



DISTRICT ACADEMIC SENATE

APPROVED MINUTES

DECEMBER 8, 2022

4:00 p.m. – 5:00 p.m.

On Zoom

DAS Members Present: Emily Banh, Judith Bell, Elena Dutra, Laura Garcia,

I. The Meeting Called to Order – at 4:01

II. ADOPTION OF AGENDA-

II. APPROVAL OF MINUTES –

There was no quorum to approve November 8th minutes

IV. PUBLIC COMMENTS – N/A

V. INFORMATION/DISCUSSION ITEMS

While there was no quorum, we still proceeded to share and discuss the following items:

DAS members began the meeting by discussing Brown Act guidelines and updates.

In November, ASCCC put out a webinar re: Brown Act updates, yet after watching it, directions and guidelines for Brown Act committees meeting in person in 2023 remain vague. Final word: We don't have to do anything until Feb. 28th.

1. Updates and timeline of Board Policies/Administrative Procedures for 2022-2023
E. Banh shared the timelines and cyclical review of board policies and procedures.
2. Reconvening of District Policy Committee
E. Banh took ownership for not having convened the District Policy Committee (DPC) in fall 2022. L. Garcia urged the process to resume and reconvene the DPC meetings.
J. Bell stated that there was a structural issue with having the District Academic President and District Classified Senate President being co-chairs because of the one-term turnover, esp. for the District Senate President position. She pointed out a weak point in the process: There are no written policies, no written procedures and guidelines to ensure continuity of the DPC's work. She suggested that we discuss this in future DAS meeting.
E. Banh shared her plans to reconvene the DPC in spring, have the DPC meet as early as late Jan if chapter 7 is ready by then. She reviewed cycle and dates of chapter 7. Chapter 6 was to be reviewed and approved by District Council on December 15h, but the Dec 15th meeting was cancelled. Review of chapter 6 has been postponed to early spring at first District Council meetings.
J. Bell: Some policies are rote. Perhaps we can prioritize certain policies over other policies to

cover the most important stuff

3. Updates of San Jose Eastside Expansion Project

E. Banh reported: Tina Iniguez, Laura Garcia, Garry Johnson and Emily Banh are part of the SJ Eastside Expansion Project committee. The committee envisions a cohort model, a new cohort every semester. The focus is on wrap-around services, include tutoring, supplemental and embedded tutoring, bridge courses or boot camps to help students brush up on their math skills. There are two programs: 1) business pathway and 2) GE pathway: the Golden Four: transfer-level math, English, communications, and guidance (Counseling 13 & 14). Librarians suggest including library support services and workshops as part of this programming: library orientation, how to do MLA and AP citations for research papers.

L. Garcia stressed that the support system would be in place before any academic programming could begin. Tutoring needs to be set up, Early Alert needs to be in place. Offer a boot camp before students take math courses to ensure success in those courses. Include wrap-around services similar to the EOP&S model. The Chancellor talked about targeting students who would never set foot on a college campus. Create a space that isn't so intimidating.

J. Bell asked about EVC as home college designation in this project.

L. Garcia: For transfer purposes, students need to know where their home campus is, need to know who to report as their home college, where to request their transcripts from. There was confusion: Students report that they received a degree from EVC but in fact it was a SJCC counselor that submitted the degree to SJCC A&R. At EVC, we've never seen this student. AS degree requires 3 of the golden 4. We can't have labs there. We can't offer laser technology or automotive courses because they require labs, so we need to think what could be offered in that setting.

J. Bell: SJCC is working on restarting peer-led team learning, which goes furthering than tutoring. Re: the Eastside project, she envisioned it like a career center with a little library where students can explore, take different tests and surveys to see what kind of job they might be interested in. Exploration for students: "What do I want to do with my life?" Having a career center, they can explore: "What do I love and what I can I do with what I love?" They shop as part of learning. A storefront: "What would have me walk into the door?" Students who don't think they are college ready or haven't considered college can go there to explore possible careers, not necessary take transfer level courses. Get students to think about what they want to do with their lives. Missing piece: what's the hook.

L. Garcia: (SJCC calls it Guidance 96) Marketing: how do we draw people into the center?

E. Banh: Garry calls it a magnet or hub. "Center" has different implications. We can have banners on the windows to advertise what we offer.

L. Garcia: be intentional, make sure we have a support system. The students are a vulnerable population, so can lose them quickly.

4. Resolutions: AB 928 Resolution: Preserving Lifelong Learning, Self-Development, and Kinesiology Education Opportunities for California Community College Students

- J. Bell: SJCC President sent a resolution from the CA Community College League in support of lifelong learning, self-development, and kinesiology and education opportunities for California community college students—all the things that are being left out, being hurt by AB 928. Two college Senates and District Senate need to step up with their own resolutions to support lifelong learning, self-development, and kinesiology. At the 2022 Fall Plenary, AB 928 was THE most talked about bill, elicited the most passion and strong statements; some took strong positions. The point is that AB 928 is another case of the community colleges being legislated to, telling us to change our mission. They're saying: All we care about is transfers to USC, UCs. Our student body is diverse, not a lot transfer. They come to us the CCs for different reasons. AB 928 is narrowing our focus and cutting out a lot of what we're here for. We're supportive of the Senate. We don't get as much money as the UC, USCs. Just plain unfair. Here's an opportunity for our college Senates and District Senate to support of lifelong learning, self-development, kinesiology as part of the mission of our colleges.

Maybe we should create a legislative liaison. The position requires a lot of work, so that liaison position needs to be paid. Create that position at the district level.

- Perhaps the three Senates jointly develop and pass these resolutions to support the above.

5. Resolution of EVC Equity Center/Hub-tabled

Meeting adjourned at 5:01 p.m.