

Academic Senates' Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents December 16, 2020 (ConferZoom)

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

- A meeting was held on Thursday December 10th to discuss ethnic studies. Articulation officers, curriculum chairs, academic senate leaders, ethnic studies faculty, and other interested faculty attended this meeting. During the meeting a proposal to create a **Los Rios Ethnic Studies Faculty Council**. The DAS held a special meeting on Tuesday December 15th and officially created this council.
- On Wednesday January 27th from 3-5pm representatives from the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC) will be joining the LRCCD Board of Trustees, administrators, and the DAS for a **Collegiality in Action** session. We are looking forward to this session and hope it sets a solid foundation for our work together in the future.
- In a collaborative effort the DAS and LRCFT have appointed faculty to an **Equity Training Work Group**. This work group will work on the equity professional development requirement for faculty discussed during LRCFT negotiations. This work group will be completing the bulk of the work in the spring 2021 with vetting of the final product to occur in fall 2021.
- The DAS approved the new LRCCD **Credit for Prior Learning** policy and regulations this semester, and we are reviewing other standing policies and regulations with an equity lens. Also, this spring the DAS and LRCFT will be jointly considering new policy and regulations involving academic freedom. Requests for any edits or new language will be forwarded this spring.
- The **LRCCD Program Placement Council** will be reviewing its operating guidelines this spring. The DAS will be reviewing the current guidelines and suggesting edits.
- The District Educational Technology Committee with the assistance of the district office and released recommendations for a "cameras-optional" approach to remote instruction. [Full recommendation at the end of this document.]
- For additional information about academic senate activities at the district, college, or local level please use the following links:
 - [District Academic Senate \(DAS\)](#)
 - [ARC Academic Senate](#)
 - [CRC Academic Senate](#)
 - [FLC Academic Senate](#)
 - [SCC Academic Senate](#)
 - [Academic Senate of California Community Colleges \(ASCCC\)](#)

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:

- As part of our focus on equity and equitable practitioners, the ARC Academic Senate unanimously passed a resolution requesting a task force be convened to develop recommendations for establishing a District-level standing governance body. The purpose of this governance body would be to set guidelines for determining optimum class sizes on a course level basis using a foundation of equity based decision making, with an emphasis on faculty ability to implement best practices in equitable, effective education. [Full resolution at the end of this document.]
- Highlights of some of the discussion topics addressed in Academic Senate this semester have included anti-racism & anti-racist curriculum, establishing community principles for Academic Senate, academic integrity in the online environment, use of video cameras and other digital tools, reviewing LRCCD Policy & Regulations with an equity perspective, effective program maps and using degree planner, use of disaggregated course data, transformative & equitizing syllabi, the role of academic freedom in achieving equity.
- We are working on rising to the challenge of implementing the CSU Area F Ethnic Studies requirement as the largest Los Rios college which currently does not have Ethnic Studies faculty, curriculum, or an Ethnic Studies department.

CRC Academic Senate President, Gregory Beyrer, Reports:

- The CRC Academic Senate has discussed the new ethnic studies requirement for the CSU system and how we can best help our CSU transfer students in this area.
- We heard a presentation on the new CTE Advisory Committee Handbook and are glad to see how important it is for discipline faculty to share their expertise in program development and support.
- We heard a research presentation on our students' experiences, expectations, and needs as they began our first (almost) fully online semester.

FLC Academic Senate President, Paula Haug, Reports:

- Our Senate has had one of the busiest and most productive semesters any of us can remember. We received excellent reports from the various committees charged with infusing and addressing equity and anti-racism in our institutionalized processes. Great work has happened and will continue to happen.
- We are working with ASCCC and the CSU to provide guidance so that we can prioritize and strategize how to address the proposed Ethnic Studies requirement at a college with no Ethnic Studies classes or faculty members. I wish to wholeheartedly commend District Curriculum Chair Eric Wada for his valiant efforts to stay ahead of this initiative while gathering as much input as possible from district Ethnic Studies faculty members.
- We look forward to a cogent and comprehensive district plan for re-opening our colleges in the fall, should that be advisable, and are committed to assisting in such efforts however we can.

SCC Academic Senate President, Lori Petite, Reports:

- SCC Academic Senate Vice President, Sandra Guzman, recently conducted a statewide UndocuAlly training to over 270 community college practitioners and student services professionals. This training helps practitioners identify how recent and historical immigration policies affect our Latinx students and how we can improve our service to students across our colleges. Besides her work as our AS Vice President, Sandra Guzman serves as a counselor, professor, and coordinator for both our Puente Program and RASA Center, with a Latinx emphasis. Following this event, she was asked to serve on the statewide Undoc Student Advisory Committee to develop a "tool kit" to disseminate to the entire community college system.
- SCC Academic Senate Past President, Troy Myers, recently received publication in the November FACCC magazine for an article he authored on affirmative action, equity, and anti-racism. This [article](#) has received

positive attention and commendation on the insight and self-reflection that it prompts for all of us, particularly in the educational context.

- The SCC Academic Senate convened a work group earlier this semester to recommend revisions and updates to our constitution. The changes proposed included the addition of an equity statement and received unanimous approval from our senate at our December 1st meeting. The constitution updates will be sent out to the entire faculty body in the Spring for ratification.
- A separate equity and anti-racism resolution was also approved unanimously by the SCC Academic Senate at our December 1st meeting. This resolution follows similar resolutions and calls to action from the ASCCC in June and our District Academic Senate in November.
- Substantial program review changes were approved by our senate at our November 24th meeting, which include changes to the program review report and the creation of a program review committee. This new program review report includes a stronger equity-focus and will prompt departments to engage in significant reflection of how equity can be infused into institutional and instructional practices. The newly created program review committee structure will also include peer review of program review presentations. We believe the changes proposed and adopted will help to encourage a program review process that is much more equity-focused and meaningful for all.
- While 2020 has proven to be a challenging year, we are heartened by efforts across our college to advance the work of equity and anti-racism efforts. Faculty have engaged in many forms of professional development, work groups, and showcase events to highlight, promote, and engage in inquiry around best practices to help our students succeed, both in the online environment and in face-to-face instruction.
- On behalf of the SCC Academic Senate, we wish you all a very happy and healthy holiday season.

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 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 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.

Recommendations for a “Cameras-optional” Approach to Remote Instruction

In response to the [CCCCO Legal Opinion 2020-12](#) regarding Cameras-On Requirements, faculty are strongly encouraged to use a “cameras optional” approach in their courses. In addition to legal exposure, a webcam requirement also widens the digital equity gap, poses privacy concerns for both students and their families, and creates a learning environment that may not be accessible for some users. To determine whether a “cameras-optional” approach is appropriate for your course, consider the following options.

Option 1: If the material being taught does not intrinsically require video interaction

This represents the most common scenario where video participation is not required by the learning objectives of the course or activity. Most lecture courses will fall into this category.

1. If a class is synchronous
 - To encourage participation during a live presentation, consider using the platform’s engagement features such as chat, yes/no buttons, hands raised, polls, like/dislike, etc.
 1. Keep in mind that on some platforms, participants cannot continue the chat after the session has ended (the chat content is not persistent).
 2. Consider spending a few minutes teaching/training students on the use of these features
 - Consider using a persistent chat to invite continued asynchronous discussion. (Canvas chat is persistent)
 - Consider allowing students to opt-out of synchronous lecture sessions and participate in other ways
2. If a class is asynchronous
 - Consider using the persistent chat feature of a platform (Canvas Chat or Discussions) or email

Option 2: If the material being taught intrinsically requires video content

This option provides suggestions for less typical courses where learning objectives indicate a requirement for video recordings or live video interaction. Oral communications and some lab courses may fall into this category.

1. If the video content needs to be peer-to-peer interactive
 - If possible, consider scheduling only parts of a class to require video real-time interaction, and reduce the duration of video interaction time
 - If only audio is needed, consider the use of phone calls (Zoom can be set up to allow phone-in participation without video)
 - Encourage students to look into features that allow blurring or replacement of the background
 - Most platforms have audio noise reduction options
2. If the audio/video content does not need to be interactive
 - Consider having content pre-recorded instead of broadcasted in real-time
 - Recordings can be shared via Canvas Studio, TechConnect Cloud (formerly 3CMedia), YouTube, as a media upload in Canvas. Your local DE team can provide assistance.
 - Students can share their videos with the class

Resources for Faculty who elect to have a cameras-on requirement

- Refer to the [Chancellor’s Office legal opinion](#)
- Clarify in class schedule notes, pre-term welcome letter, and syllabus
- Recording options to eliminate/minimize FERPA violations
 - Recordings which identify students present should not be used beyond the confines of that section in that semester
- Consider alternative ways to support students who cannot have cameras on

Resources for Students enrolled in classes with cameras-on requirements

Explore background blurring or virtual background features on existing platforms. Refer to the [Los Rios Technology Resources](#) page for additional online learning support.

American River College Academic Senate resolution adopted by unanimous vote December 10th, 2020

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

Whereas, American River College (ARC) is committed to becoming a more equitable institution, 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) institutions and classes;

Resolved, that the American River College 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.

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

ARC [Mission, Commitment to Social Justice](#) and [Strategic Goals](#)

[ARC Institutional Equity Plan](#)

ARC Disproportionate Impact (DI): African American, LatinX, Native American Project Team [Executive Summary](#)

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.