



**Los Rios Community College District
District Academic Senate
2020-2021**

DAS President...Julie Oliver
ARC President...Alisa Shubb
CRC President...Greg Beyrer
FLC President...Paula Haug
SCC President...Lori Petite

Zoom Confer
Tuesday, September 15, 2020
3:00 pm – 5:00 pm

Approved Minutes

Julie Oliver	CRC	District Academic Senate President	X
Dan Crump	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Janay Lovering	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	X
Tressa Tabares	ARC	Academic Senate Past President	X
Greg Beyrer	CRC	Academic Senate President	X
Scott Crosier	CRC	Academic Senate Vice President	X
Teresa Aldredge	CRC	Academic Senate Secretary	X
Julie Oliver	CRC	Academic Senate Past-President	X
Paula Haug	FLC	Academic Senate President	X
Eric Wada	FLC	Academic Senate Vice President	X
Lisa Danner	FLC	Academic Senate Secretary	X
[NONE]	FLC	Academic Senate Past President	
Lori Petite	SCC	Academic Senate President	X
Sandra Guzman	SCC	Academic Senate Vice President	X
Kandace Knudson	SCC	Academic Senate Secretary	X
Troy Myers	SCC	Academic Senate Past President	X
Eric Wada	FLC	District Curriculum Coordinating Committee (DCCC)	X
Jena Trench	CRC	District Educational Technology Committee (DETC)	X
Bernadette Anayah	FLC	District Equity & Student Services Committee (DE&SSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X
Guests			

Gary Aguilar	ARC	Dean	X
LaQuisha Beckum	ARC	Faculty	X
Sarah Davis	ARC	Faculty	X
Galen Hartman	ARC	Faculty	X
Pam Whipple	ARC	Faculty	X

Preliminaries

1. Call to Order at 3:02pm
2. Welcome and Introduction of Guests
3. Approval of the Agenda---reordering of discussion items 3 and 6 (covering many of the same issues).
4. Approval of September 1 Minutes---approved (Beyrer/Haug)
5. Public Comment (3 minutes per person as time permits)---Based on a request from Lasana Hotep and Cynthia Olivio (consultants hired by the District to help in coordinating and aligning equity work underway at the four colleges, including the colleges' Student Equity Plans and the commitment to measurable targets to improve outcomes for Black and LatinX students), Oliver and other faculty leaders identified faculty who could be considered as Equity Champions. Oliver then asked these faculty to share their reflections on inclusion, anti-racism, and equity work in 2-3 minute videos. She has received several videos already and is sharing one today from Kalinda Jones, a faculty member from FLC. Oliver has also set up a Padlet reflective space for responses.

DAS President's Report

6. Review of meeting notes and weekly recaps, and answering of any clarification questions.

See the full text of the DAS President's weekly Recap/Outlook Reports on the DAS page of the District website--- <https://employees.losrios.edu/our-organization/committees/district-academic-senate>

Kalinda Jones's Video <https://www.youtube.com/watch?v=9X1pRUBxlbQ&feature=youtu.be>
 Padlet Reflection Space <https://padlet.com/w0007136/782xc5yxcph01j50>

- Mission & Constitution group-Janay, Scott (swap with Greg), Lisa, Kandace
 - o Reviewing docs online and making suggestions
- Equivalency Process-Amy, Teresa, Eric, Sandra
 - o Meeting Wed at 1pm with Jake Knapp and others from HR to discuss the project
- Chancellor's Cabinet Mon Sept 14, 2020
 - o Spring 2021 will be like Fall 2020
 - o Statements about Summer and Fall 2021 will come early in the new year
 - o Review of schedule of events for Hotep & Olivo
 - o List of some groups they will meet with this semester
 - § Math/Quantitative Reasoning Faculty
 - § English/Writing & Writing Center
 - § Guided Pathways Leads
 - § Success Teams or Equivalent
 - § Equity Champions
 - § College Futures Grant Fall Kick-off Sept 1-3pm---counseling and advising support
 - o District Office Executive Team will be determining the schedule, coordinated by Melanie Dixon. Consult with College Presidents if you want more information.

- Credit for Prior Learning (CPL) and Competency-Based Education (CBE)-request an update from DCCC at future DAS meeting

- o Group now working on drafting LRCCD Policy & Regulation language for CPL.

- Constituency reports to Board of Trustees are now posted online. Need to make sure BOT reports are robust, meaningful, and focused on “10+1”
- Clarification of anything from Weeks 1-3 Recap document

Decision Items (15 minutes per item)

7. Task Group for Investigating Topics for ASCCC Fall Plenary Resolutions
Appointment of task group to review and make recommendations on large systemic concerns involving California Education Code, Title 5, legislation, etc. which might be worthy of resolutions being submitted for the ASCCC Fall Plenary. ASCCC Area A meeting Friday October 16th . ASCCC Fall Plenary Nov 5-7th .

Aldredge asked how this would relate to the work of ASCCC committees (she is a member of the ASCCC Educational Policies Committee). It can work in coordination with the ASCCC committees.

Suggested topics included resolutions about academic freedom, and an update of the ASCCC professional development paper,

Instead of a task force, Oliver will set up a Google Doc for the collection of ideas. These ideas could then either be shared with the ASCCC committees or brought to the Area A meeting for dialogue and discussion and the possible creation of resolutions

Discussion Items (15 minutes per item)

8. Antiracism and Equity
Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters. Review and discuss any edits we feel might be important to make to our Call to Action document. [supporting document]
 - Sometimes there might be the assumption that there is nothing you can do right now. You can do things now, don't have to wait, you can do things every day. Example of Kalinda Jones's video
 - Passed along from a faculty member---item #7---“deaths” is not specific, i.e. not contextual for George Floyd and others.
 - There are instructional practices that we've recently adopted (e.g. Zoom and Proctorio) that negatively impact already-marginalized students.
 - Based on ARC Academic Senate discussion---“is this the first time that deaths happened?” No, we need to acknowledge deaths from 5 years ago and two centuries ago.
 - Use of the term “diversity” can rub people the wrong way. Oliver noted that “diversity” is in ASCCC statement
 - Need loving use of “diversity.” Involvement of students in what our committees are doing, i.e. to participate in enacting things.
 - Next step in process for Lasana and Cynthia is for them to meet with the college presidents. Oliver is not sure how much work is planned at the college level and she encouraged speaking with college presidents if you wish to get a college event.
9. Los Rios Community Colleges Action Planning Template
Discuss the document from the LRCCD Board of Trustees outlining eight items to which LRCCD values and goals must align. [attached document]

10. Los Rios Community College District Success Goals

Review and discuss the goals set by the district and the college specific goals, and the needed support from Lasana Hotep and Cynthia Olivo. [supporting document]

- “It is sad” that success is tied into numbers (“If we get three more people, we are good”)--- these are individuals with lives.
- The intent is appreciated, but “rubs the wrong way” to have students of color mentioned as “targets.” Numbers lack context and description. Much is still to be determined. What these numbers don’t reveal what needs to happen with instructional processes and faculty and staff and administrators.
- Need to find actions to implement across the district
- Lack of mention of Native Americans
- So much emphasis on “throughput.”
- Concern---will our student numbers stay the same or grow at the same proportion?

11. Building Capacity for Technology-Enhanced Instruction Proposal

Discuss a proposal from American River College Senate for LRCCD coordination in enabling faculty to leverage digital media. [attached document]

Shubb noted that there has been a lot of conversation at ARC on what you need to engage with your students in a technology-enhanced environment. Over the summer, she worked with consultant to put this proposal together with a listing of options and services to choose from. The proposal calls upon the district to provide these resources.

Comments:

- This seems to be something that would come through DETC---should be shared with DETC and including LMS coordinators for feedback. Shubb asked what feedback would we be getting?
- This is a huge proposal/undertaking. We could save a lot of trouble later by having DETC and others taking a look at this sooner. Some of these things are happening. Needs to be vetted first.
- Are we trying to get support for investigation of these needs? Feels like a “chicken and egg” issue. Would we be talking about this at DAS and then taking to local senates and other groups?
- Lacked in equity feel---"did not see it as speaking to me.”

Oliver will refer the document to DETC and LMS/DE coordinators for feasibility, etc. Also to be shared with local senates, and will return to DAS to share feedback from all these groups.

12. Career and Technical Education Programs

Sharing of LRCCD Board of Trustees discussion at the Tuesday September 9, 2020 study session regarding taking a deep look at CTE programs based on regional job availability and earnings potential, with the possible recommendation for the addition and deletion of programs

- Definite interest from BOT in digging deep in what’s needed in the region.
- Disappointing to hear comments from several BOT members about the value of money-making careers more than careers that do not make as much money.
- Funny that BOT is making these money comments, with low-paid adjunct faculty.
- BOT needs to be educated about the scaffolding of certificates and degrees. Sounded like certificates are seen as end point. There are career paths. Program review and discontinuance are the purview of faculty, not the BOT.
- Are we letting our students know the career possibilities? Pathways do provide that information to make informed choices.

- Meetings with Chancellor, Deputy Chancellor, etc.

DAS Leadership Meeting with King & Nye
Tuesday September 15, 2020

1. **Use of Emergency (EW) in LRCCD for 2020-2021**—given the COVID-19 emergency is ongoing and the CCCCO still allows for the application of EW policy, what will the LRCCD policy on EWs be for this semester? Spring semester?
 - Won't be funded as they were in the spring. Spring had a mid-stream change. Fall students knew what they were signing up for. Petition process still exists in LRCCD Policies & Regulations. No blanket EW process this fall. Zero weekly student contact hours with an EW.
 - Will LRCCD process be easier? Digital forms? Same process but clearly electronic process will exist.
 - Students have the ability to use process to get EW throughout entire term and even post-term.
2. **Distribution of Materials to Students at Colleges**—review the use of instructional assistants to help with the distribution of materials to students.
 - LRCFT was asked if faculty may participate. Only voluntary. Managers have been doing the majority of the distribution.
 - For IAs collective bargaining units are being asked every time. Voluntary only.
 - Some faculty at SCC were concerned about lack of clarity for process. Workload issues with having to help distribute, and request for IA assistance.
 - College-level decision after following the protocol. Requests come back to DO so bargaining units may be informed. Faculty and classified are not required to distribute.
3. **Update on Emergency DE Addendum**—tentative decision made at DCCC Friday August 28th to have vetted emergency DE addendum language added to all CORs in Socrates. There will be a process for any department wanting the emergency DE addendum removed. The details of this decision including how impossible to convert classes will be handled will be stated in a MOU and distributed as soon as possible. Local curriculum committee and senates should discuss and bring feedback to next DCCC meeting where final decisions will be made.
4. **Planning for Work with Lasana and Cynthia**—update on the work of Lasana and Cynthia in LRCCD for this semester. How and when will their expertise be used?
 - Review of BOT Study Session and Town Hall, and review of the discussion at Chancellor's Cabinet.
5. **Spring 2021 Schedule**- will other classes in the spring will be offered in person beyond what is being offered this semester. What about the departments that planned their annual schedule in hope that we would be back on campus in the spring?
 - Only added program will be FLC EMT program.
 - Additional faculty may need to be reassigned in the spring.
 - More thoughtful selection of synchronous vs asynchronous for courses, and better clarity in the schedule.

6. **Performance Evaluation**—peer review team training Fall 2020

- Emails sent by Nye and Lum announcing the training sessions.
- Use of disaggregated data by course, could the data be reviewed between Dean and faculty member, outside of performance review process? There likely would be faculty push back. Best option would be to have the people (admin and faculty) reviewing the data thoroughly trained in how to discuss the data.
- Fear that data might influence administrative right of assignment.
- Interest of Nye to have dashboards across district aligned so data is comparable among all colleges.

7. **Summer and Fall 2021 Schedule** Go-live and Registration Dates

Decoupled Summer and Fall
Schedule Go Live and Registration Dates

Term	Go Live	Priority Reg	Open Enrollment
Summer 2021	3rd week February	2nd week March	2nd week April
Fall 2021	2nd week March	2nd week April	2nd week May

8. **Academic Calendar**—update on moving spring break 2023 to between 8W1 and 8W2 classes effective 2022-23.

- Discussion of fall break may occur at a later time, but will require shortening summer break. Bargaining units would need to negotiate this change.

- College Academic Senate Presidents

FLC---to-do lists for participatory committees, especially with equity. Big issue with Student Services with proposal to put a larger equity center in the middle of the Library.

ARC---no report

CRC---no report

SCC---continuing to move forward with conversations on equity and anti-racism. Capt. Valerie Cox made a brief presentation today (abbreviated of Chief Savitch’s presentation to BOT during summer). Some faculty would like stronger timelines associated with the information presented---"when are these things going to happen and where are we at now?". Review of constitution and bylaws, not just to refresh, but to look through equity lens.

- District Curriculum Coordinating Committee (DCCC) (Wada)

Have not yet met since last DAS meeting. Credit for Prior Learning (CPL) discussion, especially including reps from ARC and CRC knowledgeable on the topic.. Working on draft language to take to local curriculum committees---October and mid November

- District Equity & Student Success Committee (DESSC) (Anayah)

Have not yet met. Focus of first meeting will be structure and charge of the committee. Still need some faculty seats to be filled.

- District Educational Technology Committee (DETC) (Trench)

First meeting will be next week.

- Other meeting reports
 - AB705 (Oliver)---no report
 - Adjunct Hiring Manual (Crosier)---no update
 - Calendar (Oliver)---no report
 - College Bookstores (Crump)---looking at advisory committees to be set up.
 - Prison & Reentry Program (Crosier)---see Attachment A (report for Georgine Hodgkinson)
 - Other...
- Academic Senate for California Community Colleges (Oliver)---Area A meeting on Friday, October 16. Executive Committee meeting this coming weekend.
- Los Rios College Federation of Teachers (LRCFT) (Newman)---equity audit of the LRCFT Executive Board, PAC interviewed BOT candidates. Training on Performance Evaluation teams and processes. Negotiations (weekly) started last week.

Los Rios Online Committee (co-chairs are Dyan Pease and Torence Powell)---two workgroups. Membership list is on the district committee page. Oliver will request update from Pease.

Adjourned at 4:28pm

Future Events:

- LRCCD Board of Trustees Meeting, Wednesday, October 14, 2020, 5:50pm, ConferZoom
- Fall 2020 DAS Meetings: Oct 6 and 20, Nov 3 and 17, Dec 1
- Spring 2021 DAS Meetings: Feb 2 and 16, Mar 2 and 16, Apr 6 and 20, May 4
- ASCCC Fall Area A (virtual)-Oct 16, 2020
- ASCCC Fall Plenary (virtual)-Nov 5-7, 2020

SUPPORTING MATERIALS:



Agenda Item #8-Call to Action

The four Los Rios Colleges and the District Academic Senate submit a joint report in support of a call to action from the Academic Senate of California Community Colleges. Specifically, we resolve to:

- *denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;*
- *take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and*
- *infuse Anti- Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.*

To achieve this, all of our Senates are committed to:

1. Make a tentative agenda now that includes a discussion of anti-racism/no-hate education. Remembering that we do not have to have an answer to start a conversation.
2. Prioritize culturally responsive curricular redesign with our curriculum committees.
3. Acknowledge, without assigning blame, that the structure of our colleges house the biases and prejudices of their founding times. Those biases have privileged some and disadvantaged others, particularly African-American and LatinX communities.
4. Prioritize the evaluation of hiring and evaluation processes.
5. Request services from the ASCCC about any of these topics if needed.

6. Evaluate our academic senates and find the voices among our faculties missing in governance. Find ways to empower those voices.
7. Work with our administrations, classified professional colleagues, and students to find constructive ways students can express themselves about these deaths and the structural and historical biases that exist.

Agenda Item #4

Los Rios Community College District Success Goals The following slides [screen captured] were presented at the LRCCD Board of Trustees meeting on Tuesday September 9, 2020.

LOS RIOS COMMUNITY COLLEGE DISTRICT American River College, Cosumnes River College, Folsom Lake College and Sacramento City College

Districtwide Target #1: Increase the districtwide course success rate **from 72%** (in Fall 2019) **to 73%** across each of the Los Rios colleges with a focus on eliminating the African American and Hispanic/Latinx achievement gap

- Each Los Rios college will achieve a 73% course success rate, or higher, overall and eliminate the achievement gaps
- Based on Fall 2019 course enrollment and course success data
- Data shown as the increase in the number of successful course enrolments needed to reach the 73% districtwide goal

Districtwide Target #2: Increase the first time student throughput rate in English Writing 300 **and** Transfer Level Math by **eliminating or reducing the achievement gap for African American and Hispanic/Latinx** by 40% within the first year

- Provides the number of additional first time students that need to complete ENGWR 300 and Transfer Level Math within in the first year to equal the throughput rate for the entire college

AMERICAN RIVER COLLEGE

Districtwide Target #1: Districtwide 73% course success across each of the Los Rios colleges with a focus on eliminating the African American and Hispanic/Latinx achievement gap

▶ An additional 785 African American course enrollments would need to be successful
An additional 19 Hispanic /Latinx course enrollments would need to be successful

Target 2: How many additional first time students must successfully complete English Writing 300 **and** transfer level Math to increase the throughput rate and eliminate the achievement gap within one year?

- An additional 16 first time African American students would need to be successful in ENGWR 300 and Transfer Level Math within first year
- An additional 52 first time Hispanic/Latinx students would need to be successful in ENGWR300 and Transfer Level Math within first year

Target 2: How many additional first time students must successfully complete English Writing 300 **and** transfer level Math to increase the throughput rate and **reduce the achievement gap by 40 %** within one year?

- An additional 6 first time African American students would need to be successful in ENGWR 300 and Transfer Level Math within first year
- An additional 21 first time Hispanic/Latinx students would need to be successful in ENGWR 300 and Transfer Level Math within first year

COSUMNES RIVER COLLEGE

Districtwide Target #1: Districtwide 73% course success across each of the Los Rios colleges with a focus on eliminating the African American and Hispanic/Latinx achievement gap

- An additional 634 African American course enrollments would need to be successful
- An additional 776 Hispanic/Latinx course enrollments would need to be successful

Target 2: How many additional first time students must successfully complete English Writing 300 **and** transfer level Math to increase the throughput rate and **eliminate** the achievement gap within one year?

- An additional 11 first time African American students would need to be successful in ENGWR 300 and Transfer Level Math within first year
- An additional 23 first time Hispanic/Latinx students would need to be successful in ENGWR 300 and Transfer Level Math within first year

Target 2: How many additional first time students must successfully complete English Writing 300 **and** transfer level Math to increase the throughput rate and reduce the achievement gap by 40% within one year?

- An additional 5 first time African American students would need to be successful in ENGWR 300 and Transfer Level Math within first year
- An additional 9 first time Hispanic/Latinx students would need to be successful in ENGWR 300 and Transfer Level Math within first year

FOLSOM LAKE COLLEGE

Districtwide Target #1: Districtwide 73% course success across each of the Los Rios colleges with a focus on eliminating the African American and Hispanic/Latinx achievement gap

- An additional 85 African American course enrollments would need to be successful
- An additional 130 Hispanic/Latinx course enrollments would need to be successful

Target 2: How many additional first time students must successfully complete English Writing 300 **and** transfer level Math to increase the throughput rate and **eliminate** the achievement gap within one year?

- An additional 12 first time African American students would need to be successful in ENGWR 300 and Transfer Level Math within first year
- An additional 23 first time Hispanic/Latinx students would need to be successful in ENGWR 300 and Transfer Level Math within first year

Target 2: How many additional **first time students** must successfully complete English Writing 300 **and** transfer level Math to increase the throughput rate and **reduce the achievement gap by 4.0%** within one year?

- An additional **5 first time African American students** would need to be successful in ENGWR 300 and Transfer Level Math within first year
- An additional **9 first time Hispanic/Latinx students** would need to be successful in ENGWR 300 and Transfer Level Math within first year

SACRAMENTO CITY COLLEGE

Districtwide Target #1: Districtwide **73% course success** across each of the Los Rios colleges with a focus on eliminating the African American and Hispanic/Latinx achievement gap

8. An additional **902 African American course enrollments** would need to be successful
9. An additional **1341 Hispanic/Latinx course enrollments** would need to be successful

Target 2: How many additional **first time students** must successfully complete English Writing 300 **and** transfer level Math to increase the throughput rate and **eliminate** the achievement gap within one year?

9. An additional **21 first time African American Students** would need to be successful in ENGWR 300 and Transfer Level Math within first year
10. An additional **7 first time Hispanic/Latinx students** would need to be successful in ENGWR 300 and Transfer Level Math within first year

Target 2: How many additional **first time students** must successfully complete English Writing 300 **and** transfer level Math to increase the throughput rate and **reduce the achievement gap by 40%** within one year?

11. An additional **9 first time African American students** would need to be successful in ENGWR 300 and Transfer Level Math within first year
12. An additional **3 first time Hispanic/Latinx students** would need to be successful in ENGWR 300 and Transfer Level Math within first year

ATTACHMENT A:

Prison and Reentry Program

Kalinda Jones has stepped into a Prison Education Faculty Coordinator position while Mari is on maternity. Kalinda reports challenges related to COVID in prisons and jails. One of the biggest challenges is access. She meets with all our prison ed faculty personally and transports their student materials and assignments to/from prisons and jails in our service area since classroom faculty are not currently allowed in facility. Los Rios has 26 current courses at multiple facilities. Kalinda reports that under the circumstances it is going “98% well.”

RES Coordinators continue to collaborate and support FIS in Los Rios. This month SCC organized a series of self-development and career development courses led by a CSUS intern. The SCC Re-Emerging Scholars program has invited all Los Rios RES to participate. RES Program Leaders were also active during Flex week and led panels related to serving incarcerated and formerly incarcerated students.

This group is currently working on the following:

- Organizing expungement and SB 145 support for RES
- Meeting with RES regularly and teaching relevant curriculum
- Working on the implementation of anti-racist practices that relate to their prison ed and re-entry work
- Working with community partners to deal with COVID and budget challenges that impact our students