

Academic Senate Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents March 16, 2022

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

LRCFT President Jason Newman and DAS President Julie Oliver sent the following email to the LRCCD community on Thursday March 10, 2022:

On behalf of the Los Rios Colleges Federation of Teachers (LRCFT) and the District Academic Senate (DAS), we would like to express our unwavering support for ARC President Melanie Dixon. Racism against members of our Los Rios community will not be tolerated. We send love and positive energy to Melanie.

Let us all take this moment to recommit ourselves to anti-racism as part of our collective work. We will continue in Los Rios to be vocal and vigilant against racism as we move forward to create a more tolerant and diverse society.

- The DAS Resolution “Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners” was approved by the DAS last spring. Academic Senate Presidents, LRCFT Presidents, and college and district administrators have begun to discuss the resolution.
- Vice Chancellor Mario Rodriguez and Associate Vice Chancellor Chanelle Whittaker joined the DAS at the Feb 15th meeting to discuss faculty hiring and other HR related topics. A joint task force will be formed soon to discuss the faculty hiring process in LRCCD.
- At the March 1st DAS meeting multiple agenda items addressed topic involving distance education, hyflex/syncflex/asyncflex modalities, and Los Rios Colleges Online.
- ASCCC Area A meeting is on Friday March 18, and [ASCCC Plenary](#) is on April 7-9.

For information about academic senate activities at the district, college, or state 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:

- Responding to the hateful, racist attacks on ARC President Dixon, we condemn racism in all forms and acknowledge that these were attacks on our African American community and are stark reminders of the continual work we must do together to live up to our commitment to uphold the dignity and humanity of every member of our American River College community.
- The ARC Academic Senate is reviewing the College's Guided Pathways Scale of Adoption Report and discussing how to keep equity at the center of this work. Concern for students who are still exploring their potential pathways is a central theme.
- ARC Academic Senate has been reviewing the recommendations from the Los Rios Colleges Online report and discussing opportunities for and resources necessary to support flexible teaching modalities such as syncflex.
- The ARC Academic Senate in conjunction with our Council of Department Chairs & Coordinators has been working on a project to more effectively and broadly utilize the "notes" section of class schedule to provide individual class information in 5 key areas students requested.
- ARC Academic Senate continues to push for progress towards establishing a systematic process for providing recommendations about optimal class sizes that allow instructors to engage as equitable practitioners with their students.

CRC Academic Senate President, Scott Crosier, Reports:

- The CRC community wishes to express our concern and heartache for President Dixon and her family. Sentiments of hurt, frustration, and anger stir as we are presented with reminders such as this, of how little progress we have made in moving towards a world where the contributions of all are embraced. We cannot imagine all that they are going through, but we hope that Melanie and her family know that her Los Rios family is with them in our hearts and minds. We hope that this, along with her courageous confidence, will help Melanie and her family overcome this trial.
- With excited anticipation, CRC continues to discuss logistics and workload for non-binary teaching modalities including hyflex, syncflex and so on.
- The CRC academic senate, with our local LRCFT president, and administration have begun discussing several potential solutions to the long-standing concerns over class caps. We look forward to continued work on this with our local and district leaders.

FLC Academic Senate President, Eric Wada, Reports:

- The FLC Academic Senate has begun inviting faculty to share stories of faculty and student success. So far, we have heard from Dr. Tami Cheshire, professor of Ethnic Studies, to hear how Ethnic Studies curriculum can advance equity. We also heard from Cecilia Osorio, adjunct professor of Biology and Viticulture on advancing equity in STEM and efforts to publicize and build the Viticulture program at FLC.
- The FLC Academic Senate has been discussing definitions of Hyflex teaching, and there are a wide range of concerns about how hyflex instruction may lead to inequitable experiences for students.
- FLC's Guided Pathways Scale of Adoption document was reviewed by the Academic Senate. Questions about the extent to which *Ad Astra* software has been and will continue to be used for scheduling purposes were raised as it's not clear how useful *Ad Astra* was pre- and during the pandemic nor in the near future.
- The FLC Academic Senate appreciates district and college leadership and communication to rally support for President Dixon and people of color in the district while also denouncing racism and

other acts of hate. FLC has a strong tradition of constituent leaders coming together to support our college, the district, and our community.

SCC Academic Senate President, Lori Petite, Reports:

- The SCC Academic Senate would like to express support to ARC President Melanie Dixon regarding the recent racist and security threats. We offer solidarity and support to our black and brown faculty, staff, administrators, and students. The call to action from Dr. Debra Crumpton, president of the LRCCD Black Faculty & Staff association highlighted the work in which we all must be engaged personally and collectively. In 2020, our senate passed a *Resolution in Support of Equity, Anti-Racism, and the ASCCC and DAS Calls to Action*. In that resolution, we expressed our commitment to anti-racism and have worked to infuse equity and anti-racism throughout our work. That resolution continues to inform the work we do with the goal of producing structural and systemic change at SCC.
- The Equity subcommittee of our Curriculum committee is currently meeting with departments across our college which are in program review to add Diversity, Equity, Inclusion, and Accessibility (DEIA) into course outlines. This infusion of equity-focused language in course outlines represents a structural change that can have long-term impacts in the instruction of our students. Chaired by faculty members Duane Leonard and Marques Gales, this second year of vital committee work has been met with a very positive response across our college. We urge the Board to consider how this work might be supported in the future.
- The SCC Academic Senate has requested feedback from our local Matriculation Committee, Counseling faculty, and our senate regarding District's proposal to centralize or redesign Outreach services. We recognize various organizational changes may have benefits, and we urge attention to the formal purview of the District Equity and Student Success Committee (DESSC; R-3412) in submitting formal recommendations to the District Academic Senate, as well as college governance processes in making recommendations to SCC's Executive Council. Many SCC faculty are deeply engaged in outreach work and their perspectives and experiences are vital sources of information in ensuring our students are well served. Summarized feedback from initial discussions will be forthcoming in the near future.
- SCC's Student Learning Outcomes Assessment Committee (SLOAC), a senate sub-committee, has been assisting faculty and department chairs this past year to help bring our college into compliance with Student Learning Outcome (SLO) state directives. Despite the extraordinary COVID circumstances, SLOAC has completed a significant amount of work via Zoom, and SCC's position is now greatly improved over the prior year. Student Learning Coordinator Dr. Steve Cirrone has also been taking part in nearly weekly SLO symposiums and virtual discussions hosted by Dr. Jarek Janio of Santa Ana college that have drawn Student Learning Coordinators up and down the state together to discuss SLO matters that affect the entire community college system, including ways in which SLOs and PROLOs should encourage equity-minded teaching and assessment.
- Our senate recently voted to affirm a Coordinator Process & Timeline document to help provide greater consistency and transparency to our internal processes of recruiting and selecting faculty coordinators for release time or stipend positions. We believe these proposed local processes can be instrumental in creating equitable opportunities for faculty to be considered for these positions.
- The SCC Academic Senate and faculty appreciate the recent opportunity to meet with members of the visiting accreditation team. We value our role in this institutional process.

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.