

## **Academic Senates' Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents November 18, 2020 (ConferZoom)**

District Academic Senate (DAS) President, Julie Oliver, Reports:

- November 5-7, 2020 a cohort of Los Rios CCD faculty attended the ASCCC Fall Plenary Session, and LRCCD Board of Trustees member Pam Haynes also attended. A number of LRCCD faculty participated in the presentation of various sessions throughout the event. The theme of plenary was “Addressing Anti-Blackness and IDEAs (Inclusion, Diversity, Equity, and Anti-Racism) in Academic and Professional Matters”. [Adopted Resolution Packet](#)
- In anticipation of CSU’s implementation of the AB1460 ethnic studies requirement, DCCC Chair Eric Wada has requested a meeting of curriculum chairs, articulation officers, senate presidents, and faculty interested in ethnic studies to discuss the possible need for ethnic studies program and course expansion in Los Rios pending possible Board of Governors (BOG) changes to the requirement in the future.
- The DAS approved the new LRCCD Credit for Prior Learning (CPL) policy language. Local and district senates and curriculum committees are now reviewing the language for the CPL regulations with a goal of getting them to the Chancellor’s Cabinet in December for final approval.
- DAS President Julie Oliver and DCCC Chair Eric Wada have attended two Los Rios CCD Program Placement Council (PPC) meetings this semester and brought the information discussed back to DAS and DCCC. Recently the Business Information Worker II-certificate (FLC) was approved by the PPC. Currently there are eleven programs being considered for approval at the December meeting. The members of the PPC have agreed to review the PPC process this academic year.
- While all local senates have been involved with the discussion and plans for individual faculty review of disaggregated course success data, each college is at a different place in the process with some being further along than others. The need for training in data interpretation and the need for equity-minded teaching and learning professional development are both critical needs in this ongoing process.

*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.*

- In the past week DAS President Julie Oliver has met with a few faculty representatives from the [Black Faculty and Staff Association](#) (BFSA) and [Comunidad: Latinx Resource Group](#). Discussion centered around how the district and local senates could help Black and Latinx faculty and students with academic and professional matters. It is hoped that these dialogs lead to continued dialog between these groups and the senate.
- 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).
- 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
  - Nov 3<sup>rd</sup> [video](#) and [Padlet](#), Lesley Gale CRC

#### ARC Academic Senate President, Alisa Shubb, Reports:

- Academic Senate Leadership has been hosting the faculty impressions sessions for College President, and Vice President of Instruction, representing the college at the ASCCC plenary session, reviewing Credit for Prior Learning policy & regulations, learning about Competency Based Education, and addressing curricular adaptations around the new CSU Area F Ethnic Studies requirement.
- The ARC Center for Teaching and Learning (<https://inside.arc.losrios.edu/training/center-for-teaching-and-learning>) under direction of Faculty Professional Development Coordinators Pam Chao and Jennifer LaFlam in association with Dean of Equity & Inclusion Nick Daily continues to provide quality professional development opportunities with targeted focus on different development levels from Introductory through Action/Skill. This Spring Faculty leaders will be enrolling in the Actionable Equity Faculty Series series at the Action/Skill Development level - designed specifically for faculty in leadership roles who want practical knowledge they can use to apply the equity framework and lens to their leadership work, teaching, and use of data in college processes. Learning outcomes for this 8 hour series are:
  - apply the equity framework and lens
  - explain and apply knowledge related to closing the opportunity gap
  - talk about race and racial terms, sovereignty terms, gender and orientation terms, and intersectionality, specifically, African American/Black, Native American, and Latinx, Asian and Pacific Islander American, and LGBTQIA+
  - reflect on the role of your position and identity and your personal and historical identity group relationship to our African American/Black, Native American,

Latinx, Asian and Pacific Islander American, and LGBTQIA+ students and faculty you are working with

- explain racial disparities with critical consciousness rather than deficiency model thinking
  - consider how to strategically use power to advocate and to support efforts of self-advocacy based on institutional, position, and personal values and goals/objectives
  - examine disaggregated institutional data at the department and course level
  - use data effectively to tell a compelling, equitable, and accurate story
  - make data-informed decisions and adjustments as equitable leaders and practitioners
  - use culturally responsive and learner-centered andragogy/pedagogy/heutagogy
  - seek out data to guide equity-minded innovation and process improvement
  - actively participate in program review, institutional self-evaluation, and other ARC-sponsored methods <https://inside.arc.losrios.edu/training/center-for-teaching-and-learning>
- At the Introductory Level, the Center for Teaching and Learning is holding workshops focused on the ARC Professional Development Competency, Data Literacy. These workshops are designed to support faculty as they engage in an inquiry process that begins with their individual course success data. Workshop participants will examine narratives behind student success data, explore limitations and potential of data inquiry, learn how to read the data, and analyze and discuss the data and its relationship to equity. Workshop participants will have the opportunity to examine their individual course success data. Faculty can access their individual equity data on the ARC Integrated Planning Portal. This workshop is also recommended as a precursor to participation in Inquiry Groups.

#### CRC Academic Senate President, Gregory Beyrer, Reports:

- The CRC Academic Senate has begun the process of discussing how to better support our students who are undecided, general transfer, and pursuing our liberal arts degrees.
- President Gregory Beyrer, Vice President Scott Crosier, Secretary Teresa Aldredge, and Past President Julie Oliver represented the faculty of CRC at the Academic Senate for California Community Colleges 2020 Fall Plenary sessions, where we came away with concerns and expectations about active faculty participation in discussions about competency-based education, academic freedom, and ethnic studies.
- Our standing agenda item on anti-racism includes discussion of how participatory governance committees infuse anti-racism into their own work.

#### FLC Academic Senate President, Paula Haug, Reports:

- Our Senate has made great strides toward the Equity Goals we have set for the year. We look forward to hearing upcoming reports from our Curriculum Committee, which has been charged with infusing culturally responsive pedagogy into our curriculum and addressing out-of-discipline course prerequisites, which may disproportionately affect

vulnerable students. Our Program Review and Department Planning subcommittee will be reporting out on the infusion of an equity focus into our Program Review and Annual Department Planning processes. Our Faculty Professional Development Committee will be reporting out on their efforts to identify equity-related needs in our faculty professional development.

- Senate president Paula Haug and vice-president Eric Wada were honored to represent Folsom Lake College at the Fall 20 Plenary session November 5-7.
- We are hard at work reviewing our college governance agreement and evaluating our committee memberships, purposes, and responsibilities in hopes of streamlining and re-invigorating our governance processes.

### SCC Academic Senate President, Lori Petite, Reports:

- Many thanks to Trustee Pamela Haynes for reaching out to SCC Academic Senate President, Lori Petite, following last month's Board of Trustees' meeting. It was both an honor and delight to meet with her and to discuss common areas of interests, concerns, and goals. This meeting also helped to highlight how valuable additional Board and Senate communication could be in building collaboration across the district. Again, many thanks to Trustee Haynes for reaching out and addressing an area of concern in such a cordial manner.
- Congratulations to the incoming, reelected, and continuing Board members following the November election. The senate of SCC looks forward to future opportunities to communicate and collaborate with the Board on items which concern us all, that is, our students' success.
- The ASCCC Fall 2020 Plenary was held November 5-7 in a virtual Zoom format. While the format was "historic", of even greater significance were the resolutions presented and passed, many of which focused on issues of equity and anti-racism. Workshops and presentations for this event were both informative and inspirational. SCC's Academic Senate Secretary and Distance Education Coordinator, Kandace Knudson, was a featured presenter on the topic of "Humanizing Online Teaching & Learning: An Equity-Minded Approach." (Link to ASCCC resolutions and presentations: <https://asccc.org/events/2020-11-05-160000-2020-11-08-000000/2020-fall-plenary-session-virtual-event>)
- SCC Science Literacy is a new collaborative project led by Dr. Marybeth Buechner, biology professor and former PRIE dean. This initiative attempts to build science literacy across the disciplines by exploring and supporting the role of scientific concepts in decision-making, integrated knowledge, information literacy, and social and cultural contexts.
- SCC's Academic Senate and subcommittees continue to explore and address areas of academic and professional matters to increase equity outcomes, apply anti-racist interventions, and develop culturally-responsive practices for the benefit of our students.

### 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.