

District Academic Senate (DAS) Meeting

Tuesday, April 6, 2021

3:00 pm – 5:00 pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96845456244?pwd=Y2dtYVRDZEplWGsrcHNhL3hHVGVdUzZ09>

Password: 220304

Or iPhone one-tap (US Toll): +16699006833,96845456244# or +12532158782,96845456244#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 968 4545 6244

International numbers available: <https://cccconfer.zoom.us/j/abHitcAmuK>

Or Skype for Business (Lync):

SIP:96845456244.220304@lync.zoom.us

Agenda

Preliminaries

- Call to order
- Land Acknowledgement
- Welcome and Introduction of Guests
- Approval of the Agenda
- Approval of March 16, 2021 Minutes
- Public Comment (3 minutes per person as time permits)

DAS President's Report (10 minutes)

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

Decision Items (15 minutes per item)

1. Affirmation of DAS President
 - Per the DAS Constitution, affirm or not affirm a second year for DAS President
2. Impact of Class Size-Second Reading
 - Formally request action on the DAS resolution "Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners". [see supporting materials]
3. Los Rios Ethnic Studies Faculty Council Resolution-First Reading [TIME CERTAIN 4:15pm]
 - Read and consider the resolution presented to DAS from the ES Council regarding supporting the creation of ES departments at the colleges and supporting ES hiring.

California Title 5 §53200 "10+1" 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures, as related to faculty roles 7. Faculty roles and involvement in the accreditation process 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon.

Discussion Items (15 minutes per item)

4. Antiracism and Equity-Faculty Hiring Prioritization Process
 - Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters, with a focus this meeting on the Faculty Hiring Prioritization Process.
5. Comprehensive Student Survey [TIME CERTAIN: 4:00pm]
 - Betty Glycer-Culver, Director of Institutional Research, will be joining us to talk about the development and implementation of a student survey.
6. SCC Resolution in Support of Equity Professional Development for Performance Review Team (PRT) Members
 - Review the resolution passed by SCC Academic Senate and share any feedback from the other colleges to determine if there support. [see supporting materials]
7. [Reopening Planning](#)
 - Share any concerns or input regarding the Los Rios CCD reopening planning.
8. Centralization and Collegial Consultation
 - Discussion of the recent decision to centralize parts of Financial Aid (FA) and Admissions and Records (A&R).

Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Wada)
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
 - AB705 (Oliver)
 - Accreditation (Oliver)
 - Adjunct Hiring Manual (Crosier)
 - Accessibility (DAPIC)(Knudson)
 - Budget (Myers)
 - Calendar (Oliver)
 - College Bookstores (Crump)
 - Equivalency Task Group (Oliver)
 - Ethnic Studies Council (Cheshire/Heningburg)
 - Prison & Reentry Program (Crosier)
 - Other...
- Academic Senate for California Community Colleges (ASCCC)
- Los Rios College Federation of Teachers (LRCFT) (Newman)

Future Events

- Future DAS meetings-Apr 20th, May 4th
- [LRCCD Board of Trustees](#) Meeting, Wednesday, April 14, 2021 5:30pm
- [ASCCC Spring 2021 Plenary](#) (virtual) April 15-17
- [ASCCC events](#)-many other events and institutes are listed on the website

Supplemental Materials

Decision Item #1

[DAS Constitution](#) Article 5, Section 2

*The District Academic Senate President shall serve a two-year term, beginning on June 1st. **The second year of the President's term is subject to confirmation by a majority vote of the members of the District Academic Senate. The confirmation vote will occur in April of the first year of a President's term.** If the President is not confirmed, the officers of the college Academic Senate in the current rotation will select a replacement. If the college is not able to appoint another DAS President, the next college in the rotation according to Article V, Section 3 shall appoint a DAS President. A college's term in the rotation is considered complete when its appointed DAS President serves a minimum of one year.*

Current order of rotation: ARC, SCC, FLC, CRC

Decision Item #2

Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners

Whereas, the District Academic Senate (DAS) is committed to all the colleges becoming more equitable institutions, and equitable education requires building relationships with students and providing individualized learning experiences to meet diverse needs; and

Whereas, quality learning experiences and effective teaching strategies in online and face-to-face classes require active and interactive learning opportunities and multiple, diverse measures for assessing student learning; and

Whereas, there is a relationship between class size and/or instructor:student ratio and instructor ability to implement these best practices in equitable, effective and quality education; and

Whereas, despite Los Rios Community College District (LRCCD) Regulation 7131, 2.1 stating "Each College of the Los Rios Community College District shall determine the optimum class size for each course or subject area based on effectiveness of instruction and efficiency of operation", class size appears to be determined in an arbitrary, inconsistent, non-transparent manner, resulting in inequitable and inconsistent educational experiences for students across different Los Rios Community College District (LRCCD) colleges and classes;

Resolved, that the District Academic Senate requests, pursuant to Los Rios Community College District Policy 7131 authorizing the Chancellor or designee "to develop Administrative Regulations for setting class size guidelines for all area classes within a division", that a task force be convened to develop recommendations for establishing a standing governance body whose purpose shall be to set guidelines for determining optimum class sizes on a ~~course-level basis~~ *course-by-course, discipline-by-discipline, and college-by-college basis*. **[CRC edit request]**

Resolved, that the resulting governance body includes representatives from the Academic Senates, Los Rios College Federation of Teachers (LRCFT), and administration from all four Los Rios colleges as well as appropriate district administrative leadership.

Resolved, that the resulting governance body develops processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes on a foundation of equity-based decision making, with an emphasis on faculty ability to implement best practices in equitable, effective education.

References

Academic Senate for California Community Colleges (ASCCC). [Setting Course Enrollment Maximums: Process, Roles, and Principles](#). Spring 2012.

Arias, JJ & Walker, Douglas M. 2004. "Additional Evidence on the Relationship between Class Size and Student Performance," *The Journal of Economic Education*, Taylor & Francis Journals, vol. 35(4), pages 311-329, October.

Horning, Alice. "The Definitive Article on Class Size." *WPA. Writing Program Administration*, vol. 31, no. 1-2, Council of Writing Program Administrators, 2007, p. 11–.

Linton, C. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin Press. Association of College and University Educators (ACUE)

[Effective Practice Framework](#) The American Council on Education Course in Effective Teaching Practices California Community Colleges Online Education Initiative, [Course Design Rubric](#), April 2020.

[LRCCD Collective Bargaining Agreement with LRCFT \("Contract"\) Article 4.5.1](#) Strategic Enrollment Management Project Team. [Schedule Development Guidelines](#). February 2020

LRCCD [Policy 7131](#) and [Regulation 7131](#): Class Size

Decision Item #3

Establishing Los Rios Community College District Ethnic Studies Departments

Whereas, the Los Rios Community College District is committed to student success, equity, and diversity; and equitable education requires making significant connections with students and providing diverse learning experiences to meet diverse needs; and

Whereas, California Assembly Bill 1460, commencing with students graduating in the 2024–25 academic year, instructs "the California State University to require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies..."; and

Whereas, the proposed California Assembly Bill 1040, commencing with the 2022–23 academic year, requires "each community college district to offer courses in ethnic studies at each of its campuses. The bill would require that the units earned by students for successful completion of these courses would be eligible for transfer and, if applicable, would meet ethnic studies graduation requirements at the California State University"; and

Whereas, the proposed California Assembly Bill 1040, commencing with the 2024–25 academic year, requires "each community college district to require the completion of at least one course in ethnic studies of at least 3 units as a requirement for a student to obtain an associate degree for transfer"; and

Whereas, the proposed California Assembly Bill 1040 stipulates, "Because this bill would impose new duties on community college districts, it would constitute a state-mandated local program. The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement"; and

Whereas, only Sacramento City College and Cosumnes River College currently offer Ethnic Studies courses, and no Los Rios Community College campus has an Ethnic Studies department;

Resolved, that the Los Rios Community College District Ethnic Studies Council recommends and requests

to the District Academic Senate (DAS), support for the establishment of Ethnic Studies departments at each college in the district.

Resolved, because of the urgency of AB 1460 and in the event that the proposed AB1040 legislation passes, along with the fact that Ethnic Studies is an academic field that requires full-time faculty with Ethnic Studies concentration(s), the Los Rios Community College District Ethnic Studies Council recommends and requests to the District Academic Senate (DAS), a budget for each Ethnic Studies department to include FTE, a department chair, at least two full-time Ethnic Studies faculty hires, and part-time hires with equivalency.

Resolved, that the Los Rios Community College District Ethnic Studies Council will serve as a resource to guide the four colleges in developing Ethnic Studies departments that will meet the demands of AB 1460 and the proposed AB 1040, and continue the district's commitment to student success, equity, and diversity.

References

[Los Rios Community College District Equity and Diversity Statement](#)

[California Assembly Bill No. 1460](#)

[California Assembly Bill No. 1040](#)

Dee, Thomas and Penner, Emily. "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum," *American Educational Research Journal* 54(1) (2017).

Discussion Item #5

Sacramento City College Academic Senate

Resolution 2021-01: Resolution in Support of Equity-focused Professional Development for Performance Review Team Members

Whereas, the goals of California Community Colleges as stated in Title 5 include eradicating institutional racism, eliminating barriers to student equity, and ensuring "the equal educational opportunity of all students",¹ and which are supported by Title 5 Job Announcements and Qualifications requiring "a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students"² for faculty and administrative positions and,

Whereas these goals have been similarly affirmed through formal positions adopted by the Los Rios Community College District (LRCCD) Board of Trustees (BOT), Los Rios Community College District Academic Senate (LRCCD AS), and Sacramento City College Academic Senate (SCC AS)³ and,

Whereas, Sacramento City College's New Faculty Academy (NFA), as a college-sponsored and college-funded professional development program, provides mentorship for new faculty through a curriculum focused on "culturally responsive teaching, innovation, and transformation", equipping faculty to "teach in an inclusive, culturally appropriate, culturally responsive manner so that each student has an equitable opportunity to learn and succeed"⁴ and,

Whereas, Performance Review Teams have significant influence over the career, pedagogical

practices, and working environment of tenure-track faculty,⁵ and include members who may or may not have been trained in culturally responsive practices and,

Whereas, Sacramento City College's (SCC) Faculty Statement of Professional Ethics affirms that faculty should "regularly assess for personal biases and remain dedicated to a culture of equity and fair advancement for all,"⁶ and this commitment includes an Equity Reflection⁷ that is now required of all faculty undergoing performance review as evidence of the importance of equitable faculty practices in the pedagogical assignment and,

Whereas, "policies for faculty professional development activities" are a "10+1" issue and are under the Academic Senate purview as a recommending body to our college administration and to our LRCCD Board of Trustees⁸ therefore,

Resolved, that the Sacramento City College Academic Senate recommends and urges all members of faculty Performance Review Teams to engage in equity and anti-racist professional development offered or sponsored by our SCC Staff Resource Center for this purpose and,

Resolved, we urge our College administration to examine and align institutional practices with stated equity commitments in order to ensure a fair and equitable process for all faculty undergoing the performance review process and,

Resolved, we urge the Los Rios Colleges Federation of Teachers (LRCFT) to consider how equity and anti-racism efforts may be further supported by future contract negotiations regarding the performance review process and,

Resolved, that we as an Academic Senate body will disseminate this resolution widely to constituency groups at Sacramento City College, our District Academic Senate, our College and District administrative personnel, and our Board of Trustees.

Notes:

¹ CCC Statement on Diversity, Equity, and Inclusion, Title 5 CCR § 51201

² CCC Job Announcements and Qualifications, Title 5 CCR § 53022

³ LRCCD BOT Resolution № 2020-09 Affirming Our Commitment to Student Success for Black and African American Students, Adopted July 14, 2020. LRCCD Academic Senate Call to Action, Approved Tuesday November 17, 2020. SCC Academic Senate Resolution in Support of Equity, Anti-Racism, and the ASCCC and DAS Calls to Action, Approved December 1, 2020

⁴ SCC NFA Curriculum Syllabus

⁵ [LRCFT Contract 2021-2023 Articles 8](#)

⁶ [SCC Faculty Statement of Professional Ethics](#)

⁷ [LRCFT Contract 2021-2023 Article 8 and Appendix E1](#)

⁸ [LRCCD BOT P-3412](#)

Los Rios CCD Academic Senate Call to Action

Approved Tuesday November 17, 2020

The four Los Rios Colleges and the District Academic Senate support the Academic Senate of California Community Colleges (ASCCC) Fall 2019 Plenary Resolution "[Support Infusing Anti-Racism/No Hate Education in Community Colleges](#)". Specifically, to the following Resolved statements from that resolution:

- *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, our Academic Senates are committed to:

1. Include a discussion of anti-racism/no-hate education on agendas. 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 houses 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 with an equity lens.
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 structural and historical biases that exist.

[ARC Indigenous Land Statement](#)

"We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people."

[CRC Land Acknowledgement](#)

"We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present."