

## **Academic Senates' Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents March 17, 2021 (ConferZoom)**

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

- At the February 2nd DAS meeting the body requested a comprehensive student survey be developed and administered in order to gauge their post-pandemic desires, especially in terms of online vs on ground services and instruction. The DAS is working closely with Betty Glycer-Culver, Director of Institutional Research, to formulate the survey. We hope to use the survey results to make more informed decisions for our post-pandemic services and instruction.
- The District Curriculum Coordinating Committee (DCCC) brought two items to the DAS for approval. The first was to amend P-7214 to allow C- grades from other institutions to count for local degrees only if the C- grade was degree-applicable at the institution from which the C- grade was earned, and the second was to recommend the removal of any unit or residency requirement found in college catalogs or other college documents as there is no such requirements in LRCCD Policy and Regulations.
- The DAS leadership continues to work closely with the LRCFT leadership and LRCCD leadership in discussing and making decisions regarding the reopening planning and fall 2021 schedule. We appreciate the Chancellor's Cabinet meetings, the DAS Leadership meetings with the Chancellor and Deputy Chancellor, and the special meetings called to discuss all the complexities involved in making reopening decisions.

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:

- The ARC Academic Senate is currently working on revising the faculty hiring prioritization process to reflect our emphasis on achieving equitable student outcomes.
- We welcomed reports from our LGBTQIA+ Disproportionate Impact Project Team and our Religious Inclusion & Observance task force.
- We continued progress towards our goal of increasing participation in Academic Senate by revising the election process and hosting panel discussions to invite faculty into Senate leadership.
- We are gathering concerns about and strategies for improving for the Opt-Out Student Schedules

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

- We created an ad hoc committee of the Academic Senate to support the development of a thriving Ethnic Studies program and local implementation of recommendations from the Los Rios Ethnic Studies Faculty Council.
- At each meeting this semester we discuss what the Academic Senate can do to support the recommendations made by the Student Senate for California Community Colleges in their publication *Anti-Racism: A Student Plan of Action*.

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

- The FLC Academic Senate has established three new committees in recent weeks: Our local Ethnic Studies Council, our Affordable Learning Materials Committee, as well as an ad Hoc team to support our tutoring, learning skills and Reading Writing Center efforts.
- We continue our work in infusing equity and inclusion in to all of our Senate efforts.
- Upon losing our Student Learning Outcomes Coordinator position funding, we did an extensive restructure of our SLO Committee. Debi Worth is courageously leading these efforts and we have undertaken a major campaign to assess student learning outcomes this semester.

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

- On March 9<sup>th</sup>, 2021, the SCC Academic Senate approved the *Resolution in Support of Equity Professional Development for Performance Review Team Members*. We believe this resolution is a vital step in providing support for our pre-tenured faculty, particularly in our efforts to both hire and retain faculty members engaged in anti-racist instruction and equity-focused institutional practices. (Included below)
- SCC faculty have expressed significant concern over the March 1st announcement from District which indicated the Fall semester would be largely online. While there is recognition of the need to reopen the colleges in a safe manner, there is an equally strong concern over our students' ability to succeed in their degree and certificate programs in a remote environment. Instructors teaching labs, impossible to convert, or difficult to convert courses have expressed some of the strongest concerns about the upcoming Fall schedule. By the end of the Fall term, many departments will see students transfer and/or graduate with degrees and certificates who have never had the hands-on, in-person experiential type of learning so vital for

skill acquisition, refinement, and mastery. The effects on our students are cumulative and impact their larger programmatic outcomes beyond the scope of a singular course. This also interjects an uncertainty into our ability to meet SLO's, satisfy articulation agreements, and meet the threshold for accreditation standards. In an email dated 3/11/21, SCC faculty urged the District to consider publishing a flexible schedule that includes a mix of on-ground, hybrid, and online classes which department chairs were initially tasked with creating, and with the ability to pivot to online as health conditions warrant. However, the proposed largely online schedule leaves little room to pivot and locks students into a predominately online experience through the rest of this year. SCC faculty recognize that health conditions are evolving at this time and are requesting a published schedule that provides the greatest opportunity to respond to these changing health conditions in either direction.

- *(Update as of 3/14/21, SCC faculty appreciate the invitation extended by the Chancellor to engage in further discussion of this issue on Monday, March 15, 2021).*

### **Sacramento City College Academic Senate**

#### **Resolution 2021-01: Resolution in Support of Equity-focused Professional Development for Performance Review Team Members**

**Whereas**, the goals of California Community Colleges as stated in Title 5 include eradicating institutional racism, eliminating barriers to student equity, and ensuring “the equal educational opportunity of all students”,<sup>1</sup> and which are supported by Title 5 Job Announcements and Qualifications requiring “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”<sup>2</sup> for faculty and administrative positions and,

**Whereas** these goals have been similarly affirmed through formal positions adopted by the Los Rios Community College District (LRCCD) Board of Trustees (BOT), Los Rios Community College District Academic Senate (LRCCD AS), and Sacramento City College Academic Senate (SCC AS)<sup>3</sup> and,

**Whereas**, Sacramento City College’s New Faculty Academy (NFA), as a college-sponsored and college-funded professional development program, provides mentorship for new faculty through a curriculum focused on “culturally responsive teaching, innovation, and transformation”, equipping faculty to “teach in an inclusive, culturally appropriate, culturally responsive manner so that each student has an equitable opportunity to learn and succeed”<sup>4</sup> and,

**Whereas**, Performance Review Teams have significant influence over the career, pedagogical practices, and working environment of tenure-track faculty,<sup>5</sup> and include members who may or may not have been trained in culturally responsive practices and,

**Whereas**, Sacramento City College’s (SCC) Faculty Statement of Professional Ethics affirms that faculty should “regularly assess for personal biases and remain dedicated to a culture of equity and fair advancement for all,”<sup>6</sup> and this commitment includes an Equity Reflection<sup>7</sup> that is now required of all faculty undergoing performance review as evidence of the importance of equitable faculty practices in the pedagogical assignment and,

**Whereas**, “policies for faculty professional development activities” are a “10+1” issue and are under the Academic Senate purview as a recommending body to our college administration and to our LRCCD Board of Trustees<sup>8</sup> therefore,

**Resolved**, that the Sacramento City College Academic Senate recommends and urges all members of faculty Performance Review Teams to engage in equity and anti-racist professional development offered or sponsored by our SCC Staff Resource Center for this purpose and,

**Resolved**, we urge our College administration to examine and align institutional practices with stated equity commitments in order to ensure a fair and equitable process for all faculty undergoing the performance review process and,

**Resolved**, we urge the Los Rios Colleges Federation of Teachers (LRCFT) to consider how equity and anti-racism efforts may be further supported by future contract negotiations regarding the performance review process and,

**Resolved**, that we as an Academic Senate body will disseminate this resolution widely to constituency groups at Sacramento City College, our District Academic Senate, our College and District administrative personnel, and our Board of Trustees.

**Notes:**

<sup>1</sup> CCC Statement on Diversity, Equity, and Inclusion, Title 5 CCR § 51201

<sup>2</sup> CCC Job Announcements and Qualifications, Title 5 CCR § 53022

<sup>3</sup> LRCCD BOT Resolution № 2020-09 Affirming Our Commitment to Student Success for Black and African American Students, Adopted July 14, 2020. LRCCD Academic Senate Call to Action, Approved Tuesday November 17, 2020. SCC Academic Senate Resolution in Support of Equity, Anti-Racism, and the ASCCC and DAS Calls to Action, Approved December 1, 2020

<sup>4</sup> SCC NFA Curriculum Syllabus

<sup>5</sup> LRCFT Contract 2021-2023 Articles 8 <https://employees.losrios.edu/lrccd/employee/doc/hr/cba/lrcft2020-2023.pdf>

<sup>6</sup> SCC Faculty Statement of Professional Ethics <https://inside.scc.losrios.edu/faculty/faculty-ethics-and-performance>

<sup>7</sup> LRCFT Contract 2021-2023 Article 8 and Appendix E1 <https://employees.losrios.edu/lrccd/employee/doc/hr/cba/lrcft2020-2023.pdf>

<sup>8</sup> LRCCD BOT P-3412 <https://losrios.edu/shared/doc/board/policies/P-3412.pdf>

## 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.