



# DVC FORUM



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**PRESENTATION TO THE CONTRA COSTA  
COMMUNITY COLLEGE GOVERNING BOARD -  
PUBLIC COMMENT**

**SEPTEMBER 9, 2009**

*Laurie Lema, DVC Faculty Senate President*

Good evening. I am speaking on behalf of the DVC Faculty Senate.

We understand California Community Colleges have taken a huge financial hit at a time in which enrollment has surged. Jane Patton, Academic Senate President for California Community Colleges stated in her September Presidents Update that:

- California community college budget has been reduced by \$830 million.
- Community colleges are significantly reducing their class schedules.
- Student services are taking the hardest hit in cuts with a reduction of \$193 million.
- College enrollment was 2.9 million last year which is the highest ever.
- Enrollment in California community colleges has increased 15.9% in the last four years.

We understand the State Chancellor's Office has made a decision to reduce our funding cap. Reducing cap decreases access to education and impacts some of our most vulnerable students. We don't agree that this is in the best interest of serving the educational needs of our community. Nonetheless it is a decision we have to live with at least for now.

We understand that our schedules need to accurately reflect the number of students our funding cap will allow us to serve. Currently DVC is working on our

spring and summer schedules. Vice President of Instruction Susan Lamb has been meeting with our division deans and department chairs and the Faculty Senate Council to listen to their concerns and suggestions and is using this information to help with the development of our schedule of classes. I want to publicly compliment Susan for her transparency and judicial approach which is a positive change in the tenor of the college, especially as we make difficult and painful schedule reductions.

Cutting sections is painful. At DVC we are cutting 29.5 FTEF which is approximately, one hundred and forty seven classes. The average enrollment in a class is thirty students. One hundred and forty seven classes with 30 students each is a total of four thousand, four hundred and ten student seats that won't be available to students. Four thousand, four hundred and ten is approximately 1/8 of the population of the city of Martinez.

Cutting student services hurts our most vulnerable students. The cut to student services hits at the core of student success – tutoring, Disabled Student Services and EOPS. We need the cuts to be softened. We encourage support from the district to help the students impacted by these cuts. We need help from the district with funding for these areas.

We ask the governing board and the district to provide additional funding for student services and operational needs and to explore cost saving and revenue producing strategies such as the 16 week calendar.

In closing, we appreciate the leadership of this governing board, Chancellor Benjamin and Vice-Chancellor Murillo in establishing fiscal solvency and a culture of financial prudence in this district. And we encourage our district to find additional funds to support the colleges which are struggling to fund student services and college operations. Let us work together to find the resources to soften the cuts that effect our most vulnerable students.

## MEASURING 'A' STUDENT'S SUCCESS – EIGHT YEARS LATER

*Steve Ward (DVC Hall of Fame Chair)*

At the end of each semester I have a nine hole golf tournament for our P.E.163 Intermediate Golf class and prizes are donated by Buchanan Fields golf course. But never before the damp and cold day of December 3, 2001 had such an exciting tournament transpired.

Going into the eighth hole at Buchanan G.C. Chris Tissue trailed Brandon Jamieson by a single stroke so he pulled out his driver and hit it flush. The shot however went a little too far left on this tight driving hole and ended up in a line of tree's. Brandon also hit a driver and his ball ended up in the adjacent fairway. Chris responded with a spectacular punch six iron under the trees and ended up within three feet of the hole. Brandon hit a long approach shot over several trees to within twenty feet of the cup where he ultimately scrambled to a par (4). Chris tapped in his three foot putt for a birdie (3) to pull even with Brandon in the quest for the class title.

On the last hole, the ninth, both players hit solid shots in the fairway and both hit their second shots on the green. Brandon then made his 22 foot birdie putt to seemingly win the class title but Chris Tissue responded by making a 20 foot birdie putt of his own, forcing a playoff between the two who had finished the muddy nine hole course at four over par (35).

After other class groups had finished playing, word spread about the improbable tie and that they were heading for the fifth tee box to begin a sudden death playoff. Some joined as an unofficial gallery.

Both Chris and Brandon struggled for the first three playoff holes each posting a bogey and the two competitors headed for the eighth tee and the fourth extra hole. Chris Tissue absolutely crushed his driver into the cold wind and it came to rest about fifteen yards in front of the green. Brandon hit his driver even further, approximately 300 yards but it landed in a small creek behind the green. After incurring a one stroke penalty he hit a chip shot that ended up six inches from the hole and he tapped it in for a par (4). Chris then chipped to within three feet but missed his birdie putt, prolonging the match.

On the fifth and final playoff hole Brandon Jamieson sank a four foot par saving putt to defeat Chris Tissue by a single stroke. As the two golfers shook hands they immediately recalled the anxiety, tension, disappointment and exhilaration that they both had experienced in the memorable three hour golf match. Life is like this.

MAY 2009 UPDATE: Brandon Jamieson

Brandon never graduated from college but he is currently an assistant golf pro at Blue Rock Golf Course in Vallejo. He also plays professionally on the Nationwide Pro Tour when he has time to travel.

## TRANSFORMATION: THE REAL MISSION OF CALIFORNIA'S COMMUNITY COLLEGES

*Kathleen Costa, 45<sup>th</sup> Annual Faculty Lecturer*

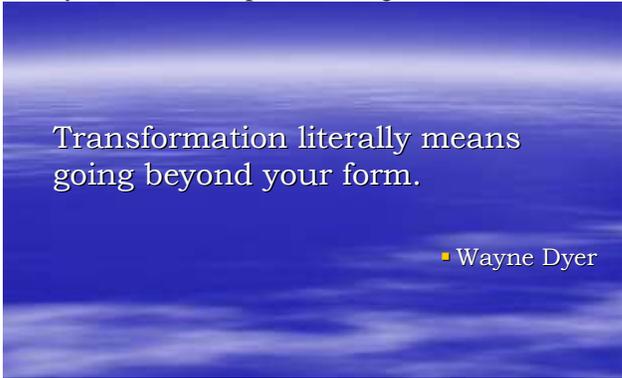
Good Afternoon. Thank you for coming. First of all I want to thank the Arts and Lectures Committee and the Faculty Senate Council for this wonderful honor. It means to me. I am truly grateful and humbled. At the risk of sounding like I think I just won the Academy award I would like to thank a few people. First Irene Menegas for insisting that I be nominated. And then my editors and coaches, Susan Lundgren, Barbara Sawyer, Sue Shattuck and most especially, my technical, spiritual and menu advisor, my husband, Steve Pantell.

Ann Patton and Media Center...it takes a village to put on faculty lecture.

My lecture today is called Transformation: The Real Mission of California's Community Colleges. Frankly, lecturing is not my style. I have an almost uncontrollable urge to have you get into groups of four and discuss what you think is the definition of transformation. But instead I will tell you what our old friends Merriam and Webster says about it:

Transformation: An act, process or instance of transforming or being transformed. Or in the online Free Dictionary: A marked change, as in appearance or character, usually for the better.

We have many metaphors, analogies and stories in our culture that illustrate transformation. The one that probably comes to mind for most of us is the caterpillar transforming into the butterfly. But don't forget the story of the ugly duckling that transformed into the beautiful swan. And the frog that turned into a prince. However, these transformations didn't happen quickly. The caterpillar spends weeks alone in her cocoon before emerging as a butterfly, and I'm sure that duckling endured many months of ridicule from the other ducks before transforming into that beautiful swan, and the frog, well; he must have had to do some pretty fast talking to finally convince the princess to give him that fateful kiss.



Transformation literally means  
going beyond your form.

■ Wayne Dyer

Yes, the transformative process is slow, sometimes painful, and frankly we don't often realize it has taken place except in hindsight. It's usually not until we look back over the months and years of our own

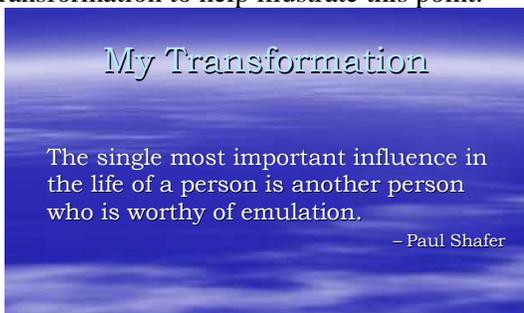
personal journey that we are able to recognize the transformations that have happened in our lives.

So what does transformation have to do with the mission of community colleges? The "official" mission is contained in the state Education Code. It says, among other things that The California Community Colleges shall...offer academic and vocational instruction...remedial instruction for those in need of it...instruction in English as a second language, ...and support services which help students succeed. Nothing about transformation there...

DVC also has a mission statement it says in part: Diablo Valley College prepares students for transfer to four-year universities; provides career and technical education; supports the economic development of the region; offers pre-collegiate programs; and promotes personal growth and lifelong learning. Still, no transformation...

But I think there is something else going on here. I believe that our community colleges ARE places of transformation. We transform high school students into college students, stay-at-home moms into career women, displaced workers into career changers, and underprepared students into scholars. So, how do we as faculty and staff help to facilitate these transformations? And, students, those of you in the audience, how do you become active participants in your own transformation?

I'd like to share some of the stories of my transformation to help illustrate this point.



I have gone through many transformations throughout my life; from a shy little girl who used to hide in the corner so no one would notice her, to someone who people pray will just keep quiet in those committee meetings. But I did not complete this transformation alone. There were many helpers and role models and mentors along the way.

I am a second generation Portuguese American. My grandparents came to California during the WWI years, early 1900s, seeking the American dream of property and prosperity. My father was a farmer and instilled in me a strong work ethic. My mother, one of the biggest influences in my life, was a housewife but hated housework. She owned her own beauty salon which she gave up when she married my father. She would sit at the kitchen table reading magazines and daydreaming. Her outlets were getting involved in service and political organizations such as working on the

Farm Bureau Newsletter and leadership roles in California Republican Women. When my siblings and I went to high school she began working in a department store during the holidays. Eventually she was able to parlay her volunteer political work into becoming the administrative assistant for a county supervisor. When he retired she ran for his seat, was elected and served 12 years as the first woman to be elected to the board of supervisors from her district. In spite of her transformation, the message I grew up with was that nothing much was expected of me because I was a girl, except that I was going to get married and have babies so why go to college. But go to college I did, well...for awhile anyway.

Past performance isn't always the best predictor of future success. I was a star in grade school. I went to a small school in the country. At the height of our enrollment there were 36 students—in the whole school. My eighth grade graduating class was me and Randy Peterson. High school was a culture shock. I was an average student in high school, doing only the minimum to get by. This was the 60s and things were happening in the world that I was barely beginning to become aware of. The Beatles; the counter culture; the Vietnam War, the Civil Rights and Women's movements. I was beginning to feel out of touch and oppressed by a traditional upbringing and I knew since I wasn't ready to get married and have babies that college was my only way out into the world.

I believe that students are more motivated and committed to their studies if they have a goal or a plan. For me, getting off the farm was the motivation for doing well in college. So I entered into my first transformation from mediocre high school student to successful college student at San Joaquin Delta. I actually began to study. I got A's and B's. There were three professors at Delta College who made a lasting impression on me. One was my English teacher, Mrs. Peckler. I don't know what it was that caused Mrs. Peckler to take me under her wing, but she encouraged me, nurtured my writing and really helped me begin to enjoy and succeed in college. But the most memorable thing Mrs. Pecker did for me was take me to San Francisco to see the rock musical, Hair. Talk about transformation! Hair really blew my mind!

Then there was my Art History teacher who showed us slides of Vincent Van Gogh's potato eaters and sent us on a field trip to the Asian Art wing of the de young museum to see the Avery Brundidge collection. It was years before I really developed my true love of art but I trace the beginning back to her.

My California history teacher was an older gentleman, tall, thin, always wore brown suits. One look at him and I could only think "booring!" But he made California history come alive and I loved going to his

class. You just can't judge a book by its cover. And I don't even remember his name.

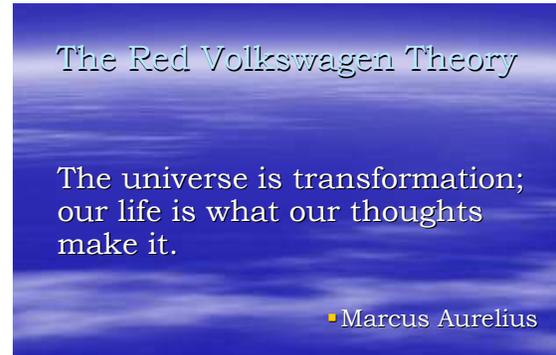
Well, my plan worked. I graduated from community college and transferred to the Bay Area to attend Cal State Hayward. But that's when my plan began to fall apart. I had no idea what I was doing there. In spite of the fact that I was taking classes on eastern philosophy, and sociology courses on deviant behavior, which I thought was totally cool, I felt like I wasn't smart enough and that I didn't belong. So when I got a job and a boyfriend, I dropped out.

Ten years later I found myself in a job that I hated, the boyfriend was long gone and I was close to broke. It was time for another transformation. I had joined my local chapter of the National Organization for Women to work for the ratification of the Equal Rights Amendment, a constitutional amendment that would ban gender based discrimination. I was working on the newsletter. My mother's influence, no doubt. One of the women I met there was trying to convince me to run for membership chair. She said nine little words to me that were incredibly meaningful at the time. She said: "You can do this and I will help you." Those are possibly the most generous and empowering words in the English language in my book: "You can do this and I will help you." No matter how independent or self-reliant we may think we are, we are much better when we help and support each other.

Within two years, I became president of the East Bay NOW chapter. That was the year that Geraldine Ferraro ran as the first woman vice presidential candidate on the Democratic ticket with Walter Mondale. When all these events and influences converged, I decided to go back to college to finish my Bachelor's degree in Behavioral Sciences and then graduate school to get my Master's degree in counseling. I loved graduate school. I finally knew why I was in college. It took me a long time, but I came out of my cocoon.

When I came to work at Diablo Valley College I felt at home. I felt I understood many of our students' experiences because they were similar to many of my own. I remembered how it felt to be a first generation college student, the lack of self confidence I had as a reentry student, and my hope that community college would be a second chance at success. When working with students I want to stay aware of my biases and how my own transformation may color my perceptions about work behaviors and values that I learned from the influences in my life; influences that came from my family background as well as from the times in which I grew up.

Now in order to understand what I mean about staying aware of my biases, I'd like to explain about the Red Volkswagen Theory.



A few years ago I decided it was time to buy a new car. So I went shopping and test driving and ended up buying a Red Volkswagen.

So, I'm out on the road, driving around in my new car and during the next couple of weeks I began to notice Red Volkswagens, everywhere; a lot of them. Now, do you imagine that there were any more red Volkswagens on the roads after I bought my new car than there were before? Well, except for mine, not likely. But something had changed. My awareness. I was more conscious of other red Volkswagens because I owned one.

Each of us sees the world through the filter of our own experiences. And subconsciously our experiences become our Red Volkswagens; the things that stand out most for us. This filter is both a strength and a weakness. As a strength, it gives instructors compassion as we remember our difficulties and can relate to what our students are experiencing; it provides a place for us to connect with our students and with each other. It gives us empathy, patience and tolerance for the mistakes our students make because we've made mistakes of our own. But our filter can also be our blind spot. It can make us impatient when we see the potential in others that they don't see in themselves. It may create expectations that are based on our experiences that just don't fit our students' reality. And it may also cause us to have lower expectations of our students than they deserve.

And students, it can be tricky to try to help you succeed without seeming biased and judgmental. We are trying to prepare you for the future and we want you to be successful in life as well as in school. In career development classes, we tell you what traits employers are looking for in an employee. In student success classes we try to encourage you to treat your school responsibilities like a job. Literature and humanities classes help you learn about other world views and cultures; history classes teach you about the past so you can better understand the present; and sciences classes can help you understand your bodies and your environment.

But instructors are only human. And sometimes we may not believe that our students are really doing the best they can. And, as humans, we are judgmental. After all, we give you grades. But in our attempts to be helpful,

we need to stay aware of our blind spots, our Red Volkswagens, the things we notice because that's what's in our consciousness, because it is only when we are aware that we can foster transformation.

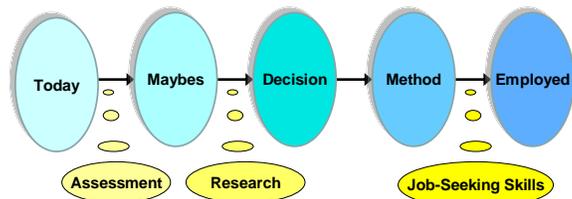


When I was young, girls were still going to college to find a husband and boys to avoid being drafted into the army. What I find now when I ask our students why they are going to college both men AND women, say "to get a good job."

I am a career counselor by training and experience and so one of the filters through which I view the world is the filter of career counseling. I have many opportunities to counsel students both in my office and in my classroom about career choices and decisions about choosing a college major. I don't know if community college students have more challenges when it comes to making decisions about their future than other people but I find it useful for me and for my students who are navigating the complex process of decision-making to reduce things to a simple model. You don't go from caterpillar to butterfly in one fell swoop. The caterpillar has to build its own cocoon. So I'd like to share with you a model that helps demystify the career transformation.

**The Career Development Model**

The Five Steps of the Career Development Model

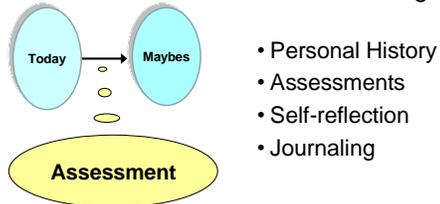


Now, this career model may look like a pretty straightforward series of steps. But that is only for the purpose of demonstration and explanation. Moving through these stages is a process. It involves self-understanding, reflection and the Red Volkswagen Theory. I ask my students to begin to be aware of the world through the eyes of a job seeker. To notice jobs, conversations about careers, courses that may lead to majors. Career search becomes their Red Volkswagen. And I invite you, as I walk you through this explanation of the career development process to reflect on your own experiences and how they might fit within this model.

As this slide shows we start with where we are today and move through a list of possible career objectives or "maybes", then to a decision, method (and I'm going to explain these) and finally employment, which is that "good job" students have come to college to find.

**The Career Development Model**

Assessment: Information Gathering



In order to move from Today to a list of "maybes" we begin by having students complete a self-assessment. They write a personal history describing things such as subjects they liked in school, hobbies, activities, family roles. We have them take career assessments to reveal their interests, skills and values. We often ask them to keep a journal to record their thoughts and feelings as we explore this aspect of their career development. From these activities they come up with a list of possible careers and/or majors that we call "maybes." This next slide shows you an example.

**The Career Development Model**

Step 2: Develop a List of Maybes



Next they begin to do research on their list. They will review career websites, read professional journals, newspaper articles and occupational guides such as the Occupational Outlook Handbook. They also are required to conduct informational interviews. That means interviewing someone to gather information about a career to find out if it fits their self assessment results. The best way to find out about a job is to talk to someone who is doing it. I find that most people like to talk about two things, themselves and their work. But informational interviews can be a little intimidating for many people so I tell my students that they can interview someone they know and often they choose their instructors. Just by being excited about your career or referring them to someone you know in their field of interest you are playing a role in their transformation from an undecided student to a student with a mission.

## The Career Development Model

Step 3: Decision: Career or Major



- Candlestick Maker
- Baker
- Butcher
- Head of CIA
- Etc.

Once a decision has been made students take the next step which is the method to achieving their goal.

## The Career Development Model

Step 4: Four Methods of Pursuing Goal



1. Job Search
2. OJT (On the Job Training) - Internship/Apprenticeship
3. Education/New Skills
4. Self-Employment

We often don't know what happens to many of our students after the "method" stage. They have either left DVC with their degree or vocational training to find a job or have transferred to university and ultimately have reached their goal.

## The Career Development Model

Step 5: Employed!

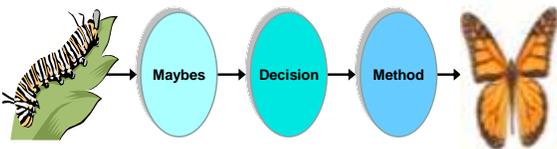


Employment!

And just to stay on theme here, this next slide shows another view of the career transformation model.

## My Career Transformation Model

The Five Steps of the Career Transformation Model



Earlier I made the claim that community colleges transform underprepared students, displaced workers, and stay at home moms into successful college students, and career changers. I'd like to give you some specific examples of students whose lives were transformed right here at DVC. We all know students or maybe some of you out there are students who have gone through similar transformations.

## Stories of Student Transformation

The universe is made of stories,  
not of atoms.

Muriel Rukeyser (1913-1980)  
American Poet

Maria was born in San Francisco but moved to Mexico as an infant with her parents. Three years later her family returned to California. Maria spoke Spanish before she spoke English, which she learned in elementary school. She attended high school in Concord where she says she wasn't provided with the classes, information or encouragement needed to prepare for college. When she came to DVC directly after high school, she was woefully unprepared. She states that she couldn't write, was terrible in math and struggled her first two years here. She told me that it took her 6 years to transfer because she was not very focused on her academics, was working two jobs and "working was easier than school." One thing Maria did that turned out to be a positive experience was join the Latino Student Alliance where she met faculty advisors who would mentor her throughout her years at DVC. These instructors challenged her, encouraged her and she says "gave her little jobs to do". These jobs included speaking to groups about the need for a Puente program and tutoring other students in math. She states that these experiences made her feel part of the DVC community. Both her feelings about college and her GPA soared. Maria transferred to San Francisco state "totally prepared" and graduated in two years. After receiving her Master's degree and advising students at the university level, Maria is now one of my counseling colleagues here at DVC.

David's claim to fame is that he was fired from Chez Panisse, one of the best restaurants, in the, well, in the world. David is another student who came to DVC right out of high school, but after a year of mostly Ds and Ws, he left and found work cooking in restaurants. Without any formal training, his culinary career didn't last long. After 6 years in the workforce and now out of work, David returned to DVC uncertain of his next move. But after one semester he was hooked. He became so excited about learning it was hard to get him to leave. He wanted to take every class we offered. David's mother is from India, his father from England and his international background caused him to think he may want some kind of international career. So to check it out, he enrolled in our International Relations course. He says this class taught him two things. One was that he didn't want to work in international relations. But the other was that he learned that health issues transcend national boundaries

and it sparked his interest in public health. David is now a senior at UC Berkeley in an interdisciplinary major he calls Global Health and Development. He said some astonishing things to me about DVC. He said "DVC is like an airport, you can go places from there." "For next to nothing you can get an outstanding education"; and "all my professors at DVC are comparable to those at Berkeley." As a way to give back to a place that have him a chance to dream and really find his passion David participates in Berkeley's Starting point mentorship program where he mentors other community college transfer students. His future plans are to get a master's degree in public health or go to medical school. Oh, and by the way, David is a great cook!

Ida was a 68 year old housewife who began seeing a therapist to deal with the strain of caring for her husband who had developed Alzheimer's. When her therapist asked her if there was anything she thought she would like to do for herself, Ida said, "I've always wanted to go to college". She started at DVC with one class. Within 2 weeks she was a full time student. She received her AA degree in liberal arts and began volunteering at a rape crisis center. She graduated from Cal State Hayward two years later. Ida transformed herself from a depressed elderly woman into a vibrant, involved member of her community.

Every day we meet students like Maria and David and Ida. They may be students like me, who don't even remember their instructor's names but when they look back over their lives will remember the influences their instructors had on them, the words of encouragement, and the enthusiasm about their subject.

Now what would a lecture be without a pop quiz?

\*The following is the philosophy of Charles Schultz, the creator of the "Peanuts" comic strip. You don't have to actually answer the questions. Just read them straight through, and you'll get the point.

1. Name the five wealthiest people in the world.
2. Name the last five Heisman trophy winners.
3. Name the last five winners of the Miss America Pageant.
4. Name ten people who have won the Nobel or Pulitzer Prize.
5. Name the last half dozen Academy Award winners for best actor and actress.
6. Name the last decade's worth of World Series winners.

How did you do?

The point is we don't remember the headlines of yesterday even though they may be the best in their fields. After the applause dies the achievements are forgotten.

Here's another quiz. See how you do on this one:

## Another Pop Quiz

1. List a few teachers who aided your journey through school.
2. Name three friends who have helped you through a difficult time.
3. Name five people who have taught you something worthwhile.
4. Think of a few people who have made you feel appreciated and special.
5. Think of five people you enjoy spending time with .

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Easier? The lesson is that the people who make a difference in your life are not the ones with the most credentials, the most money, or the most awards. They are the ones that care about and show interest in you.

In my student success class when we talk about college resources I give my students an assignment to meet with one of their professors because I tell them that their instructors are one of their best resources for success in college. Many of them are a little hesitant at first. They are afraid they might be criticized or that their instructor won't have time for them. But when they report back on the experience they say things like, "my teacher was really glad I came to talk to her", or "he really gave me some pointers on things I could improve", or "it was cool getting to know him a little bit as a person", and almost all of them report that "teachers really do want us to be successful." In essence, they are hearing that same message I heard from my mentor all those years ago, "you can do this and I will help you."

In the kind of world we have today,  
transformation of humanity might  
well be our only real hope for survival.

• Stanislav Grof

When I was in college, the first time, during the 60s and 70s the world was going through some incredible changes politically, culturally and socially. Since then the pace of change has only increased and in particular the technological changes have been mind boggling. I'd

like to show you a short video based on research by Karl Fisch, Scott McLeod and Jeff Bronman that illustrates some of the changes that are occurring in our world. <http://www.youtube.com/watch?v=UIDLIwIzkgY&feature=related>

What does it all mean? Good question! It clearly means that the world is changing at warp speed. But it also speaks to the nature of transformation which is that it often contains uncertainty and unknowns. Let me give you an example.

A few months ago, I read a report that was written in 2006 that was predicting the mass exodus of baby boomers from the workplace and the impending labor shortage. Two years later businesses were laying off workers and those baby boomers were more likely to stay in their jobs longer. How do we transform this kind information into a positive message for our students?

I admit that it may be difficult to remain hopeful given the state of our economy. Call me an optimist, but I truly believe in the cyclical nature of things and I believe that we will successfully survive these difficult times.

An article by Jennifer James called “Thinking in Future Tense” discussed skills that are necessary for the 21<sup>st</sup> century and although it was written about 10 years ago, I think much of what she said is pertinent today. She wrote of “seeing with new eyes” which



means being open to new possibilities; “recognizing the future” which means staying aware of the changing world around us; “mastering new forms of intelligence” which refers to the rapid changes in technology and “profiting from diversity” which recognizes multiculturalism and a global marketplace.



In addition, we can help our students become more confident in their skills; develop meaningful and lasting

relationships based on mutual trust and respect; think critically and solve problems creatively; stay flexible and willing to change; and tolerate uncertainty because none of us knows what’s next.

I was sitting on my couch recently, reading a magazine article about women who began their careers later in life, in their 40s and 50s. I began to think about my own life. I started to think about myself in relation to our students. Although I am approaching the end of my career and most of you students out there haven’t begun yours yet, we have a lot in common. We are both looking 2 to 5 years into the future. You will be graduating from college and I will be retiring. We are both preparing to begin a new life. I believe students are looking for role models, maybe you don’t know you are looking for them but you are certainly looking at them. All of us are role models for each other. And I began to think that how I navigate my next transformation can help my students. If I see this as a time of stress, worry and uncertainty, which some days it certainly is, I will convey that to them. We do project our feelings out into the universe. But, if I can enjoy the journey of these last years of my career before I step off the cliff into the unknown I can maybe model optimism instead of anxiety. Many of you, like me, are still trying to figure out what we want to do next. Of course some people know, but in my experience many of us don’t have a clue. We stumble around until we hit something that feels right. We’re like bumper cars. But that’s ok. We bump into lots of other very interesting bumper cars. And if we keep our eyes open we will find the path forward.



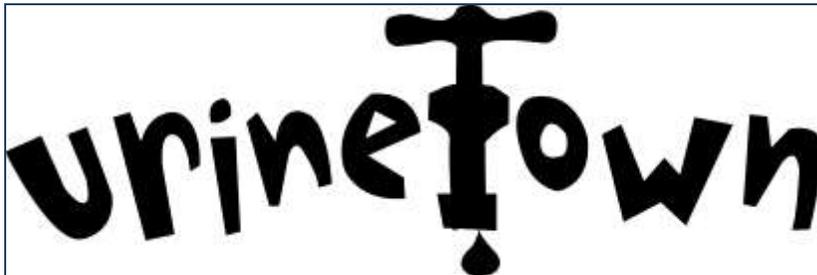
So, our mission, if we choose to accept it, is not “mission impossible.” It’s something we do every day, whether with our words or with our actions we say “you can do this and I will help you.” So, as you leave here today let the concept of transformation be your Red Volkswagen. Notice every opportunity to further the transformation of students’ lives and in the process transform your own. And together, maybe, we can transform the world.

**PUBLISHERS NOTE** The Forum is a biweekly publication of the Diablo Valley College Faculty Senate. Its pages are open to any faculty member, manager, classified staff member, or student who wishes to communicate something of concern and interest.

# Diablo Valley College



**ANNOUNCING  
THE  
FALL 2009  
FACULTY SENATE DINNER THEATER  
Join us for Opening Night  
of the  
DVC Drama Production**



**Enjoy dinner in the Norseman prepared and served by DVC's Culinary Arts Students,  
then stroll over to the DVC Performing Arts Center for an evening of  
entertainment.**

**Friday, October 16, 2009  
Hors d-oeuvres 5:30p.m.  
Dinner 6:00 p.m.  
Play 8:00 p.m.**

**TICKETS ARE ON SALE NOW  
Contact the DVC Box Office TODAY to make your reservations  
321 Golf Club Road, Pleasant Hill, CA  
(925) 687-4445  
Dinner and Theater: \$47/person (includes wine & gratuity)  
Dinner Only: \$30/person if you have season tickets\***

**\* Faculty and staff specially priced season tickets are \$45  
(that's a savings of \$32!)**

# DVC FACULTY SENATE VOLUNTARY CONTRIBUTIONS

DVC Faculty Senate has accounts to receive voluntary contributions to support the Faculty Senate Voluntary Fund and the Faculty Senate Legal Defense Fund. The Voluntary Fund has traditionally paid for the Faculty Lecture, the Faculty Senate Dinner Theater beverages, the DVC Retirement Dinner and gifts for retirees, scholarships and other events as approved by the Faculty Senate Council. The Faculty Senate Legal Defense Fund has been paying down the debts incurred in the lawsuit over Division Deans. You can help by donating through a payroll deduction or a quarterly, annual, or lump sum donation. You can use the form below to submit your pledge of support. Thank you!

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## LEGAL DEFENSE FUND PLEDGE FORM

**Please fill out this pledge form and the enclosed authorization card and return BOTH to the Faculty Senate Office. To ensure your donations are designated to the Legal Defense Fund do not return pledge forms or authorization cards to payroll.**

**Print Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Department** \_\_\_\_\_

### Faculty Senate Voluntary Fund Payment Options

**Monthly payroll deductions**

**\*Complete attached payroll deduction authorization card**

**Monthly contribution** \_\_\_\_\_

**Check for lump sum**

**Send written check to Faculty Senate Office**

**Contribution amount** \_\_\_\_\_

### Legal Defense Fund Payment Options

**Monthly payroll deductions**

**\*Complete attached payroll deduction authorization card**

**Monthly contribution** \_\_\_\_\_

**Check for lump sum**

**Send written check to Faculty Senate Office**

**Contribution amount** \_\_\_\_\_

**\*Fill out only one payroll deduction authorization card and include your total monthly contribution. The Faculty Senate Office will use this pledge form to allocate the funds to legal defense and/or the voluntary senate sponsored activities.**

**THANK YOU FOR YOUR SUPPORT AND GENEROSITY!**