

District Academic Senate Meeting - Minutes

Tuesday, October 5, 2021
3-5 pm

Call to order 3:03 PM

Members Present (X = present)

Julie Oliver	CRC	District Academic Senate President	X
Alice Dieli	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Carina Hoffpauir	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	X
Tressa Tabares	ARC	Academic Senate Past President	X
Scott Crosier	CRC	Academic Senate President	X
Lisa-Marie Mederos	CRC	Academic Senate Vice President	X
Jacob Velasquez	CRC	Academic Senate Secretary	X
Greg Beyrer	CRC	Academic Senate Past-President	X
Eric Wada	FLC	Academic Senate President	X
Rose Giordano	FLC	Academic Senate Vice President	X
Lisa Danner	FLC	Academic Senate Secretary	X
Paula Cardwell	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
Rose Giordano	FLC	District Curriculum Coordinating Committee (DCCC)	X
Jena Trench	CRC	District Educational Technology Committee (DETC)	X
Bernadette Anayah	FLC	District Equity & Student Services Committee (DESSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X

Guests:

Teresa Aldredge
Tamara Cheshire
Dr. Debra Crumpton
Craig Davis
Joelle Gibson-Wittrup
Keith R. V. Heningburg

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.

Alan Keys
Jacob Knapp
Teresa Lopez

Preliminaries

- Land Acknowledgements
- Welcome and Introductions
- Approval of the Agenda – approved by consensus
- Approval of September 21, 2021, Minutes – approved by consensus
- Public Comment (3 minutes per person as time permits) on purview or agenda items:

The following individuals addressed the Senate:

1. Alan Keys addressed the Senate about the Agenda item LRCCD Strategic Plan Reaffirmation
2. Craig Davis addressed the Senate about the Agenda item LRCCD Strategic Plan Reaffirmation, as well as the centralization of services for Admissions & Records and Financial Aid in relation to shared governance.

DAS President's Report (10 minutes)

- Review meetings and answering of any clarification questions.
 - LRCFT contractual equity question process for collecting data – the survey we discussed on 9-7-21 will be sent out by LRCFT in the next few weeks to gather ideas from our colleagues that can help inform decisions around Professional Development.
 - Reminder that district and college senate appointees to district-level workgroup and committees need to report back to college senate. Recommend that a formal/informal plan is in place to foster communication for report back from those appointees.

Decision Items (15 minutes per item)

1. LRCCD Equivalency Committee-Regulation 5123

Last fall, a workgroup consisting of one Senate Officer from each college, the DAS Senate President, the district Legal Counsel, and representatives from the district HR was formed to draft the Equivalency Committee-Regulation 5123. The group sought input from other colleges and multi-college districts, specifically LACCD. The goal was to develop a district-wide system that ensures fair, consistent, and equitable outcomes and broaden pools for our positions.

The draft, available in the meeting documents, updates language in accordance with the [CCCCO 2020 Handbook for Minimum Qualifications for Faculty and Administrators in California Community Colleges](#), includes a constitution of a district-wide equivalency committee with trained members holding two-year-membership terms, with processes for relying primarily upon discipline experts, and having oversight for the decisions that are sent to HR. The committee would have a process for quick decisions for emergency hires. If the Regulation is approved, the committee would develop the processes in conjunction with HR.

Discussions addressed the current processes which include inconsistencies in process and expertise that exist among ad hoc multiple screening committees that are constituted for open positions, the situations that occur when equivalency decisions for prospective applicants are made by members of the prospective applicants screening committee, and the complications of a potential applicant receiving different equivalency decisions from different colleges in the same district. Additionally, the question was raised of the possibility of data analysis of the changes to see if they result in meeting the goals rather than creating even greater disproportionate impacts to our potential

faculty. The gathering of appropriate current data to use for comparison will be explored by our legal counsel.

A suggested modification to the membership was made to allow the DAS President to delegate the position.

Action

College Senate Presidents will continue this discussion with their respective senates and bring this back for second reading at the meeting scheduled for November 16, 2021.

2. Los Rios Faculty Ethnic Studies Council-Resolution Regarding Cross Listed Courses

When this was brought to DAS for First Reading, there was discussion and feedback with suggested changes offered. The council incorporated the suggestions as well as the new Title 5 language and approved the revised resolution.

Discussion included overwhelming support for the resolution and the work of the council from the colleges. There was also discussion concerning how the inclusion of the requirement may impact the pace of student progress towards graduation with an explanation that not only is the district hiring faculty for these departments, but also additional faculty as stated on CORs will be able to teach the courses for the time being.

Action

A motion was made and seconded to support the Resolution and was passed by consensus.

Discussion Items (15 minutes per item)

1. Program Placement Council (PPC)-the following program proposals will come to PPC for decision on November 2, 2021.

- a. Guided Pathways Milestone Certificate for Multilingual Speakers: Pathway to Early Childhood Education-certificate (ARC)
- b. Guided Pathways Milestone Certificate for Multilingual Speakers: Pathway to Culinary Arts-certificate (ARC)
- c. Guided Pathways Milestone Certificate for Multilingual Speakers: Pathway to Computer Info Science-certificate (ARC)
- d. Cancer Information Management-degree & certificate (CRC) (health Information Tech Program)

These two are considered stackable certificates, so they do not need to stay in the PPC process. They will move through the curriculum process at the college level.

- e. Gerontology Level 1-certificate (SCC)
- f. Gerontology Level 2-certificate (SCC)

2. [LRCCD Strategic Plan](#) Reaffirmation

The LRCCD Strategic Plan was discussed in May at Chancellor's cabinet and subsequently shared at the college level. The proposal modifies the planning process from a six-year static plan to a flexible, fluid plan that allows for strategies to be updated on a yearly basis. Compared to the current process, this examination of the new plan potentially will feel like a short, truncated process, however the desire is to make it a more actively fluid process so strategies can be modified anytime, year-to-year – a living document.

Request is to take this back to colleges for continued discussion primarily on strategies for indicators of achievement. Discussion with IR showed that some indicators have been met, some have not, and some are close to being achieved. The plan also includes five goals that are wholistic and overarching but strategies and their indicators need closer examination. The request for the colleges is for feedback on examination of strategies and what is and is not working to be shared at upcoming Chancellor's cabinet meetings on October 25. Also there is a need to ensure the plan accounts for the [CCCCO Vision for Success](#) and the [new district goals](#) adopted by the Board of Trustees last year.

Discussion included early feedback from the colleges concerning the timing of the process for review of the proposed changes and opportunities for feedback and input. Concern was expressed about decisions being made at Cabinet without appropriate constituency feedback.

The timing of public comments was also brought up during this item. The suggestion was made to consider requesting public comments on general, non-agenda items at the beginning of the meeting and public comment on agenda items at the beginning of the specific item, with DAS debate and dialog following the public comments.

Action

College Senate Presidents are asked to continue this discussion with their respective senates and encouraged to share in other venues as well. College Presidents will be doing the same. The request is for focus on strategies and indicators of achievement, as well as how the plan fits into the planning processes at the college level. There is request for lots of input and ideas. Clarification was made that while the request is for current feedback, yes, the topic could remain on agendas for continuous reexamination of strategies at the local level with results brought forward to Cabinet continually.

3. Equity Training Work Group Proposal

Work group was created a year ago consisting of appointed representatives from all colleges and included DAS members, LRCFT members, and administrators. The basis for the group is that LRCFT would like to negotiate mandated equity training for faculty. Mandated training requires professional development which is under the purview of the DAS which is how the group became a joint SUJIC venture. The group brought their proposal to SUJIC last week. It is available in the meeting documents.

The next part of the process is for DAS to gather feedback and then discuss with a goal to let LRCFT know if we support the workgroup proposal, support it with changes, or don't support it, before Thanksgiving.

Co-chair of the workgroup, Debra Crumpton, explained that the goal was to help our institutions create more equitable outcomes for employees and students by being more anti-racist.

Discussion included the relationships/overlap of this potential mandated Equity Training with mandated Hiring the Best Training, possible mandated Peer Review Team training, and the contractual Equity Reflection, including their purposes and how they are documented.

Action

College Senate Presidents are asked to continue this discussion with their respective senates and bring feedback for discussion at the November 2 DAS meeting.

4. Diversity, Equity, and Inclusion (DEI)

- a. The Vision Resource Center is hosting two new learning modules on the [Vision Resource Center](#) as a part of the system's ongoing efforts to foster inclusive and antiracist learning and working environments.
- b. Suggestion include a focus on the LRCCD Strategic Plan goals, indicators, and strategies in future DEI agenda items.
- c. Reminder that September 15 to October 15 is Hispanic Heritage Month

Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
 - District Accreditation Coordinating Committee is presenting to board on Nov 10th
 - Faculty hiring is a local process with 55 hires to be allocated between now and spring. No additional hiring allocation is expected beyond these 55 positions.
 - Latest email on hiring workshop is an authentic offering from DO that focuses on legal aspects of hiring.
 - There will be a board presentation on AB 705 in spring. Deputy Chancellor confirmed that the district is in compliance but we can always do better. Vaccine work pushed that presentation forward from fall to spring.
 - On redesign of Admission & Records and Financial Aid, DAS expressed concern that consultant reports have not been shared. Asked for DAS representation on redesign team as some of this process does fall under DAS purview. Shared concerns about the webpage messaging and the broader process. DAS Leaders are pressing for reports in a timely manner, so decisions can be made based on data. DO reported discussions with classified professionals in those areas during the redesign process as well as college VPSS and staff. Discussions are still ongoing with employees at the colleges.
 - Ethnic studies equivalency pilot will be running in the next few weeks.
- College Academic Senate Presidents
 - ARC – Agendas are packed with regular items, hiring presentations, accreditation, and last-minute concerns.
 - FLC – Extremely busy in upcoming meetings, voted to meet remotely, and doing hiring presentations.
 - CRC – Busy and excited about hiring. Social Responsibility Committee expressed concern that there is only one WEAVE advocate for the entire district – exploring where that can be resolved.
 - SCC – Passed Land Acknowledgement, second reading on accreditation ISER, SLOAC report and update on college Mission, Vision, and Values. With reference to today's meeting with Chancellor and Deputy Chancellor, in May the SCC academic senate passed a resolution against Centralization without Consultation. In regard to Admission & Records and Financial Aid, in May the BOT President Deborah Ortiz asked the district to halt the process until data was presented to BOT that identified a problem and pointed to centralization as a solution.
- District Curriculum Coordinating Committee (DCCC) (Giordano) no report
- District Equity & Student Success Committee (DESSC) (Anayah) no meeting since last report
- District Educational Technology Committee (DETC) (Trench) [September 23, 2021 DETC Meeting Report](#)
- Other meeting reports - none
- Academic Senate for California Community Colleges (ASCCC) – note Area A meeting and Fall plenary (hybrid) are upcoming. Reminder to check registration dates.
- Los Rios College Federation of Teachers (LRCFT) (Newman)

- On the issue of centralization, LRCFT issued a demand to negotiate last semester and is following up
- Salary negotiations coming to end and information will be coming to faculty on allocation of COLA.

Future Events

- Future DAS meetings-Oct 19, Nov 2 & 16, Dec 7
- [LRCCD Board of Trustees](#) Meeting, Wednesday, Oct 20, 2021, 5:30pm
- [ASCCC events](#)-many other events and institutes are listed on the website
 - [Area A](#) Fri Oct 15
 - [Fall Plenary](#) Nov 4-6

Adjourned at 4:43 PM

Supplemental Materials

Decision Item #1

Resolution Regarding Crosslisted Courses - Approved May 4, 2021

Revised Sept. 21, 2021

Whereas, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experience and perspectives of the four core groups: Native Americans, African Americans, Asian Americans, and Chicana & Latinx Americans in the United States (AB 1460 Legislation & CSU Area F Requirements). Ethnic Studies offers students the opportunity to study the historical development and social significance of race and ethnicity in the United States and develop skills and knowledge necessary for success in an increasingly diverse environment 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 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, at the Fall 2020 ASCCC Plenary Session, delegates passed two resolutions—9.04 and 9.05—in support of an Ethnic Studies graduation requirement. The resolutions call for the ASCCC to work with the California Community Colleges Chancellor’s Office to support an Ethnic Studies graduation requirement while signaling strong support for ***Ethnic Studies as an essential curriculum***. **Currently, Title 5 §55063, which contains the minimum requirements for the associate degree, does not include Ethnic Studies as a separate category or area, though the California Community Colleges Curriculum Committee is discussing revisions and expects to put forth draft language in spring 2021 and;**

Whereas, Title 5 §55063 has added Ethnic Studies as a graduation requirement for the associate’s degree, and;

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 student needs. Ethnic Studies courses contribute to the campus climate and larger community by focusing on teaching about the voices and lived experiences of BIPOC, supporting equity and diversity and;

Whereas, the Los Rios Community College District serves approximately 75,000 students annually. Because Ethnic Studies is a CSU transfer requirement (Area F) and is being considered for a competency and graduation requirement through Title V revision, there would be a critical and urgent need to offer multiple sections of Ethnic Studies courses to meet student needs and;

Whereas, the five core competencies of Ethnic Studies are distinctive to the field of Ethnic Studies and;

Whereas, Ethnic Studies curriculum provides students the opportunity to “apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation” (Area F) and;

Whereas, Ethnic Studies curriculum provides students the opportunity to “analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism” (Area F) and;

Whereas, Ethnic Studies curriculum provides students with an opportunity to “critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities” (Area F) and;

Whereas, Ethnic Studies provides students with the opportunity to “critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies” (Area F) and;

Whereas, Ethnic studies provides students with the opportunity to “describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society” (Area F) and;

Whereas, Ethnic Studies core courses through the Transfer Model Curriculum have yet to be established through DIG and C-ID and;

Whereas, it is the purview of Ethnic Studies departments to determine and write courses that will transfer within the major discipline area and;

Whereas, Ethnic Studies faculty have the right and responsibility to write and schedule core courses that will transfer within the major and;

Whereas, it is the purview of Ethnic Studies departments to develop a degree program and establish an Associate Degree for Transfer (ADT) with core Ethnic Studies courses and;

Whereas, the California Community College Ethnic Studies Faculty Council, the statewide body guiding discussion around the implementation of AB 1460, recommends that campuses do not cross-list courses not created by Ethnic Studies faculty;

Be it resolved that the Los Rios Community College District Ethnic Studies Council will not approve cross-list courses until core courses have been established and approved to meet Area F requirements and;

Be it resolved that upon having received Area F approval for the aforementioned core Ethnic Studies courses in LRCCD, the Los Rios Community College District Ethnic Studies Council will not accept for curriculum review and CSU approval for Area F, cross-listed courses from other academic departments that do not meet Area F requirements, and;

Be it resolved that the Los Rios Community College District Ethnic Studies Council will consider including non-Ethnic Studies courses as electives in our degree programs.

Be it resolved that until Ethnic Studies departments are fully formed and staffed with full time faculty at all four colleges, any proposed Ethnic Studies cross listed courses must be submitted for review by the District Ethnic Studies Council, and;

Be it resolved that the District Ethnic Studies Council will not approve cross-listed courses until core courses have been established, and;

Be it resolved that Ethnic Studies courses submitted for review to the District Ethnic Studies Council must align with all five CSU Area F requirements.

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.

Land Acknowledgements

[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.”

FLC Land Acknowledgement

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

SCC Land Acknowledgement

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and” occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”