

Academic Senate Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents November 10, 2021 (ConferZoom)

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

- Members of the District Academic Senate attended the [Academic Senate for California Community Colleges \(ASCCC\) Fall 2021 Plenary](#) November 4-6. The event theme was “Leading Change: Teaching, Learning, and Governance in a Hybrid World”. FLC Academic Senate President spoke on a panel presentation, “Transfer-Clearing the Fog and Taking the Lead”, in his role as the ASCCC C-ID Curriculum Director. LRCFT SCC President Belinda Lum and DAS President Julie Oliver presented on “Setting a Higher Standard: Partnering with Unions to Embed DEI Expectations into Evaluations”.

For 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 \(ASCCC\)](#)

ARC Academic Senate President, Alisa Shubb, Reports:

- ARC Academic Senate and Deans received 31 requests for faculty positions during the faculty hiring prioritization process, each one vital for the success of students and continuity of programs.

CRC Academic Senate President, Scott Crosier, Reports:

- We continue our hiring prioritization process, excited to have new faculty joining CRC in 2022.
- Four faculty leaders from CRC attended the ASCCC Fall 2021 Plenary.
- CRC continues our “We Won't Fall” campaign, striving to serve our students in greatest need.

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.

FLC Academic Senate President, Eric Wada, Reports:

- We reviewed requests for full time faculty hiring, and forwarded recommendations to our College President.
- We recently passed a resolution supporting greater numbers of stipends and increased pay for part-time faculty to participate in college service.

SCC Academic Senate President, Lori Petite, Reports:

- The SCC Academic Senate wishes to congratulate Professor Keith Heningburg, the first department chair of the newly created Ethnic Studies Department at SCC. It is a proud moment for SCC to welcome Professor Heningburg into his official capacity during this historic chapter of our institution's legacy. We wish him all the best in his new role.
- SCC's Academic Senate is pleased to offer the following report on our First Year Experience (FYE), which was recently nominated by our college for ASCCC's Exemplary Program Award:
 - Purpose: FYE was developed with the goals of increasing student retention, success, and persistence by creating an environment where students feel welcomed, connected, and supported. Additionally, recognizing that the axiology of many of our black and brown students is experienced through the context of relationships, we anticipated that this intervention could provide an opportunity to close equity gaps for our disproportionately impacted (DI) students.
 - Design: Faculty member Tracey Gomez organized a group to develop a freshman seminar course (INDIS 313), approved through the curriculum committee and ratified by the Academic Senate, and has served as the program coordinator for the last two years. Additionally, Kim Goff, Supervisor for Enrollment and Student Services has served a critical role in the development of the First Year Experience, as well as in the ongoing work to support the program, providing further evidence of the partnership between instruction and student services. The course is embedded with a peer mentor and designated success coach who maintain regular contact with the students during the fall and spring semesters to keep students on their path. A counselor is also embedded into each section by meta major, providing students with thematic and consistent advising to move them toward their educational and career goals. The success coach and counselor continue in their roles during the second year to provide continuing support to students. Partnerships with student affinity groups including RASA, ASHE, EOPS, RISE, STEM SESI, and athletics have provided opportunities to offer our FYE course to communities of students with similar backgrounds or interests, increasing their sense of connectedness. Phase one (2020) included 28 sections with approximately 750 first-time college students. The initial offering of FYE was designed as an almost entirely on-ground experience. However, the pandemic-related college closure required that our entire FYE team rapidly transition the program to the online environment. For the fall of 2021 we were able offer 32 sections, serving almost 800 students even in the midst of a pandemic-related enrollment crisis. Phase two (2022) will consist of 50 sections with 1500 students. The plan for phase three (target year 2023) is full implementation of our incoming freshman class of approximately 3000 students.
 - Outcomes: The preliminary results, verified by our Planning, Research, and Institutional Effectiveness (PRIE) office, are quite promising. Course success rates of Black/African American students in the first-year experience closed to six percent (typically 14 percent). There was virtually no equity gap for Latino/Latina/Latinx students (typically 9 percent). As a singular intervention, the FYE has been game-changing. As an institution, we could not be more proud of this accomplishment and look forward to continuing this

trajectory of student success. The INDIS 313 course serves as the anchor for FYE and, under the rubric of interdisciplinary studies, allowing any faculty member to teach it, thereby increasing the college-wide investment in our students' success. To provide support for participating faculty and staff, a kick off meeting is held in June for faculty, success coaches, and FYE counselors and a two-day faculty institute is held during Professional Development week. Additionally, a monthly professional learning community (PLC) also provides the framework for faculty and staff collaboration, communication, and support. To date, 42 different instructional faculty (including 8 counseling faculty), representing approximately 15 different disciplines across our college, along with 5 FYE counselors representing the various meta majors, 5-6 success coaches, and approximately 10 peer mentors have participated in the FYE directly, with many more in supportive roles. Additionally, FYE continues to garner new interest from faculty who are eager to be part of this success story.

- Last spring, SCC's Academic Senate approved the Resolution in Support of Equity Professional Development for Performance Review Team Members. This resolution has been circulating among our sister colleges and has been a point of discussion at DAS since that time. Unfortunately, as of last week, this resolution has failed to receive formal support from our other sister college senates. We regret this outcome as we believe this resolution could be 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. However, SCC's senate and our professional development team have opted to move forward in developing curriculum for this training that may be provided to our SCC faculty on a voluntary basis and made available through our professional development office. We hope this resolution may receive greater district-wide support in the future so that it may be considered for contract negotiation with the goal of moving our district towards a more anti-racist organizational culture.
- SCC's Academic Senate president attended ASCCC's 2021 Fall Plenary and appreciated the many professional development opportunities provided by this event.

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.