TAFT COLLEGE SENATE-OF-THE-WHOLE AGENDA
FRIDAY, AUGUST 21, 2020
12PM TO 2PM
COUGAR ROOM
Zoom: https://cccconfer.zoom.us/j/92668262219

Roll call voting is required in meetings conducting through Zoom.

*Zoom etiquette for this meeting: Raise hand and wait for acknowledgement to avoid talking over others.*

Please state your name when making motions and seconds as those speaking may not be seen on all attendees monitors.

Remember this is a public forum meeting under the Brown Act.

*Members present:* 

Amar Abbott
Antonio Alfaro
Jennifer Altenhofel
Michelle Beasley
Paul Blake
Adam Bledsoe
Darcy Bogle
Nathan Cahoon
Kamala Carlson
Diana Champion
Christopher Chung-Wee
Reginald Clemons
Bill Devine
Candace Duron
Geoffrey Dyer
Sharyn Eveland
Christopher Flachmann
Shelley Getty
Vicki Jacobi
Michael Jiles
Salvador Jimenez-Murguia
Diane Jones
Danielle Kerr
Kelly Kulzer
Steve Lytle
Vince Maiocco
Mariza Martinez
Mike Mayfield
Janis Mendenhall
Tina Mendoza
David Mitchell
Dr. Minor gave an update on a student satisfaction survey. 82.4% of responding students were satisfied with their transition to online instruction. Taft College faculty have risen to the occasion, and students are pleased. Eveland thanked Minor for sharing the survey findings with us and recognized the efforts made by faculty since the COVID-related changes began back in March.

**Action Item**

1. Approval May 4, 2020 Meeting Minutes (3 minutes)  
Motion to approve the minutes: Oja.  
Second: Abbott  
Motion passed by unanimous consent.

**Information/Discussion Items**

2. Superintendent/President Update (10 minutes)  
Dr. Daniels thanked the faculty for their efforts.  
Updated on electrification project: PG&E waiting for permission to electrify. The added benefit of this solar project is shaded parking. Dr. Daniels is looking forward to the landscaping project once the solar project and construction are complete.  
The safety routine and temperature checks are becoming smoother processes, and TC is ready for classes to begin.

3. Equity, Anti-Racism, Inclusivity (5 minutes)  
Volunteers interested in serving on the Diversity, Equity, and Inclusivity Task Force should email Dr. Grimes to express interest.  
Dr. Daniels warned that it would be easy to let the events over the summer slip from our memory, but reminded us of John F. Kennedy’s thoughts, “If not us, who? If not now, when?” Daniels hopes we will all take this moment and help create an anti-racist environment.
4. Recommendation to Academic Senate: Form Ad Hoc Committee in Response to ASCCC/CCCCO Call for Action on Institutionalized Racism (10 minutes)  

Separate from Dr. Daniels’ call to action on the newly created DEI Task Force, is the response to the Chancellor’s office and ASCCC’s call to action to form an Ad Hoc committee on Equity, Anti-Racism, and Inclusivity. The Chancellor’s Office has hosted webinars and activities to help colleges start these difficult, but necessary conversations.

On Monday, August 17, 2020, the Academic Senate Council met and voted to move the CCCCC/ASCCC’s recommendation to the Senate of the Whole. Kulzer-Reyes had forwarded the Chancellor’s letter calling for the Ad Hoc committee on anti-racism to the body at the request of the ASC prior to today’s meeting. That letter is attached here for reference.

Eveland recommended that the Academic Senate of the Whole focus solely on item 3 of the Chancellor’s recommendations.

The text from recommendation #3 follows:

Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. As campus leaders look at overall campus climate, it is equally critical that faculty leaders engage in a comprehensive review of all courses and programs, including non-credit, adult education, and workforce training programs. Campuses need to discuss how they give and receive feedback and strive to embrace the process of feedback as a productive learning tool rather than a tool wielded to impose judgment and power. Faculty and administrative leaders must work together to develop action plans that provide proactive support for faculty and staff in evaluating their classroom and learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols. Campuses also need to look comprehensively at inclusive curriculum that goes beyond a single course, such as ethnic studies, and evaluate all courses for diversity of representation and culturally-relevant content. District leaders should engage with local faculty labor leaders to review the tenure review process to ensure that the process promotes and supports cultural competency. Additionally, districts should be intentional about engaging the experiences, perspectives and voices of non-tenured and adjunct faculty in the equity work of the campus. This work must be led in partnership with campus CEO’s/Presidents, college faculty, chief instructional officers, chief student service officers, the ASCCC, the Student Senate for California Community Colleges (SSCCC) and campus student leaders.

Discussion about which subcommittees of the Academic Senate should be involved in this discussion. Suggestions were Curriculum and Distance Education. Jacobi mentioned wanting to examine the Course Outlines of Record (CORs) that states they are part of ethnic studies. Jimenez-Murguia requested a list of all such CORs. Jacobi responded she would get them to him.

An audit of all curriculum would be conducted for anti-racism to address this call to action. It would be documented in an organized way.

Questions from senators:

- Is this ad hoc committee different from Drs. Daniels and Grimes’ committee?
  - Answer: The Ad Hoc committee is a function of the Academic Senate which is different from the administration’s task force.
Motion by Jacobi: To form an Ad Hoc Committee on Classroom Inclusivity and Anti-Racism focused only the Chancellor’s June 5th’s third recommendation to audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.
Second: Dyer
Roll Call vote: 30 in favor. Motion passed.

Ayes: 30
- Adam Bledsoe
- Amar Abbott
- Antonio Alfaro
- Bill Devine
- Candace Duron
- Christopher Flachmann
- Danielle Kerr
- Darcy Bogle
- David Mitchell
- Debora Rodenhauser
- Diana Champion
- Diane Jones
- Geoffrey Dyer
- Janis Mendenhall
- Jason Page
- Juana Rangel-Escobedo
- Lori Travis
- Michael Jiles
- Michelle Oja
- Nathan Cahoon
- Robin Polski
- Ruby Payne
- Salvador Jimenez-Murguia
- Sharyn Eveland
- Shelley Getty
- Vicki Jacobi
- Reginald Clemons
- Christopher Taylor
- Kristi Richards
- Mariza Martinez

Abstain: 13
- Christopher Chung-Wee
- Jennifer Altenhofel
- Joy Reynolds
- Kamala Carlson
- Kelly Kulzer
- Lori Sundgren
** Kulzer checked on how abstentions are to be recorded under Robert’s Rules. She found they are recorded as no vote. Another option for future no vote to be recorded is the use of “present” during a roll call vote, instead of “aye” or “nay”.

5. Recommendation to Academic Senate: Creation of Professional Development Committee (10 minutes)
This item is the result of the on-going discussion from the administration around disbanding the current tri-chair led Professional Development Committee. The possibility of disbanding the current committee was new information to many faculty serving on it, including the current faculty tri-chair, D. Jones. There were questions from faculty about what the impetus for disbanding the current committee were. Dr. Daniels shared that different areas of staff do not feel like they have equal opportunities for professional development in the current tri-chair committee.

To further complicate the communication, the current Professional Development Committee will not be dissolved. Faculty will simply leave it and form their own subcommittee of the Academic Senate.

Professional development for faculty falls within the 10+1, so creating a faculty-focused subcommittee of the academic senate with a charter and full focus on faculty made sense to the body, even though the way it came about demonstrated confusion.

**ACTION**

Motion by Oja: Form a professional development committee for faculty
Second: Abbott

Presentation

6. 10+1 Responsibility #10: Understanding the 50% Law (10 minutes; A. Bauer) **NO ACTION**

Bauer presented on Understanding the 50% Law. She gave the same presentation to the Board. Teaching faculty are counted in the 50%, but non-teaching faculty are not.

Eveland thanked Bauer for her presentation.

Information/Discussion Items

7. Guided Pathways Progress, Institutionalization, and Academic Senate (3 minutes) **INFORMATION**

Jacobi presented on how the institutionalization process for Guided Pathways is going. She expressed thanks to Dr. Abbott, Bogle, Chaidez, and Dr. Martinez for their work on the project.
8. Committee Charter Reviews (10 minutes)  
   **DISCUSSION**

Last year, subcommittees were asked to ensure the 10+1 were reflected in the subcommittee charters. This year, please look at representation on committees. In order to ensure that no faculty member has a disproportional committee load, consider adding “or designee” to representation lists.

9. Committee Assignments (20 minutes)  
   **DISCUSSION**

There were faculty members who did not receive their requested committees this year, and unlike in past years, faculty were not consulted about their assignments and willingness to switch to a new committee. The reason for the committee moves was to balance workload. Eveland requested that anyone still displeased with their committee assignments to email her. There were still faculty with more than two assigned committees who did not have a required role on the committees. This is a concern and will be addressed.

**Open Forum for Announcements**  
   **NO ACTION OR DISCUSSION**

**Motion to adjourn: Jacobi**

**Second: Jones**

**Motion passed without objection at 1:18 pm.**

*The next meeting of the Academic Senate Council is tentatively scheduled for Wednesday, September 16, at 12:00pm.*

*The next meeting of the Academic Senate-of-the-Whole is tentatively scheduled for Monday, September 14, at 12:00pm.*

Respectfully submitted,

Kelly Kulzer-Reyes
June 5, 2020

Dear California Community College Family,

With the goal of improving outcomes for all of our students, over the past three years we have been committed to implementing the Vision for Success reforms with equity at the core of our work. Over the past three months, this system has mobilized to help 2.1 million students in the middle of a global pandemic. With equity at the forefront of decision-making, our faculty, staff, student leaders, administrators and trustees have responded with resources such as, Wi-Fi, laptops, hot meals, emergency loans and online education for our students. Most recently, our system and our students are hurting and they are outraged because of the systemic racial injustices that still exist in our country. In this moment, we need to use our positions of privilege, influence and power to make a difference.

More than 69 percent of our students identify with one or more ethnic groups—this means that we serve the most diverse student populations in all of higher education. On Wednesday, the Chancellor’s Office hosted a “Call to Action” webinar. Chancellor Oakley and system leaders called for our system to actively strategize and take action against structural racism. We cannot say that we are equity champions and be afraid to have open dialogue about structural racism. In this webinar, Chancellor Oakley called for action across six key areas that will require their own work plan and all of you to help us implement and hold us accountable. Specifically, the “Call to Action” asks for our system to mobilize around:

1. A Systemwide review of law enforcement officers and first responder training and curriculum. Our system trains the majority of law enforcement officers, firefighters and EMTs in California. We have an opportunity to transform our communities by leading the nation in training our law enforcement officers and first responder workforce in unconscious/implicit bias, de-escalation training with cultural sensitivity, and community-oriented/de-militarized approaches. This work must be led system wide in partnership with the Academic Senate for California Community Colleges (ASCCC), faculty at our colleges, Career Technical Education...
Deans, workforce education practitioners, local communities and key stakeholders such as the Commission on Peace Officer Standards and Training (POST).

2. **Campus leaders must host open dialogue and address campus climate.** The murder of George Floyd, ongoing violence projected in the news, increased unemployment, poverty and inequality impact every single community. Now more than ever, our students, faculty, staff and administrators need to feel a sense of agency and must have open and honest conversations about how we come together as an educational community to keep building inclusive and safe learning environments. Our campuses already use surveys, focus groups and town halls to address campus climate, but building community virtually requires new strategies and tools. This work must be led by our campus CEO’s/Presidents in partnership with district trustees, campus police, chief student service officers, campus student leaders and their community.

3. **Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.** As campus leaders look at overall campus climate, it is equally critical that faculty leaders engage in a comprehensive review of all courses and programs, including non-credit, adult education, and workforce training programs. Campuses need to discuss how they give and receive feedback and strive to embrace the process of feedback as a productive learning tool rather than a tool wielded to impose judgment and power. Faculty and administrative leaders must work together to develop action plans that provide proactive support for faculty and staff in evaluating their classroom and learning cultures, curriculum, lesson plans and syllabi, and course evaluation protocols. Campuses also need to look comprehensively at inclusive curriculum that goes beyond a single course, such as ethnic studies, and evaluate all courses for diversity of representation and culturally-relevant content. District leaders should engage with local faculty labor leaders to review the tenure review process to ensure that the process promotes and supports cultural competency. Additionally, districts should be intentional about engaging the experiences, perspectives and voices of non-tenured and adjunct faculty in the equity work of the campus. This work must be led in partnership with campus CEO’s/Presidents, college faculty, chief
instructional officers, chief student service officers, the ASCCC, the Student Senate for California Community Colleges (SSCCC) and campus student leaders.

4. **District Boards review and update your Equity plans with urgency.** It is time for colleges to take out their Equity Plans and look at them with fresh eyes and answer the question of whether it is designed for compliance or for outcomes. College leaders, both administrative and academic, must have candid conversations about the limitations and barriers to pushing their equity plans and agenda further, and where there are opportunities and support to accelerate the work. Colleges will need to pull together a cross-campus team, including research, human resources, technology, faculty, support services, classified staff and others to focus on naming the barriers, identifying solutions, and then rallying the full campus to engage in meeting the needs. Equity plans must take into consideration the non-credit and adult education students, who consist of close to a million students in our system, and make up some of the most vulnerable and socially disadvantaged groups. We have all seen campuses do what was previously considered impossible as they responded to COVID-19; it is time to channel that same can-do attitude and community resolve towards addressing equity and structural racism. This work must be led system wide in partnership with district trustees, CEO’s/Presidents and all campus leaders at all levels.

5. **Shorten the time frame for the full implementation of the Diversity, Equity and Inclusion Integration Plan.** In 2018, the Board of Governors of California’s Community Colleges (Board) mandated that our system create a plan to address diversity, equity and inclusion (DEI) in our workforce and learning environments. This work culminated in a unanimous vote September 2019 where the Board adopted a new system wide statement for DEI that impacts the mission of our system, the Equal Employment Opportunity (EEO) reports submitted by our districts and funding allocations for EEO funds. In addition to a new statement, the Board approved the DEI Integration Plan with a call to fully implement 68 recommendations over the next five years. Our system cannot afford to wait 5 years. The Chancellor calls for the Chancellor’s Office DEI Implementation Workgroup, the statewide representatives in the Consultation Council and campus leaders to
mobilize to implement all tier 1 recommendations in the next 6 to 12 months and to act with urgency to implement tier 2 recommendations.

6. Join and engage in the Vision Resource Center “Community Colleges for Change.” As an educational community, we all need to continue to invest time to learn. The Chancellor’s Office has created a virtual community in the Vision Resource Center where content, dialogue and modules will be uploaded. Visit visionresourcecenter.cccco.edu. After logging in, under the “Connect” menu, visit “All Communities” and look for “Community Colleges for Change”. Select the community and then click “Join Community” to access the content. This site is open to our entire system.

This call to action does not end here. Our work has just begun. Similar to the Guided Pathways work you have been engaged in, it will take all of us to host honest conversations, call out structural barriers, present solutions and continually measure our progress to hold ourselves accountable for making progress. We invite you to continue to learn with us. Several of you have already emailed us to get access to the webinar recording and resources mentioned by several of the “Call to Action” webinar speakers. Below is a list of those materials.

- June 3, 2020 “Call to Action” Webinar recording: https://cccconfer.zoom.us/rec/share/ovNrlr_iyGVJbdLAykXQdaUgOq7seaa8gy_Mc-6VeyBz9P_Ku-NHJIQb3iV8uZ3Xt?startTime=1591200002000
- Webinar series by A2MEND. Join this Saturday June 6th at 11 a.m._ https://twitter.com/A2MEND2006/status/1268630853002749294
- Panelist recommended articles and books:
  - The Racist Roots of American Policing: From Slave Patrols to Traffic Stops
  - MappingPoliceViolence.org
  - “When Police Brutality Has You Questioning Humanity and Social Media is Enough”
On behalf of our 2.1 million students and the 131 employees in the Chancellor’s Office, we thank you for joining us to learn, listen and act. Together we are a stronger, more courageous, and creative community.

In solidarity,

Eloy Ortiz Oakley, Chancellor
Marty Alvarado, Executive Vice Chancellor of Educational Services and Support
Paul Feist, Vice Chancellor of Communications and Marketing
Barney Gomez, Vice Chancellor of Digital Innovation and Infrastructure
Dr. John Hetts, Visiting Executive of Research and Data
Marc LeForestier, General Counsel

Dr. Daisy Gonzales, Deputy Chancellor
Dr. Aisha Lowe, Vice Chancellor of Educational Services and Support
Kelley Maddox, Vice Chancellor of Internal Operations
Lizette Navarette, Vice Chancellor of College Finance and Facilities Planning
David O’Brien, Vice Chancellor of Governmental Relations
Sheneui Weber, Vice Chancellor of Workforce and Economic Development