

Academic Senates' Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents September 9, 2020 (ConferZoom)

District Academic Senate President, Julie Oliver, Reports:

- For the past week Chancellor King and I have been discussing plans to request a “Collegiality in Action-Technical Visit” to occur in late January/early February once any new members of the Board of Trustees are seated. This visit is jointly hosted by the Community College League of California (CCLC) and the Academic Senate for California Community Colleges (ASCCC). The purpose of the visit is to discuss participatory governance in terms of academic and professional matters (“10+1”) as outlined in California Education Code, Title 5, and LRCCD Policies and Regulations.
- On Tuesday September 1st at the first DAS meeting of the 2020-2021 academic year, two task groups were appointed. Both groups will be reviewing documents and procedures and making recommendations for edits and changes. One group will be reviewing the DAS Mission and Constitution, and the other group in conjunction with AVC Jake Knapp and others in HR will be reviewing the Los Rios Equivalency process. Both groups have been asked to complete these reviews with an equity lens and with a focus on our Call to Action commitment.
- On Tuesday August 18th Lasana Hotep and Cynthia Olivo joined the DAS Retreat to introduce themselves and talk about their work with Los Rios this semester. They left the DAS with the following questions for reflection:
 - *How does my own social location (race/class/gender/religion) shape my mindset about the practices that I act out?*
 - *What more is it that I need to know about culture, power, and difference? Where do I learn this information?*
 - *How can I be a more critically conscious leader?*
 - *When you consider your own socialization around race or “racialization”-what are some thoughts that come to mind?*
- In accordance with California Education Code §87663 (f) *“In those districts where faculty evaluation procedures are collectively bargained, the faculty’s exclusive representative shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures.”*, DAS Leaders will be meeting with LRCFT Negotiating Team members Wednesday September 9th to discuss the faculty performance review process and documents and desired alignment with antiracism and equity as described in the “Call to Action”.

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.

ARC Academic Senate President, Alisa Shubb, Reports:

- ARC Convocation centered around the faculty-led disproportionately impacted populations project team reports whose key recommendations include: 1) identifying a dedicated space with support staff for Black and African American students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff, 2) Embracing Diversity and Intersectionality keeping in mind the different challenges Latinx students can face which include family language barriers, undocumented status, and multiple commitments outside of school, and 3) Shifting to a sovereignty frame when addressing American Indian education while pivoting away from the consideration of American Indians as part of a racial frame.
- Highlight of Recommendations - African American Project Team (Complete list of recommendations available in the full report)
 - Identify/hire/train/ a dedicated Outreach Specialist(s) to collaborate with others to provide information on career options, and college programs to prospective high school seniors and their families.
 - Identify/hire/train/ a dedicated Financial Aid Specialist(s) to provide financial aid information/literacy workshops to prospective high school seniors, their families, as well as, continuing college students.
 - Create a Black Faculty and Staff Advisory Board which provides advisement on issues regarding Black and African American student success and student needs.
 - Identify a dedicated space with support staff for Black and African American students to build community, access resources, affirm identity and cultivate connections, to students, faculty and staff.
 - Create Integrated Success Teams that include instructional faculty, counseling faculty, Student Personnel Assistants, a Librarian, peer mentors, peer tutors, Financial Aid Specialist, Workforce Development /Internship staff, to provide case management support to students.
 - Dedicate funds, administered by an advisory board, to supply to students for textbooks, college resources and other essential needs.
 - Collaborate with Workforce Development and Internship Programs to identify funding sources, provide stipends for internships and employment opportunities.
 - Identify/hire/train Instructional Assistants, Student Personnel Assistants, student assistants, peer mentors, tutors and technology assistants embed them in classes and offer follow-up assistance to students.
 - Invest in teacher training programs like those offered by the Association of College and University Educators (ACUE) and the Center for Organizational Responsibility and Advancement (CORA) to encourage, support and assist faculty in learning effective teaching strategies.
- Highlight of Recommendation – Latinx Project Team (Complete list of recommendations available in the full report)
 - Place Students First: Remember that our students are complex individuals who want to learn and get (better) jobs; they are not customers; see them as the persons they are.
 - Embrace Diversity and Intersectionality: Understand and keep in mind the different challenges Latinx students can face. These include family language barriers, undocumented status, and multiple commitments outside of school.
 - The Campus Community Must Serve our Students: The campus needs to extend advising, counseling, and tutoring hours (and pay employees accordingly); alternate advising and tutoring locations, and add more virtual options for students to connect with student support staff; faculty should offer more online office hours (and be paid accordingly); food services on campus must also serve and reflect our student populations and the times they are on campus, including evening courses.
 - Welcome our Students and their Families: The campus must strive to communicate with students and their families in their language; this will clearly demonstrate that ARC is a welcoming place.
 - Change the Status quo: Change the system to fit the student instead of trying to change the student to fit the system.

- Highlight of Recommendation – Native American Project Team (Complete list of recommendations available in the full report)
 - The college must acknowledge its historical relationship to the land that it occupies.
 - The college should form executive-level MOU's with local tribes to establish reciprocal relationships and unique services for citizens of those nations.
 - The college should create the administrative capacity to establish and maintain relationships with the tribes represented by its American Indian students.
 - The college should build-out support systems for citizens of tribal nations that take into account Federal and State Indian law; historic discrimination against citizens of tribal nations based on tribal status; K-12 Indian Education, Tribal TANF, Native American Health Centers, the Indian Child Welfare Act, the Native American Graves Protection and Repatriation Act, and the Native American Religious Freedom Act.
 - The college should systematically and in broad strokes employ a sovereignty frame, and that this may inform and enrich instruction, operations, construction, planning, and hiring.
 - The college should Establish an Office of Tribal Relations to create, maintain, and support the above so as to create an environment where American Indian students can thrive.

CRC Academic Senate President, Gregory Beyrer, Reports:

- At its planning retreat and in its ongoing meetings the CRC Academic Senate is discussing the impact on academic and professional matters of the triple crises of race-related civil unrest, the budget, and the COVID-19 pandemic.
- Faculty are being recruited to join the CRC accreditation team as standard tri-chairs.
- The Academic Senate and Curriculum Committees are concurrently discussing the addition of an emergency addendum for distance education in case of campus closure.
- Faculty are engaged with implementing the three recently awarded grants at CRC, which all focus on serving underrepresented students.

FLC Academic Senate President, Paula Haug, Reports:

- Our College and Senate president have charged our Academic Senate with several specific tasks relating to student equity and student success. Many of these tasks directly support the recently passed Los Rios Board of Trustees Resolution 2020-09 and include
 - Infusing anti-racist and no hate education into our professional development opportunities
 - Prioritizing culturally responsive curricular design
 - Assessing the faculty evaluation process to determine if it aligns with our equity values
 - Ensuring inclusion of diverse faculty voices in academic and professional matters
 - Infusing an equity focus into our Program Review and Annual Department Planning process
 - Evaluating the necessity of/impact upon disproportionately impacted students of out-of-discipline course prerequisites
 - Evaluate necessity of 15-unit minimum in order to challenge-by-examination
- FLC has drafted and is reviewing an Equity Lens Framework, a series of equity-centered and anti-racist questions and considerations for our committees and processes on campus. All Senate-led committees are being asked to review this framework in search of ways to incorporate more equity mindedness into our memberships, charges, and practices.
- The FLC Academic Senate has drafted a Resolution to request that our LRCFT partners evaluate our current contractually negotiated faculty evaluation processes for the purpose of incorporating language and practices that more closely reflect our district-wide values relating to equity and culturally responsive teaching practices. This resolution will be voted on at our September 8 Senate meeting.

SCC Academic Senate President, Lori Petite, Reports:

- Faculty at Sacramento City College appreciate the opportunity to express their experiences, concerns, and recommendations regarding the consultative process between the Academic Senate and the LRCCD Board of Trustees, as required by Education Code §70902 (B)(7), Title 5 §53200 (C), (D) and codified by the LRCCD Board of Trustees Policies and Regulations on Participatory Governance P-3412 and R-3412.

In early June, an administrative decision was announced by District to change the admissions GPA band to 2.6 for transfer-level English without a co-requisite support course. The decision was made after the AB705 Implementation Support & Coordination Team had already adjourned for the summer. As a result, SCC English faculty were not afforded the opportunity to return to their local department for a formal vote in the Fall as previously agreed upon by the AB705 Team. SCC English faculty have been at the vanguard of the curriculum acceleration movement nationally and their work has been instrumental in effectively closing equity gaps in English writing. Without the local department input, without the recommendation by the AB705 Team, and without a formal recommendation by the District Academic Senate, this item also did not receive official action by the LRCCD Board of Trustees. As purview over curriculum, including prerequisites, is a 10+1 issue, and LRCCD BOT regulations stipulate the Board will “rely primarily” on the Academic Senate recommendation in this matter, we believe the departure from our processes is material in nature and merits consideration. We recognize that the urgency of the anti-racism calls to action during this time period may have been a factor and can appreciate the intentions behind this decision. However, we maintain the consultative process over academic and professional matters is imperative regardless of how well-intentioned a desired course of action may be.

The timing, logistical implementation, and messaging also created confusion and frustration for many of our students. SCC students were notified of the change on or about August 7th, just 15 days before the start of the Fall semester. Messaging to students that they were in the wrong course led some at SCC to drop English entirely this semester. We believe faculty involvement in the decision-making and implementation through our established participatory and consultative processes could have eliminated these negative impacts to our students.

Considerations for the future:

1. We respectfully ask the Board to review the recommendations of the District Academic Senate after a recommendation is made by the AB705 Implementation Support & Coordination Team in the current 2020-2021 academic year.
2. We respectfully request that the Board and the Academic Senate work together to develop consultative processes between the LRCCD BOT, Academic Senate, and participatory governance committees for the summer and other off-contract periods.

We appreciate the Board’s consideration of these issues. No doubt, workable solutions can be identified and implemented to honor the participatory governance structure and consultative process to which we are all bound, and which have been designed to help us all serve our students more effectively. Thank you in advance.

- Fall Convocation at SCC was enthusiastic and well-received, though delivered and experienced through Zoom, during these historic pandemic conditions. Critical themes of anti-racism calls to action, equity, and culturally responsive institutional practices garnered a significant amount of attention and momentum. Professional development activities included numerous workshops to support faculty in the online and Canvas environment, as well as to focus attention on the needs of our students and closing equity gaps. We are especially cheered by the collaborative spirit across all constituencies and the desire to work together to help our students succeed.
- The SCC Academic Senate looks forward to this semester as we consider recommendations to help us serve all of our students--particularly African-American, LatinX, and Native American--more effectively:

- The Academic Senate opened the first meeting of the Fall semester with a review and discussion of anti-racism resolutions and calls to action by the ASCCC, DAS, and LRCCD BOT. We continue to agendize various aspects of the equity, anti-racism, and culturally-responsive movement in upcoming meetings to move the work forward.
- The SCC Curriculum Committee, a sub-committee of the Academic Senate has proposed development of an Equity sub-committee. This committee will focus on reviewing curriculum course outlines with an equity lens.

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.