

Academic Senates' Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents May 12, 2021 (ConferZoom)

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

- The DAS is thrilled to support the recent resolution from the Los Rios Ethnic Studies Faculty Council which asks that each college be supported in creating ES Departments with the needed resources to have department chairs, FTE, and full-time tenure-track faculty hiring. We look forward to having fully staffed and developed ED departments in the near future. [full resolution on next page]
- The DAS and the District Curriculum Coordinating Committee (DCCC) recognize the need for some curricular clean up, such as but not limited to finishing the previously started GE Articulation Alignment Project, in order to better assist students and faculty making use of the Degree Audit and Degree Planner systems.
- At the May 4th DAS meeting CRC and FLC Academic Senate Presidents reported discussions and meetings were occurring at their colleges in regard to Financial Aid and Admissions & Records. ARC Academic Senate President reported that their Academic Senate had not yet had any Financial Aid and Admissions & Records conversations. SCC Academic Senate President reported their Academic Senate passed a resolution regarding centralization (including Financial Aid and Admissions & Records) and collegial consultation. Clearly, while every college wants to ensure appropriate collegial consultation when discussing any future changes to improve student services, each college is in a different place with their discussions and activities.

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.

Establishing Los Rios Community College District Ethnic Studies Departments

Whereas, the Los Rios Community College District is committed to student success, equity, and diversity; and equitable education requires making significant connections with students and providing diverse learning experiences to meet diverse needs; and

Whereas, California Assembly Bill 1460, commencing with students graduating in the 2024–25 academic year, instructs “the California State University to require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in Ethnic Studies...”; and

Whereas, the proposed California Assembly Bill 1040, commencing with the 2022–23 academic year, requires “each community college district to offer courses in Ethnic Studies at each of its campuses. The bill would require that the units earned by students for successful completion of these courses would be eligible for transfer and, if applicable, would meet Ethnic Studies graduation requirements at the California State University”; and

Whereas, the proposed California Assembly Bill 1040, commencing with the 2024–25 academic year, requires “each community college district to require the completion of at least one course in Ethnic Studies of at least 3 units as a requirement for a student to obtain an associate degree for transfer”; and

Whereas, the proposed California Assembly Bill 1040 stipulates, “Because this bill would impose new duties on community college districts, it would constitute a state-mandated local program. The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement”; and

Whereas, only Sacramento City College and Cosumnes River College currently offer Ethnic Studies courses, and no Los Rios Community College campus has an Ethnic Studies department;

Resolved, that the Los Rios Community College District Ethnic Studies Council recommends and requests to the District Academic Senate (DAS), advocating for the establishment of Ethnic Studies departments at each college in the district.

Resolved, that the Los Rios Community College District Ethnic Studies Council recommends and requests to the District Academic Senate (DAS), support advocating for a budget for each Ethnic Studies department to include FTE, a department chair, at least two full-time Ethnic Studies faculty hires, and part-time hires.

Resolved, that the Los Rios Community College District Ethnic Studies Council will serve as a resource to guide the four colleges in developing Ethnic Studies departments that will meet the demands of AB 1460 and the proposed AB 1040, and continue the district’s commitment to student success, equity, and diversity.

References

[Los Rios Community College District Equity and Diversity Statement](#)

[California Assembly Bill No. 1460](#)

[California Assembly Bill No. 1040](#)

Dee, Thomas and Penner, Emily. “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum,” *American Educational Research Journal* 54(1) (2017).

ARC Academic Senate President, Alisa Shubb, Reports:

- ARC Academic Senate unanimously supported the Asian Pacific Islander and the LGBTQIA+ Disproportionate Impact project team reports which detail a variety of recommendations the college should take to better serve these populations
- Officer Elections were held: Alisa Shubb will continue another one year term as President, Carina Hoffpauir was elected to serve as Vice President, Amy Gaudard as Secretary, and Tressa Tabares will continue as Past President.
- Work continues on revising our Bylaws with a focus on equity and inclusion.

CRC Academic Senate President, Gregory Beyrer, Reports:

- CRC's academic senate leaders have been discussing with our administration how we can best support our students and classified professional colleagues in whatever changes come from the district-wide reorganization of the Financial Aid and Admissions & Records departments.
- This is Greg's last Board of Trustees meeting as CRC's Academic Senate president. Scott Crosier, professor of geography, takes over as senate president on May 14. Camille Moreno professor of mathematics will serve as vice president, and Lisa-Marie Mederos professor of business will continue on as secretary.

FLC Academic Senate President, Eric Wada, Reports:

- FLC's Academic Senate recently approved an Ethnic Studies department in which recently-approved and future proposed Ethnic Studies curriculum will be housed. The establishment of an Ethnic Studies department is one component of supporting Ethnic Studies and student academic needs as identified in the resolution DAS passed in April.
- Out of concern related to centralizing student services, specifically Admissions and Records and Financial Aid, the FLC Academic Senate has sponsored some listening sessions and a Google form to collect concerns from classified staff and faculty about the impact of centralization on students. Efforts are also underway to host listening sessions for students. The feedback gathered from these sessions will be forwarded to the District Equity and Student Success Committee.

SCC Academic Senate President, Lori Petite, Reports:

- The SCC Academic Senate unanimously approved a *Resolution Against Centralization Without Consultation* on May 4, 2021 (included below), as a result of mounting concerns at our college over the lack of consultation and participatory governance surrounding issues of District's centralization of services. This resolution reflects a continuation of concerns over District's failure to engage in authentic and robust consultation and participatory governance in accordance with our guiding documents including Board regulations and local college governance processes. We urge the Board to recognize the gravity of faculty concerns over District's unilateral dismantling of local college autonomy and the resulting decline in organizational health and employee welfare.
- The District Academic Senate (DAS) issued a formal request on April 20, 2021 to the District for consultation for both DAS and the District Equity and Student Success Committee (DESSC) over

these issues. The response received from District on April 27, 2021 failed to address the specific concerns identified from DAS and failed to recognize or address the formal purview of the DESSC over areas of *“District-wide issues of equity in our education system, including initiative and legislation, and those of student support services and technologies designed to onboard students and move them through to completion”* as codified by Board Regulation R-3412. Our college’s ability to provide personalized, responsive service to our students and the needs of our community are inextricably tied to our local college autonomy and local decision-making. The response from District failed to address the specific concerns from the District Academic Senate, and instead, distracted from the serious concerns that were raised with tangential comments that only serve to highlight the disconnect our District administration has from its faculty and the real concerns and frustrations felt by so many.

- Further, faculty attending the May 6, 2021 *Los Rios Summit for the Future* expressed disappointment that this summit provided no meaningful information regarding consultation over District-wide strategic planning issues, specifically surrounding the proposed centralization of Admissions & Records and Financial Aid. District’s repeated failure to address required areas of consultation continues to undermine the confidence SCC faculty have in our District administration and its ability to faithfully execute Board policies and regulations.
- SCC’s Academic Senate recently approved the DAS Ethnic Studies Council Resolution, urging the creation of formal Ethnic Studies Departments and hiring of full-time Ethnic Studies faculty at all colleges. The SCC Academic Senate and Ethnic Studies faculty have been working together with our local college administration to move forward in creating a formally recognized Ethnic Studies Department at SCC. Our faculty are excited about the Ethnic Studies work that has gained momentum at our college, throughout the District, and across the State, and look forward to the many ways this movement will serve our students and advance the equity and anti-racism work throughout our community.
- As we near the close of the 2020-2021 academic year, we are encouraged by the ample good news regarding vaccines, an improved health outlook, and the planned reopening of the CSU’s, the UC’s, and the State of California at large. We hope these significantly improved conditions will provide abundant opportunities for you to reconnect and reengage with community, friends, and family.
- SCC Academic Senate executive team members (Lori Petite, Sandra Guzman, Kandace Knudson, Troy Myers) will remain available over the summer months.

Sacramento City College Academic Senate

Resolution 2021-02: Resolution against Centralization without Consultation

Approved unanimously on May 4, 2021

Whereas, *AB 1725, Education Code, Title 5, and LRCCD Board Policies and Regulations* establish, recognize, and codify the purview of the Academic Senate, including faculty purview in processes for institutional planning, accreditation, curriculum, student success, college governance structures, and other 10+1 areas, and which were reviewed by the Board and the Chancellor in the recent Collegiality in Action session and,

Whereas, *LRCCD BOT Regulation R-3412* recognizes the District Equity and Student Success Committee (DESSC) with the purpose *“to provide recommendations to the District Academic Senate and advise the Board of Trustees or its representatives on matters related to District-wide issues of equity in our education system, including initiatives and legislation, and those of student support services and technologies designed to onboard students and move them through to completion”* [emphasis added] and,

Whereas, *the SCC Guide to Participatory Decision-making at Sacramento City College* (aka *“The Governance Guide”*) codifies SCC participatory governance processes across all constituency groups including students, faculty,

classified staff, and managers “in the process of making decisions that *directly and indirectly* affect them” [emphasis added] and, whereas District decision-making which bypasses established processes or which proceeds without consultation weakens or violates local college autonomy, college participatory governance practices, and the rights and/or responsibilities of the Academic Senate and,

Whereas, LRCCD has centralized or proposed centralization of an extensive list of services across our District since 2020, including but not limited to: Foundation and Philanthropy Offices, Public Information Offices and Officers (PIOs), College Websites and Webmasters, College Nurses, Call Centers, Online Catalog, Degree Planner, Los Rios Colleges Online, Online Course Development Coordinators (OCDCs), Tutoring Services, Admissions and Records, Financial Aid, Outreach, Research, and Information Technology (IT), and which touch areas of purview for the Academic Senate and the District Equity and Student Success Committee and,

Whereas, substantial organizational restructuring or revisioning during an accreditation cycle and a global pandemic, before the effects of a prolonged college shutdown on our most disproportionately impacted students have been sufficiently assessed, may be a disservice to many of our students and to the communities we serve, and may impact our unique outreach and in-reach efforts, especially as we move to recapture students and re-engage our communities, and whereas centralizing services, including shifting direct reports in key student services areas from the College to the District may depersonalize many of our students’ interactions with our college at a most critical time, and,

Whereas, centralization of services, particularly outside of established governance and consultative processes, results in the loss of local college autonomy and loss of local decision-making, and may have negative impacts on our upcoming accreditation and,

Whereas, shortcomings in collegial consultation have been formally documented since at least 2018 as an area of ongoing concern, and whereas attempts to address this, including a formal resolution on collegial consultation from SCC’s Academic Senate, approval of a White Paper on Collegial Consultation, a district IBA session with the Chancellor, Vice Chancellor, and Senate presidents, an information session for the Board of Trustees about the 10+1, and the recent Collegiality in Action session, have failed to yield substantive improvements;

Resolved, the SCC Academic Senate respectfully urges the LRCCD Board of Trustees to restore previously centralized services to local college, and thereby community, control, and,

Resolved, the SCC Academic Senate respectfully urges the LRCCD Board of Trustees to reject all future centralization actions until the following conditions have been met:

1. Authentic and robust consultation with the Academic Senate, including local college senates, District Academic Senate, DESSC, and other subcommittees as applicable has been completed.
2. Authentic and robust participatory governance engagement per local college governance policies and practices has been completed.
3. Our colleges return, in a post-pandemic environment, to on-ground, in-person operations so that we may accurately assess the impacts to our most vulnerable student populations before changes are implemented.

Resolved, that the SCC Academic Senate respectfully urges the Board of Trustees to honor the role and purview of the Academic Senate and local participatory governance processes by affirming its intent and commitment in writing.

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.