process as part of a regular review cycle for all college procedures. She reminded Council 6102.01 has been recommended for deletion as it is no longer necessary. 5018.06 has also been recommend for deletion as it is covered by district procedures; 5018.01 includes revisions to reflect current practice.

Gerken commented that he is bothered by the deletion of the language on Phase 3 of the budget process. He said there has been no explanation why we have not yet implemented it and it is now being deleted. He said also he is concerned the paring down of this procedure to basically one paragraph that includes language that seems to imply that the VP for Business and Administrative Services can do whatever they want in the development of the budget. Council agreed with his concerns and want to bring this procedure back for further discussion.

It was MSC to approve the deletions of college procedures 6102.1 Computer Center usage, 5018.06 Tentative and Adopted Budget Process. **The following members all voted aye: Freytag, Taugher, Moe, Smiley-Ratchford, Gonzales, Fisher, Denning, Seefer, Flores-Lowery, Sporer, Canada, Gerken, Koblik, and Blair voted aye. No nays. No abstentions. Approved.**

9. VPI REPORT

Gutierrez said she applauds the students that came together for the activities and events that were offered in response to the recent racist graffiti incidences on campus. She said they listened to each other with compassion and grace. She also applauds the faculty and staff that helped organize and guide these activities.

Gutierrez said in observing the students participate in these activities she thought of an educational leader that she once heard say that students should claim an education rather than gain an education. She said faculty are partners with the students in helping them claim their educations.

Gutierrez said the Deans and Department chairs are recommending to President Lamb that they do some work to further these efforts such as reading selected materials and having discussions on the various ways we can continue to address this topic and address students' needs to feel safe and included.

10. AS PRESIDENT'S REPORT

This item was tabled due to time constraints.

11. INTRODUCTION TO NEW STUDENT EQUITY PLAN

Mark Akiyama presented the following information on the development of our student equity plan.

Student Equity and DVC's Cultural Context

- Hate crime incidents within our Community
- Perceptions of institutional censorship of Social Justice voices
- Continued gaps in success outcomes between groups of students
- DVC's Partnerships with Equity Minded Individuals and Organizations
 - Teachers Excellence Network (TEN)
 - Dr. Estela Bensimon & Center for Urban Education (CUE)
 - Dr. Pedro Noguera (UCLA)

March 14, 2019 Student Demands

- Mandatory anti-racist training and workshops for faculty and staff
- More transparency:
 - Announcements in classes

- Quicker dissemination of information
 - Full disclosure of the incident
 - Follow-up on investigations
 - More resources and safe spaces for students of color
 - Complete and robust ethnic studies department
 - More faculty and staff of color
- More support for faculty and staff of color

The California Student Equity and Achievement Program

The intent of the 2018 Student Equity and Achievement Program is to support the California Community Colleges in advancing the system wide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing of all of the following:

Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.

Ensuring students complete their educational goals and a defined course of study.

Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner

The Student Equity and Achievement Program

Student Equity is at the core of the SEA Program

All requirements from EDC 78220 (Student Equity Plan) are still in effect – due every three years

Integrated Plan information does not replace Student Equity plan

Next Student Equity Plan (SEP) is due to the Chancellor’s Office June 30, 2019

In complete alignment with the Educational Master Plan

The Student Equity Plan (SEP), in alignment with DVC’s EMP, will support DVC in creating equitable cultural and structural conditions for equitable student success by focusing on strategies to:

Develop dynamic engagement and collaboration with students, educators and community

Support a culture of learning and continuous improvement

Create culturally responsive curriculum

Support targeted, comprehensive and integrated students support services

Design and implementing robust and equity-minded professional development

Design facilities/spaces that support engagement and learning

Building on DVC’s 2017-19 Integrated Plan

DVC’s Educational Master Plan (EMP)

- provides a framework to align college plans to achieve transformative change

- proposes we build meaningful relationships with students, each other, and our community

SEP: Success Indicators

Access: Successful Enrollment (application to enrollment rate)

Retention: Fall to Spring

Completion of transfer level Math and English (AB705)

Transfer to a four-year institution

Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree

*** All colleges asked to provide baseline and goals for each indicator- the overall population and by Disproportionately Impacted (DI) Groups

SEP Equity Groups

Black/African Americans

Latin/a/o/X

One or more Race

Native American/Native Alaskans

The SEAP will also look at the intersections between race and following equity groups:

Gender X Race

Economically Disadvantaged/Low Social Economic Status X Race

Pell Grant Recipients X Race

Foster Youth X Race

Disabled x Race

2019-2021 SEP Goals

Goal 1 – Increase the number of students who apply for FT3 (First time, full time, free tuition) and declare intent to transfer.

Goal 2 – Increase the percentage of students who successfully complete a transfer level math class within their first academic year.

Goal 3 - Increase the percentage of students who successfully complete a transfer level English class within their first academic year.

Goal 4 – Improve success rates in degrees attainment, certificate attainment, and transfer.

Goal 5 – Organizational Learning

5A: Providing professional development support and activities in areas such as: culturally relevant and responsive pedagogy, critical empathy, anti-race, microaggression, and implicit bias training.

5B: Supporting the design, development, and carry-out of campus-based research and analysis of the research results.

5C: Providing innovation resources for college community

Timeline and Process – Academic Senate

January-March 2019

Convened planning / writing team

- Started planning and goal setting
- Planning and attended CUE Equity Institute
- Received SEP Data- March 29, 2019

April

- Presentation #1 to Academic Senate – April 9, 2019
- [Draft of SEP Template, Appendices, Activities- April 16, 2019](#)
- Presentation #2 and feedback– April 23, 2019
- Final review and endorsement – April 30, 2019

May-June

- Finalize, present for final review to President and CCCC Board
- Submit to College Council for endorsement – May 1, 2019
- Submit to State by June 30, 2019

2019-21 Student Equity Plan Writing Team

Mark Akiyama, Faculty and Student Equity

Beth Arman, Sr. Dean of Career and Community Partnership

Rosa Armendáriz, Dean of Student Engagement and Equity and BSI

Kim Christiana, Manager and SSSP

Bruce Clemetsen, Interim Vice President, Student Services

Beth Hauscarriague, Dean of Counseling and Enrollment Services and SSSP

Katrina Keating, Faculty and BSI

Lindsay Kong, Program Manager, EOPS/CARE, CalWORKs, and Foster Youth

Becky Opsata, Dean of Institutional Effectiveness and Accreditation
Emily Stone, Dean of Student Support Services and CAEP
Ian Thomas-Bignami, Faculty and BSI
Kenyetta Tribble, Interim Sr. Dean, San Ramon Campus, BSI and SSSP

Greg Stoup, the District Senior Dean of Research and Planning, talked to Council about the changes in the relationship of the colleges with the state. He said it used to be that they would acknowledge things colleges were doing well and provided support to bring those things to scale. However, now we are told we have to reach goals based on a certain data source through the state but it is not good data as it does not match what we have. He said the deadlines set by the state are solid so there is not time to fix the data. He said the state knows it's not good but said to use if for now and they will work to fix it later. Stoup said that for now he is saying we just do what the state is telling us to do keeping in mind that the state's data does not align with ours.

Stoup reviewed that we have to set for Access: Successful Enrollment, Retention: Fall to Spring, Transfer to a Four Year Institution, Completion of transfer level math and English, and Earned credit certificate over 18 units, associate degree, CCC Bachelor's degree.

Akiyama presented the following additional information:

SEP: Equity Groups

Given this context of unreliability around the SEP data, as a collective (CCC, LMC, and DVC) decided that each college would select their equity groups based on historical local trends of "inequity" highlighted from previous plans.

This idea along with using CUEs Race Conscious Equity Planning frame, our 2014-16 Student Equity Plan and the 2017-19 Integrated Plan, the SEP writing team determined that the 2019-2021 will strategically focus on improving equity conditions and outcomes for the following racial groups:

How we are operationalizing our work:

Theoretical Frame for DVC's 2019-21 Equity Plan

(Appendix)

Community Cultural Wealth Model

Validates the assets that students bring with them (aspirational, linguistic, familial, social, navigational, and resistant) (T. Yosso, 2005)

Ethic of Care

Caring is at the heart of the educational system and embodies relational practices that foster mutual recognition and realization, growth, development, protection, empowerment, and human community, culture, and possibility (C. Gilligan, 1977 and N. Noddings, 1984)

Equity-Mindedness and Race-Conscious Institutional Planning

"Equity-Mindedness" refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education. (Center for Urban Education)

Intersectionality

The intersections of race, gender, and class as they apply to a given group that create exponential forms of marginalization and oppression (K. Crenshaw, 1989)

Sentipensante – sensing/thinking pedagogy

Educating for Wholeness, Social Justice, and Liberation (L. Rendón, 2009)

Validation Theory

Validation is an enabling, confirming and supportive process initiated by in- and out-of-class agents that foster academic and personal development (L. Rendón, 1994)

SEP Data Concerns

The Chancellor's office has released multiple "updates" to the SEP dataset- each update significantly changing the identified DI groups.

DVC along with CCC and LMC were provided the latest version of the data set on **Friday, 03-29-18** with the explicit caution by Greg Stoup that he was still not confident in the data being provided by the Chancellor's Office.

As a collective, three colleges agreed to move forward with completing the SEP template with the explicit understanding the data (especially the calculation of DI) remained problematic.

Akiyama then reviewed the timeline and process for the Classified Senate, in general, ASDVC and the College Council.

12. CALL TO ACTION: A FACULTY CONVERSATION TO ADDRESS RACISM THROUGH ADVOCACY, ACTION, AND DIALOG

Canada introduced Alicia Brizzi from Counseling to start the discussion. Brizzi asked Council to suggest and discuss ideas to keep the conversations around this topic going on campus.

Koblik said a place to start is to do some cultural signaling – modeling the behavior and language needed to effectively address the needs of students impacted by these incidents of hate speech.

Brizzi asked if the Senate would be willing to have trainings as part of their meetings. McBrien explained that all faculty are part of the senate and the senate supports efforts to address this topic. Freytag said that the senate's commitment to having these conversations is in itself support. He said we also need conversations coming from outside council as well. Faculty can have conversations in their classrooms.

Gonzales said the Senate Council should reserve time at our meetings for guests, speakers, etc on this topic.

Dorian Eidhin said he does not think mandatory training is effective. We need to decide what it is that we are trying to do and create our own efforts.

Albert Ponce said most of our faculty are adjuncts so he wonders how many of our faculty are willing to do the work needed. He said he does support mandatory training.

Cheryl Carter said at a student listening circle with African American students, they wanted to immediately go from talk to action. She said part of the efforts could come from Professional Development trainings and activities.

Eric Handy said he teaches Umoja and his students are feeling very uncomfortable. He said partly because they do not see themselves represented throughout the college. He said students have told him they don't hear the conversations being brought up in their other classes. In addition, faculty of color are having the same uncomfortable feelings as students. He proposed convocation and Flex be focused on anti-racist and equity themes.

Moe said in looking at demands students put out after the recent listening circles and other related activities, some of them can be done immediately such as incorporating conversations and activities into Nexus. He said also that it is already being planned as part of convocation. He said we can develop a more ethnic based curriculum through the senate and the curriculum committee.

Taughner said she visited the Museum of Tolerance and when they went to exit, there were two doors. Over one door was a sign that said “I am not a racist”, over the other door there was a sign that said “I am a racist”. When everyone went to exit through the second door, it would not open. This demonstrated that we all have biases because of our individual backgrounds.

Gonzales moved to support the following student demands that were put forward after the March 14 round table event.

- **Mandatory anti-racist training and workshops for faculty and staff**
- **More transparency:**
 - **Announcements in classes**
 - **Quicker dissemination of information**
 - **Full disclosure of the incident**
 - **Follow-up on investigations**
- **More resources and safe spaces for students of color**
- **Complete and robust ethnic studies department**
- **More faculty and staff of color**
 - **More support for faculty and staff of color**

McBrien asked if this needed to go out for feedback.

Lema commented that there are layers to these actions that could be a number of resolutions. One could be to move forward to support the language. Another could be to support student demands. A third could be to offer trainings.

Koblik moved and it was seconded that the Academic Senate endorse the college-wide agenda of anti-racist work, and commit to developing training, hold space for conversations, and facilitate department and division conversations and action around equity and issues of structural bias at DVC.

Fisher asked about addressing safety in the resolutions. She also wondered what is being done to get the perpetrator of the graffiti and if there could be a reward. Freytag said that is something he and McBrien can talk about in consultation with the college president.

Moe said the student demands include mandatory training but he heard some disagreement about that during this discussion. He said there needs to be more discussion about Gonzales’s motion that include the student demands before it is voted on. He said he thinks Koblik’s motion is more general and overarching on the message we are putting out.

Freytag said the College Council is putting together a task force to address the student demands and we could instead vote to support the work of the task force.

Gonzales’s motion was seconded and called. The following members all voted aye: Freytag, Smiley-Ratchford, Gonzales, Fisher, Seefer, Canada, Gerken, Koblik, and voted aye. No nays. Moe, Flores-Lowery, Sporer, Taughner, Denning, and Blair abstained. Approved.

Koblik’s motion was called. The following members all voted aye: Freytag, Taughner, Moe, Smiley-Ratchford, Gonzales, Fisher, Denning, Seefer, Flores-Lowery, Sporer, Canada, Gerken, Blair, Koblik, and voted aye. No nays. No abstentions. Approved.

Canada said the division representatives should have a conversation with their division of what we can and will do to change the climate on campus. Koblik said they should also talk about department methods and needs they have to address this topic.

14. ADJOURNMENT

There being no further business the meeting was adjourned at 5:00 p.m.

*Respectfully submitted,
Ann Langelier-Patton
Administrative Secretary*