

**Academic Senates' Reports to the LRCCD Board of Trustees
February 2023**

District Academic Senate (DAS) President, Alisa Shubb, Reports:

- As the end of the California state of Emergency approaches, each of the Academic Senates - including all our standing committees - have been grappling with best approaches to adhering to Brown Act rules & guidelines while continuing to foster inclusiveness for our participants.
- At the December 2022 meeting DAS voted unanimously in support of a revised District Ethnic Studies resolution against cross listing of Ethnic Studies courses.
- The first meeting of 2023 was held on 2/7.
 - At that meeting we heard reports on the:
 - Universal Design for Learning & Accessibility Support Coordinator job descriptions
 - the status of Los Rios Equivalency to Minimum Regulation & Processes.
 - We opened discussions on:
 - Canvas notifications for newly enrolled students
 - Priority registration possibilities of learning communities students
 - Los Rios Regulation 3212 (Participatory Governance/Academic Senate
 - Los Rios Policy & Regulation 2222 (Attendance)

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, Carina Hoffpauir, Reports:

- At our January 26th meeting, the ARC Academic Senate approved by consent the final reports for ARC's Bias Response and Employee Onboarding project teams, and we passed a [resolution of appreciation for President Melanie Dixon](#). At our upcoming meeting, we will welcome our Interim President, Frank Kobayashi.
- This semester, our senate is convening three workgroups to focus on strengthening equity-minded practices in Program Review, Curriculum, and Online Teaching Professional Development.

- Other recent topics discussed by our body have included reconvening our Honors Program advisory committee, preparation for our presidential search town hall meeting, academic and professional impacts related to course roster management, and implementation of Guided Pathways through HomeBases.

CRC Academic Senate President, Scott Crosier, Reports:

- No report

FLC Academic Senate President, Eric Wada, Reports:

- The FLC Faculty Professional Development Committee recently finalized a document with recommendations for equitable syllabus language.
- We are preparing for a busy spring semester as we prepare for new/newer committee chairs using meeting room technology.

SCC Academic Senate President, Sandra Guzmán, Reports:

- SCC held multiple forums acquiring input to Strategic Plan goals and strategies. It has been introduced to Academic Senate for review and approval, with hopes of being ready for March BOT meeting.
- Faculty and the campus community participated in a Town Hall virtual meeting to share feedback in preparation for our Presidential search.
- Our Senate is working on a process by which new departments are formed.
- We look forward to helping increase enrollment with faculty appointments to our Student Outreach and Recruitment task force.

Ethnic Studies Council Revised Resolution Regarding Cross listed Courses –
Adopted by District Academic Senate 12/6/2022

Whereas, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity, and indigeneity with a focus on the experience and perspectives of the four core groups: Native Americans, African Americans, Asian Americans, and Chicana & Latina Americans in the United States (AB 1460 Legislation & CSU Area F Requirements). Ethnic Studies offers students the opportunity to study the historical development and social significance of race and ethnicity in the United States and develop skills and knowledge necessary for success in an increasingly diverse environment 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 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, at the Fall 2020 ASCCC Plenary Session, delegates passed two resolutions—9.04 and 9.05—in support of an Ethnic Studies graduation requirement. The resolutions call for the ASCCC to work with the California Community Colleges Chancellor’s Office to support an Ethnic Studies graduation requirement while signaling strong support for *Ethnic Studies as an essential curriculum*, and;

Whereas, Title 5 §55063 has added Ethnic Studies as a graduation requirement for the associate’s degree, and;

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 student needs. Ethnic Studies courses contribute to the campus climate and larger community by focusing on teaching about the voices and lived experiences of BIPOC, supporting equity and diversity and;

Whereas, the Los Rios Community College District serves approximately 75,000 students annually. Because Ethnic Studies is a CSU transfer requirement (Area F) and is being considered for a competency and graduation requirement through Title V revision, there would be a critical and urgent need to offer multiple sections of Ethnic Studies courses to meet student needs and;

Whereas, the five core competencies of Ethnic Studies are distinctive to the field of Ethnic Studies and;

Whereas, Ethnic Studies curriculum provides students the opportunity to “apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation” (Area F) and;

Whereas, Ethnic Studies curriculum provides students the opportunity to “analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism” (Area F) and;

Whereas, Ethnic Studies curriculum provides students with an opportunity to “critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities” (Area F) and;

Whereas, Ethnic Studies provides students with the opportunity to “critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies” (Area F) and;

Whereas, Ethnic studies provides students with the opportunity to “describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society” (Area F) and;

Whereas, Ethnic Studies core courses through the Transfer Model Curriculum have yet to be established through DIG and C-ID and;

Whereas, it is the purview of Ethnic Studies departments to determine and write courses that will transfer within the major discipline area and;

Whereas, Ethnic Studies faculty have the right and responsibility to write and schedule core courses that will transfer within the major and;

Whereas, it is the purview of Ethnic Studies departments to develop a degree program and establish an Associate Degree for Transfer (ADT) with core Ethnic Studies courses and;
Whereas, the California Community College Ethnic Studies Faculty Council, the statewide body guiding discussion around the implementation of AB 1460, recommends that campuses do not cross-list courses not created by Ethnic Studies faculty;

Be it resolved that any proposed cross listed courses with Ethnic Studies will be denied by Ethnic Studies Department Chairs throughout the Los Rios District.

Be it resolved that the District Ethnic Studies Council supports the denials of cross-listed courses by Ethnic Studies Department Chairs.