

Academic Senates' Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents October 14, 2020 (ConferZoom)

District Academic Senate President, Julie Oliver, Reports:

- A [Collegiality in Action](#) session co-facilitated by the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC) has been scheduled Wednesday January 27, 2021 from 3-5pm. It is hoped that all the members of the Los Rios Community College District (LRCCD) Board of Trustees attend this session along with administration and the [District Academic Senate](#) (DAS).
- The DAS has begun to review a series of LRCCD Policies & Regulations involving academic and professional matters (“10+1”) with an equity lens and a desire to explore ways to remove any possible systemic barriers that may exist. Additionally, the DAS is reviewing recently developed new Credit for Prior Learning (CPL) policies and regulations for LRCCD.
- The [District Curriculum Coordinating Committee](#) (DCCC) has agreed an Emergency DE Addendum language to be added to course outlines of record (CORs) in order to allow courses to be taught online in the event of a college or facilities closure after December 2020. The Socrates Advisory Group (SAG) will be meeting on Thursday October 15th to discuss the changes needed in Socrates to add the addendum to CORs.
- Spurred by the [District Educational Technology Committee](#) (DETC) the DAS has begun discussions about ConferZoom privacy concerns and also equity concerns with the online exam proctoring system, Proctorio.
- A work group considering revisions for the LRCCD Equivalency process will be meeting again on Wednesday October 21st to discuss ideas for changing the LRCCD process for granting equivalency when applicants do not meet the [Minimum Qualifications](#) for hiring.
- Equity and antiracism are a focus at every DAS meeting. Each meeting begins with a video from a faculty member highlighting an equity or antiracism issue. There is also a standing agenda item for discussing equity and antiracism during meetings. Please consider taking the time to watch the video shared so far this semester:
 - Sept 1st [video](#) and [Padlet](#), Debra Crumpton SCC
 - Sept 15th [video](#) and [Padlet](#), Kalinda Jones FLC
 - Oct 6th [video](#) and [Padlet](#), LaQuisha Beckum ARC

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:

- The Program Review standing committee of the Academic Senate is developing an inquiry framework for faculty to review and respond to their individual disaggregated DI data during the Annual Unit Planning process.
- The ARC MESA Center successfully transitioned its on-ground programming to an online format, providing continued equity-focused support to marginalized STEM students. Despite the significant budget cuts and reduction in operational hours, the MESA team is hosting a variety of virtual panels including the Research Panel made up of industry professionals as well as the STEM Transfer Student Panel where MESA alumni share advice on transferring to four-year universities. Women in STEM (WiS) and Pride and STEM are hosting the third annual STEM fair online to build community among underrepresented math and science majors. Additionally, WiS organized a speaker series highlighting Sacramento-area women pursuing STEM careers. The annual Research and Innovation Mini-Grant is also funding innovative research like the Society of Hispanic Professional Engineers' remote hydraulics project. Amid the pandemic, MESA remains vital to ensuring that the most vulnerable ARC students gain the skills necessary to achieve their STEM goals.
- ARC Math department will be piloting a transfer-level math course in the Math Learning Center using a mastery format which is associated with decreasing opportunities gaps for DI populations and includes built-in weekly one-on-one instructor/student interactions.
- ARC English department is using an equity lens to revise all of its Student Learning Outcomes (SLOs) for ENGWR 300 through the established curriculum process.
- ARC Professor Randy Schuster & FLC Professor Diane Carlson for DESGN 350 are presenting a Fair Housing & Land Use Webinar Series focusing on the social justice impacts and historical contexts of city planning policies and procedures.

CRC Academic Senate President, Gregory Beyrer, Reports:

- Each meeting of the CRC Academic Senate includes a discussion of how the senate can support the college's work in support of equity, against racism, and in pursuit of the college's We Won't Fall campaign. At our most recent meeting, the senators who are chairs of senate subcommittees and faculty tri-chairs of participatory governance committees began sharing with the senate how those committees carry on this important work.
- The CRC Academic Senate has transitioned its process for documenting meetings, including supporting materials and minutes, to the BoardDocs system. We appreciate the benefit using this system will offer the college's accreditation steering committee.

FLC Academic Senate President, Paula Haug, Reports:

- Our Senate president attended part of the Board Retreat on Saturday and concluded that we as a district will be far more successful in our efforts to achieve true equity if we are united in these efforts. The faculty at Folsom Lake College do not have access to our disaggregated student success data and we have never been asked to review it, yet Saturday's discussion mentioned "faculty obstacles" and intimated resistance to this

data. Our tremendous faculty are the greatest resource our district has for closing equity gaps in instruction; FLC humbly implores our Board to view faculty resources as opportunity, not opposition or obstacles.

- In seven short weeks, the FLC Senate has seen significant progress on three of the eight equity goals we set at the beginning of the year. Our Senate was joined by the District Academic Senate in asking our union to address equity-mindedness in our faculty evaluation process; that request has been made. We set a goal to remove the 12-unit completion minimum for students to be able to challenge a course by exam. This interest was taken to district curriculum and a change to our district Credit for Prior Learning policy has been recommended and may be forthcoming. Our Program Review and Department Planning team has reviewed and made modifications to our Annual Department Plans for instruction in light of an equity framework.
- Our faculty continue to demonstrate their fortitude and diligence in the face of the incredible demands of this pandemic: the challenges of remote instruction, intense equity efforts, concerns for the physical and mental health of our students, Guided Pathways, Opt-Out Scheduling, case management, new technologies, privacy concerns, accessibility concerns, accreditation efforts. The amount of work faculty are undertaking at this time cannot be overstated.

SCC Academic Senate President, Lori Petite, Reports:

As the senate president for SCC, I appreciate the opportunity that I have to advance the concerns of our faculty. Though the relationship between the Board of Trustees and the Academic Senate is a legally recognized one, bringing these concerns to our Board is not always an easy task. With that, I request our Board's courtesy in hearing the following concerns, knowing that concerns for our students' success, as well as the health and integrity of our organization is central to these comments. Thank you in advance.

- Faculty of SCC would like to highlight a concern over a discussion item at the Board of Trustees' Retreat on October 10, 2020:

Faculty of the Political Science program at SCC were shocked to hear the unsubstantiated claims presented by one of our Board members, specifically over adjunct hiring practices in this department at SCC. The department chair and faculty refute these claims as baseless and unfounded. While the Board member did not name any individual, there are only a handful of faculty involved in the hiring of Political Science adjuncts. Vagueness of the allegation does not reduce the harm such a public claim inflicts. Rumors or claims of alleged discriminatory hiring practices made by a publicly elected Board member, acting and speaking in their official capacity, during a publicly held meeting, and directed toward a specific department, serve to erode the faith and confidence in the Board to act in the best interests of their employees and our students. The chair and faculty of the Political Science program at SCC hereby request a public apology and on-the-record retraction from the Board member who insinuated such claims.

- ECE and HVAC: Faculty of SCC took note of statements made at the September 2020 Board meeting in which specific programs were identified with the request that these be assessed in the future as to their value to our students. The two programs that were

identified are Early Childhood Education (ECE) and HVAC, which is a component of our MET department and programs. Faculty from these departments appreciate the opportunity to highlight the critical work that is being provided by graduates of these two programs especially during this COVID-19 crisis and beyond:

Early Childhood Education (ECE):

Essential Services: Graduates from our many ECE programs at SCC are serving as essential workers in the current pandemic crisis. Without the services of these licensed, qualified preschool and childcare providers, working parents would not be able to secure vital services for their children as they return to work. Childcare staff provide essential services to workers in healthcare, manufacturing, food production, emergency services, and more. These qualified providers are putting their lives at risk to care for the children of our community every day, supporting other essential workers and helping to maintain our economy. Outside of a pandemic, these graduates continue to provide qualified care, pre-school, and early education for the children of our community. We cannot emphasize enough how critical it is to have qualified providers for the children of single parents and working families alike throughout our community. The absence of this program would likely increase the disproportionate impacts to working families in our area as well as reduce the opportunities for our students who desire to enter this field.

Stackable certificates and degrees: ECE degrees at SCC offer some of the most flexible and stackable educational opportunities for our students. With just 12 units, our students are qualified to enter the workforce in private programs, gaining valuable experience, assessing their interest level on the job, and providing a stable income while they continue their ECE education. Continuing through our programs, students are able to earn their Childcare Permit, and an AST in ECE and Child Development, stacking degrees from the ECE Teacher level to the Administrator level in alignment with the Child Development Permit. Further, our degree options give students the ability to transfer to CSUS for the multiple subject teaching credential through a partnership we developed with CSUS to provide students flexibility between Child Development and Liberal Studies. Similar pathways exist for students desiring to go into School Counseling and Social Work.

Opportunities: Our Lab Assistant program at the Child Development Center on the Sacramento City College Campus provides an opportunity for our students to work as paid staff in the Child Development Center for one or two years to gain experience and prepare to lead programs. This has been supported with grant funds and been highly successful. Many of these students have transferred and are in high demand in both public and private programs because of the education and experience they gained at SCC. Given the robust offerings of our programs, our graduates are in high demand and find ample opportunities in private, public, and not-for-profit entities including: La Familia, Child Protective Services, Sacramento Children's Home, Crisis Nursery, State Preschool, or Headstart, in addition to working in early care and education.

Grant Invitation: Recently, the ECE Department at SCC has been invited to collaborate with CSUS on a \$125,000 statewide grant along with CRC to align our program with the new Teacher Performance Standards for Early Childhood Education.

The Early Childhood Education Department at SCC is proud of the work they do to prepare future generations of educators and appreciate this opportunity to share these program highlights with you.

Mechanical Electrical Technology (MET), including HVAC and IMMT Programs

Graduates of the SCC's MET (HVAC) Program serve as frontline workers supporting the COVID-19 pandemic crisis, ensuring the safety of medical personnel and patients alike, and supporting essential businesses and services across our community. Organizations, agencies, and individuals alike rely on the expertise of qualified HVAC and MET graduates to maintain and operate mechanical, electrical, communication, and environmental systems including:

Hospital filtration systems that keep the air within the hospital free of viruses and bacteria

Hospital cooling systems, optimizing building temperatures and indoor air quality to prevent the growth of bacteria and ensure patient safety

Hospital drinking water supplies to ensure they are free of harmful bacteria

Hospital surgical instruments sanitation equipment (autoclaves) kept in operational status

Regional drink water processing plants and sewage treatment plants

Refrigeration equipment to keep frozen and perishable food supply safe for human consumption, from shipping, to grocery stores, and to consumers home

Data centers' temperature-controlled environments to ensure a seamless flow of information to keep schools and businesses functional

Communication centers' temperature-controlled environments to ensure reliable cell phone and internet services across our communities

The health, safety, and well-being of all COVID-19 essential workers as well as our entire community depend on the expertise of these graduates.

The Industrial Maintenance Mechanic Technology (IMMT) Program at SCC trains students to maintain and repair individual pieces of equipment and the larger processing systems in our food processing and manufacturing plants. Program graduates ensure the uninterrupted flow of processed food and manufactured goods for both commercial and residential use. Some of the many essential functions performed by IMMT graduates are:

Mechanical and electrical repair of equipment, including robotics, and processing/assembly line systems

Programming (coding) computer type automation systems used to control the processing/assembly line systems

Operate and repair the steam/hot water equipment that is used in the food processing plants to sanitize the food we consume

Reconfiguring of manufacturing assembly lines to change from one type of product to another, such as switching from making cars to medical ventilators (Readers will recall that a number of manufacturing houses “re-tooled” during the pandemic crisis in order to meet production needs for personal protective equipment (PPE) and hospital equipment.

Graduates from both of our programs earn competitive entry-level salaries which quickly scale up as they gain experience. Advancement and salary opportunities are limitless as experienced graduates promote from technician to supervisor, and into plant and facility management.

At SCC, we are proud of the career technical educational programs we offer which prepare our graduates for life-long careers and vital service to our community.

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.