

Academic Senate Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents April 20, 2022

District Academic Senate (DAS) Response to BFSAs:

At the April 5, 2022 DAS meeting, the DAS discussed the BFSAs demands outlined in a March 2022 letter and the BFSAs recommendations outlined in an August 2020 letter to the LRCCD. We are specifically reviewing the documents for areas where the demands and recommendations overlap academic senate purview (“10+1”). Discussions and actions will be ongoing.

The two senate-led district committees, [District Curriculum Coordinating Committee](#) (DCCC) and [District Equity and Student Success Committee](#) (DESSC), have been asked to review the two documents and report back to the DAS regarding their discussion and any actions taken.

The Senate-Union Joint Issues Committee (SUJIC) has also met once and communicated about items from the documents which overlap academic senate and bargaining unit purview and will be meeting again on April 25th to continue the dialog.

While the DAS has been discussing and acting on many things related to Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA), the DAS is very aware that more work needs to be done. The DAS is committed to continuing dialoging and taking action on IDEAA work.

Some highlights of IDEAA work of the DAS from 2020-2022:

- The District Academic Senate (DAS) and the Los Rios College Federation of Teachers (LRCFT) hosted two **“Antiracist Practices” sessions**, summer 2020.
- **Lasana Hotep and Cynthia Olivo** joined the fall 2020 DAS Retreat to introduce themselves and talk about their work with Los Rios. They left the DAS with the following questions for reflection:
 - *How does my own social location (race/class/gender/religion) shape my mindset about the practices that I act out?*
 - *What more is it that I need to know about culture, power, and difference? Where do I learn this information?*

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.

- *How can I be a more critically conscious leader?*
- *When you consider your own socialization around race or “racialization”-what are some thoughts that come to mind?*
- **Los Rios CCD Academic Senate Call to Action** Approved Tuesday November 17, 2020. [Call to Action is at the end of this report.]
- DAS Leaders met with LRCFT Negotiating Team members to discuss the **faculty performance review process** and the desired alignment with antiracism and equity as described in the “Call to Action.” The performance review **Equity Reflection** was negotiated by LRCFT.
- Diversity, equity, inclusion, and antiracism are a **standing discussion agenda item** at all DAS meetings.
- The following meetings began with a video from a faculty member highlighting an equity or antiracism issue.
 - Sept 1st [video](#) and [Padlet](#), Debra Crumpton SCC
 - Sept 15th [video](#) and [Padlet](#), Kalinda Jones FLC
 - Oct 6th [video](#) and [Padlet](#), LaQuisha Beckum ARC
 - Nov 3rd [video](#) and [Padlet](#), Lesley Gale CRC
- DAS President met with faculty representatives from the [Black Faculty and Staff Association](#) (BFSA) and [Comunidad: Latinx Resource Group](#). Discussion centered around how the district and local senates could help Black and Latinx faculty and students with academic and professional matters. It is hoped that these dialogs lead to continued dialog between these groups and the senates.
- The **Los Rios Ethnic Studies Faculty Council** was officially created by the DAS on Tuesday December 15, 2020.
- In a collaborative effort the DAS and LRCFT appointed faculty to an **Equity Training Work Group**. This work group worked on the equity professional development requirement for faculty which will be discussed during future LRCFT negotiations.
- A joint task force between Human Resources and the DAS will be formed spring 2022 to discuss the **faculty hiring process** in LRCCD. The focus of the work will be improving the equitable and inclusive nature of faculty hiring.
- Since fall 2021, members of the DAS have been strongly encouraged to complete the **CORA Black Ally Program**.
- The **District Accessibility Plan Implementation Committee (DAPIC)** presented multiple reports over the past two years with recommendations for supporting and improving accessibility efforts in the district.
- Representatives from all five [LRCCD Employee Resource Groups](#) were invited to the April 5, 2022 DAS meeting to share ideas with the DAS regarding ways to increase the input from the LRCCD employee resource groups to DAS.

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

- Spring 2022 ASCCC Plenary Elections-two LRCCD faculty were elected to the ASCCC Executive Committee. SCC Math Professor Virginia “Ginni” May will be the new ASCCC President, and FLC Biology Professor Eric Wada will be an ASCCC North Representative.
- Approximately 15 LRCCD faculty attended the ASCCC Spring Plenary April 7-9, 2022.

- The new DAS President Alisa Shubb (ARC) will be taking over the task of presenting the DAS report to the BOT in May, which means this is my last report to the BOT as the DAS President. Thank you for your attention to making sure the academic senate is consulted on all academic and professional matters (“10+1”) and thank you for your service as trustees to the LRCCD.
 - DAS Leadership for 2022-2023
 - DAS President Alisa Shubb (ARC)
 - ARC AS President Carina Hoffpauir (pending April 21st election)
 - CRC AS President Scott Crosier
 - FLC AS President Eric Wada
 - SCC AS President Sandra Guzman

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 \(ASCCC\)](#)

ARC Academic Senate President, Alisa Shubb, Reports:

- The ARC Academic Senate is engaging with the Black Faculty & Staff Association (BFSA) 2020 letter and 2022 demands, first through a review and understanding of the recommendations & demands in a report led by Dr Debra Crumpton. Next we heard a report from Interim Associate Vice President of Equity, Institutional Effectiveness & Innovation Dr Robert Snowden about the work ARC has done so far to address the recommendations & demands. ARC Academic Senate is prepared to partner with BFSA recommendations in the areas where we have purview including:
 - Requiring our Curriculum Committee to ensure equity, diversity, inclusion, cultural responsiveness, and anti-racism are appropriately reflected in the course outlines of record
 - Continuing to arrange for a wide array of targeted professional development opportunities such as:
 - “Racial Consciousness Community of Practice”
 - “Transforming Assignments through a Culturally Responsive Literacy Perspective
 - “Using Data to Understand the Experiences & Identities Students Bring into Our Classes”
 - “Equitable Grading & Implementation”
 - “Creating a Student-ready Syllabus”
 - “How Can I Help... And Not Do More Harm?: An Equity-Minded, Trauma-Informed Approach to Supporting Student Success”
 - Sponsoring a challenge encouraging faculty to take Black Ally Program - Dismantling Anti-Blackness on Your Campus: Core Competencies for Allies (CORA)
- Senators and HomeBase project team members are watching a 3 part CUE webinar series to raise awareness about racial equity as we review our work on Guided Pathways focusing on the next iteration of HomeBases. This CUE series includes:
 - “Decentering Whiteness in Pathways: Part 1”

- “Decentering Whiteness in Pathways: Reckoning with the Realities of Race”
- “Ensuring Racially Minoritized Students Benefit from Guided Pathways”
- The ARC Academic Senate voted strongly in favor of asking LRCFT to negotiate the possibility for individual faculty to exercise the academic freedom to voluntarily use the “syncflex” instructional format.

CRC Academic Senate President, Scott Crosier, Reports:

- The CRC Academic Senate has reviewed both letters from the BFSA and are working on continuing to foster an environment where individual faculty members, the Senate, and CRC as a community show support for all of our students, especially those who have been traditionally marginalized.
 - During this discussion, and many other related discussions, senators and chairs have been encouraged to introspect on their own personal practices, as well as what we can do as a senate and as individual committees.
 - As a senate, we have had a series of robust discussions related to understanding diversity, equity, and anti-racism.
 - Our curriculum committee has developed equitable practices in curriculum and syllabus development.
 - The CRC Community continued to work on the We Won’t Fall Taskforce, in which we are exploring and working to eradicate any barriers to our racially marginalized population.
 - The CRC Senate is also drafting a letter of support for our DSPS students and the efforts that we as faculty can do to provide accessible materials for all of our students.

FLC Academic Senate President, Eric Wada, Reports:

- The FLC Academic Senate will look at the BFSA 2022 letter and will continue discussing ways that the Senate can advance inclusion, diversity, equity, accessibility, and anti-racism into our processes. Senate committees will also be doing similar work.
- The FLC Academic Senate passed Senate Resolution F21-02 in November 2021, which requested that the Academic Senate and college administration participate in a Collegiality in Action visit during the Spring 2022 semester. The visit occurred in March 2022. The next steps are that the Senate and college administration will work on ways to ensure that there is a common understanding of the meaning of collegial consultation.

SCC Academic Senate President, Lori Petite, Reports:

- The SCC Academic Senate has developed a white paper, outlining various faculty concerns regarding District leadership practices around areas of organizational culture; collegial consultation and participatory governance; centralization without effective consultation; lack of transparency; equity and anti-racism; use of taxpayer dollars; and safety. This paper came to our senate as a discussion item in a recent meeting. We anticipate we may have an approved copy to share with the Board next month.
- In light of the recent threats against ARC’s College President, and the subsequent list of demands by the Black Faculty and Staff Association (BFSA), Dr. Debra Crumpton provided an information item to our senate before Spring Break regarding the BFSA demands and status of the District's response. We urge the Board to ensure that an effective, meaningful, and timely response is provided to our BFSA colleagues and our colleges at large.

- We respectfully request our Board's attention to the ACCJC review team's Core Inquiries for the District, which focus on areas including college *autonomy, governance, and reorganization plans*. We believe these are serious issues that warrant the Board's attention.
- SCC Faculty representatives including Belinda Lum, LRCFT Chief Negotiator and SCC LRCFT Campus President, and Lori Petite, SCC Academic Senate President, co-presented at SCC's Senior Leadership Team's meeting on April 6th, 2022. Topics included contract provisions and academic and professional matters to support managers in their roles as it relates to faculty at large and the Academic Senate

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.