LOS RIOS COMMUNITY COLLEGE DISTRICT

DISTRICT ACADEMIC SENATE

DAS President Julie Oliver

ARC President Alisa Shubb
CRC President Gregory Beyrer
FLC President Paula Haug
SCC President Lori Petite

Tuesday, October 20, 2020
3:00 pm – 5:00 pm

<u>Approved Minutes</u>

Julie Oliver	CRC	District Academic Senate President	X
Dan Crump	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Janay Lovering	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	X
Tressa Tabares	ARC	Academic Senate Past President	X
Greg Beyrer	CRC	Academic Senate President	X
Scott Crosier	CRC	Academic Senate Vice President	X
Teresa Aldredge	CRC	Academic Senate Secretary	X
Julie Oliver	CRC	Academic Senate Past-President	X
Paula Haug	FLC	Academic Senate President	X
Eric Wada	FLC	Academic Senate Vice President	X
Lisa Danner	FLC	Academic Senate Secretary	X
[NONE]	FLC	Academic Senate Past President	
Lori Petite	SCC	Academic Senate President	X
Sandra Guzman	SCC	Academic Senate Vice President	X
Kandace Knudson	SCC	Academic Senate Secretary	X
Troy Myers	SCC	Academic Senate Past President	X
Eric Wada	FLC	District Curriculum Coordinating Committee (DCCC)	X
Jena Trench	CRC	District Educational Technology Committee (DETC)	X
Bernadette Anayah	FLC	District Equity & Student Services Committee (DE&SSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X
Guests			
Irma Lopez-Alvarez	CRC		X
Alexis Tarleton	SCC	Student/Distance Education Student Advocate	X
Cristain Picazo	SCC	Student/Distance Education Student Advocate	X

<u>Preliminaries</u>

1. Call to Order at 3:01pm.
2. Welcome and Introduction of Guests
3. Approval of the Agenda---approved.
4. Approval of October 6 minutes---Beyrer/Petite.

5. Public Comment--Based on a request from Lasana Hotep and Cynthia Olivio (consultants hired by the District to help in coordinating and aligning equity work underway at the four colleges, including the colleges' Student Equity Plans and the commitment to measurable targets to improve outcomes for Black and LatinX students), Oliver and other faculty leaders identified faculty who could be considered as Equity Champions. Oliver then asked these faculty to share their reflections on inclusion, anti-racism, and equity work in 2-3-minute videos. She has received several videos already but was unable to share one today because of technical difficulties. Oliver plans to start each DAS meeting with one of these videos. Oliver has also set up a Padlet reflective space for responses.

DAS President's Report
6. Review of meeting notes and weekly recaps and answering of any clarification questions.

See the full text of the DAS President's weekly Recap/Outlook Reports on the DAS page of the District website--- https://employees.losrios.edu/our-organization/committees/district-academic-senate

Oliver reported that the ASCCC Executive Committee held a 4-hour cultural competence training in September that was very informative. Oliver shared two slides from the presentation (see Attachment A).

- o LRCCD Board of Trustees
  - Retreat-moving forward, it is important that DAS is represented at all retreats
  - Fri-budget; Sat-disaggregated data
- o Budget
  - 2020-2021 adopted budget
  - Outlook not good---more impact in next budget year.
- o General Counsel
  - JP Sherry no longer with Los Rios, Jake Knapp serving as interim along with HR duties
  - Internal hiring for General Counsel will occur soon
- o ASCCC Area A
  - Plenary Session Theme: "*Addressing Anti-Blackness & IDEAs (Inclusion, Diversity, Equity and Antiracism) in Academic and Professional Matters*"
    - Delegates must register before Oct 30th
    - Resolutions and amendments will not be accepted after Oct 30th
    - Debate will use Zoom, Voting will use Poll Everywhere
    - Resolutions packet expected any time now. Have until Oct 30th to suggest amendments and new resolutions.

*Special DAS meeting to review resolutions packet and suggest any amendments Mon Oct 26th 10-11am

Decision Items

7. Credit for Prior Learning (CPL) LRCCD Board Policy & Regulation [Second Reading]

- Policy language will need a vote at the Oct 20th DAS meeting to meet the timeline for LRCCD Board of Trustees approval.
- Regulations may be brought back to DAS in future meetings for further discussion. Regulations need to only be taken to Chancellor's Cabinet for approval

- DCCC Chair Wada noted that there has been no substantive feedback for the policy language; feedback has been received for the regulations from the colleges.
- Faculty members are encouraged to funnel comments through their local curriculum chairs to present information for discussion at DAS meetings.

Action:
Motion to approve policy language.

MSU Beyrer/Petite

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8. Antiracism and Equity
Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters. Review and discuss the edits to our Call to Action document [supporting document]

- Call to Action
  - Discussion regarding to keep this Call or Action focused on Black and Latinx students as originally written, or to add Native American and Asian American students.
  - No consensus was reached. Oliver will work on language and bring back for a first reading at our next meeting.
- Don't want to lose that momentum, of the joint meetings with LRCFT over the summer focusing on anti-black racism. Need to keep it at the forefront.
- LRCFT is doing an equity audit---policies, regulations, practices, finances.

9. Undocumented Student Week of Action
Sandra Guzman will update us on the October 19-23 week of advocacy for undocumented students.

- There are multiple weeks of activities---transfer, high school students, undocumented students, UnDocuAlly training sessions.
- For example, Guzman doing one UnDocuAlly session specifically for counselors. There was an excellent presentation last week for CRC counselors.
- SCC free legal assistance workshops, particularly to help with financial aid concerns.
- Chancellor's Office website. Training for DACA certification forms, plus funding for submission of forms to federal government.

10. Los Rios Program Placement Council (PPC)- PPC is composed of the VPIs, district rep, DCCC Chair and DAS president.

- Business Information Worker (BIW) II-certificate-request for faculty feedback prior to next PPC meeting on Nov 3rd
  - Need input to Wada and Oliver for the PPC meeting in the morning on November 3.
- Review of Operating Guidelines for the PPC. Discuss possible requests for adjustments to this process.
  - Concern that faculty are not involved enough.

- o Strict timeframe.
- o Proposals need to go through both local and district academic senates.
- o No minutes kept. Misunderstandings might be resolved if minutes were kept. Need to document the dialogue.
- o Process---first meeting does not include faculty. No reporting out from this meeting.
- o DAS---please review Operating Guidelines. Need to look at operating guideline---not immediate, can/will be a Spring 2021 item.

11. Los Rios Community College District (LRCCD) Policies and Regulations
- Discuss any college feedback and plan for proposal of possible changes.
  - o Attendance P-2222 & R-2222
  - o Finals in Grading Practices and Standards P-7252
  - o Student Clubs (requirement for a faculty advisor)
  - o R-2312 Textbook Selection Procedure
  - o R-7134 Maximum and Recommended Academic Load R-7211

- Oliver has contacted Knapp for legal/regulatory and statutory background for these policies and regulations. We need to figure out if changes we might want are "higher than us." ASCCC resolutions as opportunity to get state changes. Specifically asked Knapp about the legal requirement for faculty as advisors for student clubs.
- Google Docs to be provides to collect input and comments. We need to gather our interests here, take them to senates, and then come back here. Then take our comments and concerns and then have General Counsel work on the legal language.
- Perhaps the expertise of our consultants would be useful as they have probably seen examples of policy and regulations that are working at other colleges. Need to look at institutional /systemic barriers.

12. Request for Additional Faculty Feedback: Follow-up Items (10 minutes/item)
- o Equity-Minded Syllabi
  - o would the Academic Senate support professional development funds and resources used for equity-minded syllabi training throughout the district?
    - See college notes in the "Meetings with Chancllor, Deputy Chancellor, etc."
    - Seems better use of Lasana and Cyntthia's time to focus on higher level work-policy and regulation.
    - Colleges encouraged to share PD opportunities regarding equitizing syllabi.

- o Disaggregated Course Data Use
  - o what feedback was received from faculty regarding best practice for the use of course level disaggregated data?
    - Colleges presidents told BOT that it is happening.
    - Need for conversation between college presidents and senate presidents.
    - Board retreat really threw things into a tailspin, "potential preemption of the process".
    - What was intent of comments at Board retreat?
    - Impportant for DAS and LRCFT to start having attendees at Board Retreats.
  - o College reports…
    - FLC
      - o Just started to have this conversation (pilot program for STEM).

- o Need to be private
- o Need to be well-trained in data interpretation and particularly student success data.
- o Seems to be decided before there had been a full discussion.
- o Very disturbed/distressed/frustrated by BOT member comment that "I'm glad you are making progress with some faculty obstacles."

- ▪ SCC
  - o Training was provided for all deans and administrators. Training the deans doesn't necessarily equip them to help the faculty in their areas. Might not be able to coach in the use of the data to aid equity and student success.
  - o Need for faculty peer-to-peer professional development.
  - o Need qualitative as well as quantitative data. Need to know more about students and, many times, that is qualitative.
- ▪ CRC
  - o Teaching and Learning Leads (TLLs) are going to be leading efforts. "No data should be feared if it is competently evaluated."
- ▪ ARC
  - o Measured institutional approach to finding and understanding data.

- o Digital Media Proposal
  - o what feedback was received from committees and Academic Senates about the ARC proposal on digital media?
  - o College/Committtee reports…
    - ▪ CRC
      - o Sent to local Distance Education and Technology Committee (DEIT).
      - o This should be a districtwide discussion.
    - ▪ SCC
      - o Report to SCC Senate by Knudson that DETC has shared with LMS and waiting for feedback and response and waiting for inventory of available resources on the district. Redundant with Canvas Commons? Maybe some overlap?
    - ▪ FLC
      - o Shared with Instructional Design Coordinator. No issues expressed---lots of people are working on this to resolve these issues. Will talk about it more at next senate meeting.
    - ▪ DETC
      - o LMS Coordinators group are looking at it and waiting for feedback from them.
        - o What we have and don't have already?
        - o What is the process for this sort of thing?
        - o Who do we go to first?
        - o In P&Rs, it is noted that DETC is the place that deals with all instructional technology requests and reviews.

- o Starfish Implementation
  - o sharing of any feedback on implementation of Starfish.

  - • LRCFT clarified that it is voluntary
  - • Concerns: (1) auto-generated emails to students with faculty members name, (2) student

grades input into Starfish from Canvas, (3) counselor workload

Reports (5 minutes per item)

- Meetings with Chancellor, Deputy Chancellor, etc.

  - Schedule rolling for Summer 2021 and Fall 2021
    - Decision to roll summer 2020 and fall 2020 for planning, but not a determination if we are online or on ground. That decision will come later.

  - Equitizing syllabi for professional development
    - **SCC**
      - duplication of efforts from local PD
      - syllabi changes do not necessarily lead to more meaningful equity changes or changes outside the classroom
      - more focus on policy level recommendations by Lasana & Cynthia, higher level focus
      - recognition of the importance of equity-minded syllabi
    - **ARC**
      - PD already have trained folks doing this work and can continue forward with the work on our own
      - supportive of equitizing the syllabi
      - would like consultants helping more with policy and administrative training to support faculty in equitizing efforts
      - faculty not coming to the sessions without an equity mindset then the work is trivialized
    - **FLC**
      - postponed to next week discussion at Senate
      - not as many resources at FLC
      - would love more opportunities, interested in more information
    - **CRC**
      - @ONE Equity course being taught locally at CRC right now with a cohort of TLLs, PPD coordinator, and some other interested faculty
      - interested in the efforts

  - Update on Lasana and Cynthia's work
    - Contact Melanie Dixon for updates on work of Lasana and Cynthia

  - Movement toward district centralization of various functions (PIO, Foundation, etc.)
    - PIO
      - Website updating problem
      - slow to get changes made
      - lots of website work needs to be done and impacts students
    - Philanthropy
      - college ceremonies for things like scholarships will continue locally
      - staffing costs were higher than fundraising, which was not sustainable

- LRCCD Foundation is the only legal entity, college level boards had no legal status
- college presidents have been engaged in the discussion from the beginning

- CCCCO General Council ruling on us of cameras in Zoom and plan for LRCCD Guidance to be developed spearheaded by District Educational Technology Committee (DETC)

- Limited use of college facilities for students to study, to use internet, etc.
  - Looking at county, state, and CDC guidance for reopening
  - Pressure will increase as other entities, schools, open up
  - Committed to remote operations through rest of 2020
  - Melanie tasked with researching possibilities of college food distribution reopening in the coming weeks
  - Student study areas (opening a lab for quiet space to work)-complicated with employees needing to staff, discussion focused on 2021
  - Budgets will be slashed soon, so budget is a real concern
  - Bargaining units have requirements which need to be met before employees return
  - Other discussions on-going for solutions to impossible to convert courses

- College Academic Senate Presidents
  ARC---in addition to what has already been mentioned, finds it disappointing on what we can do for students who are impacted by COVID. Always seems based on costs and also that each college must do the same thing. Equality not equity.
  CRC---hearing reports from committee chairs about infusing antiracism in committee work and goals.
  FLC---expanding equity center into library. Facilities committee rejected and waiting to see if President will uphold or overrule.
  SCC---student associated council president came to Senate meeting with online learning and Zoom cameras, etc. Academic calendar---going to third reading.

- District Curriculum Coordinating Committee (DCCC) (Wada)--SAG--DE Addendum—Phil Smith and Dennis Holden---will not require action from faculty. It will automatically appear on CORs, but will also have a way for the language to be removed. Text dialogue boxes for issues that are related to discipline-specific accreditation concerns to list other limitations.

- District Equity & Student Success Committee (DESSC) (Anayah)-three charters for workgroups on advanced ed, digital equity, and call center. Robust discusssion on the rationale of the 2.7 GPA requirement for advanced education. Upcoming charges---basic needs and health services advisory. Oliver noted that the charters need to come to DAS for review and final approval.

- District Educational Technology Committee (DETC) (Trench)--meeting this week.

- Academic Senate for California Community Colleges (Oliver)---Fall Plenary Session, November 5-7 (virtual)|

- Los Rios College Federation of Teachers (LRCFT) (Newman)---see Attachment.

Adjourned at 4:59pm.

Future Events:
- LRCCD Board of Trustees Meeting, Wednesday, November 18, 2020, 5:50pm, ConferZoom

- Fall 2020 DAS Meetings: November 3 and 17, December 1

- Spring 2021 DAS Meetings: February 2 and 16, March 2 and 16, April 6 and 20, May 4

- ASCCC Fall Plenary (virtual)-Nov 5-7, 2020

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SUPPORTING MATERIALS:

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Decision Items. #7

Draft Credit for Prior Learning LRCCD Board Policy

POLICY
Instructional Program   Credit for Prior Learning P-7137
Instructional Arrangements

1.0   Credit for Prior Learning
       1.1   Credit for prior learning is credit awarded for validated college-level skills and
              knowledge gained outside of a college classroom including, but not limited to,
              military training, industry training, state/federal government training,
              apprenticeships, internships, work-based learning or other industry-based
                     experiential learning, validated volunteer and civic activities (ESS 20-300-001).
2.0   Procedures
       2.1   Procedures for students to attain credit for prior learning shall include, but not
              be limited to, evaluation of student-created portfolios, evaluation of industry-
              recognized credential documentation and standardized exams, credit by
              examination, college level examination program (CLEP), college board advanced
                     placement exam, evaluation of Joint Services Transcripts, (CCR, Title 5,
                     §55050(a)).
3.0   Policy Review and Reporting
       3.1   This policy shall be reviewed every three years by the LRCCD board of
              trustees (CCR, Title 5, §55050(l)).
       3.2   The LRCCD Board of Trustees shall report disaggregated data by gender
                     and race/ethnicity, the number of students who received credit for prior
                     learning, the number of credits awarded per student, retention and
                     persistence rates of students earning credit for prior learning, completion
                     data (for certificate, degree and transfer) for students earning credit for
                     prior learning, and qualitative assessments by students of the policies
                     and procedures (CCR, Title 5, §55050(l)).

Draft Credit for Prior Learning Board Regulation

REGULATION
Instructional Program   Credit for Prior Learning R-7137
Instructional Arrangements

1.0   Credit for Prior Learning
        1.1   Credit for prior learning is credit awarded for validated college-level skills and
                knowledge gained outside of a college classroom.
        1.2   Students may receive college credit for prior learning through the approved
                alternative methods listed below:
                1.2.1   Achievement of a satisfactory score on the College Board Advanced
                        Placement (AP) examination.
                1.2.2   Achievement of a satisfactory score on a high-level International
                        Baccalaureate (IB) examination.
                1.2.3   Achievement of a satisfactory score on the College Level Examination
                        Program (CLEP).
                1.2.4   Evaluation of Joint Services Transcripts (JST).
                1.2.5   Achievement of an examination administered by other agencies
                        approved by the District (CCR, Title 5, §55050(c)).
                1.2.6   Evaluation of industry-recognized credentials.
                1.2.7   Evaluation of student-created portfolios.
                1.2.8   Satisfactory completion of an institutional examination administered by
                        the college in lieu of completion of an active course listed in the current
                        college catalog through a process called, "challenging a course through
                        credit by exam."
        1.3   Credit for prior learning does not include knowledge and skills already assessed
                and awarded credit through formal education at regionally accredited in-state
                and out-of-state institutions.

2.0 Determination of Eligibility for Credit for Prior Learning
        2.1   The student must be in good standing in the District.
        2.2   The student must have previously earned credit from the District or be currently
                registered as a student.
        2.3   Current students must have an education plan on file.
        2.4   The course must be listed in the current college catalog.
        2.5   The student is not currently enrolled in the course to be challenged.
        2.6   If challenging a course through credit by exam, the student must be registered
                with the District and not currently enrolled in or received credit for a more
                advanced course in the same subject.

3.0 Prior Learning Assessment Grading Policy
        3.1   Grading shall be according to the procedures outline in LRCCD P & R 7252
                        except that that students shall be offered a "pass-no pass" option if that
                        option is ordinarily available for the course (CCR, Title 5, §55050(g)).
        3.2   Students shall have an opportunity to accept, decline or appeal decisions
                        related to the award of credit once per assessment requested and in cases of
                        credit by exam, pursuant to Title 5, §55021 and §55025 (CCR, Title 5,
§55050(k)).

4.0 Transcription of Credit for Prior Learning
        4.1   The student's academic record shall be clearly annotated to reflect that
                credit was earned by assessment of prior learning (CCR, Title 5, §55050 (f)).

5.0 Applicability of Credit
    5.1   Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree (CCR, Title 5, §55050 (h)).
    5.2   Students should be advised that some 4-year colleges and universities do not accept credit granted for prior learning.

6.0 Automatic Referral for Credit for Prior Learning Assessment
    6.1   Upon completion of a student's educational plan pursuant to CEC §78212, a student shall be referred to the college's appropriate authority for assessment of prior learning, if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.

7.0 Advanced Placement (AP) Examination (CCR, Title 5 §55050(m))
    7.1   A student requesting credit for prior learning through a College Board (AP) Examination must meet the general eligibility criteria in section 2.0 and the following.
        7.1.1   Official copies of the AP test scores are on file with the Admissions and Records Office.
        7.1.2   The student achieved a passing score on the college's AP Credit Chart.

8.0 High Level International Baccalaureate (IB) Examination
    8.1   A student requesting credit for prior learning through a High-level IB Examination must meet the general eligibility criteria in section 2.0 and the following.
        8.1.1   Official copies of the IB test scores are on file with the Admissions and Records Office.
        8.1.2   The student achieved a passing score on the college's IB Credit Chart.

9.0 College Level Examination Program (CLEP)
    9.1   A student requesting credit for prior learning through CLEP must meet the general eligibility criteria in section 2.0 and the following.
        9.1.1   Official copies of the CLEP test scores must be on file with the Admissions and Records Office.
        9.1.2   The student achieved a passing score on the college's CLEP Credit Chart.

10.0 Credit for Military Service
    10.1   A veteran student requesting credit for prior learning through evaluation of the Joint Services Transcript must meet the general eligibility criteria in section 2.0 and the following.
        10.1.1   Honorable discharge from one or more years of active duty in the US armed forces.
        10.1.2   Completion of one semester at the college.
        10.1.3   A copy of the DD-214 (member copy 4) must be on file with the Admission and Records Office.
        10.1.4   A completed petition for credit is on file.
    10.2   A veteran student meeting the criteria in 10.1 may receive:
        10.2.1   3 units of living skills credit toward graduation requirements.
        10.2.2   1 unit of elective credit.

11.0 Industry Recognized Credentials
    11.1   A student requesting credit for prior learning through evaluation of industry recognized credentials shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.

       11.1.1 The student must submit a petition for evaluation of industry-recognized credentials to the discipline department chair or faculty designee.

       11.1.2 The student must provide the discipline department chair or faculty designee copies or documentation of the industry-recognized credentials that support the petition.

       11.1.3 The discipline faculty member shall evaluate the credentials against course content and student learning outcomes of current courses in the college catalog.

       11.1.4 If the discipline faculty member determines the industry-recognized credentials adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

12.0 Assessment of Student-Created Portfolio

    12.1   A student requesting credit for prior learning through assessment of a student-created portfolio shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.

       12.1.1 The student must submit a petition for evaluation of the student portfolio to the discipline department chair or faculty designee.

       12.1.2 The student must provide the discipline department chair or faculty designee with the student-created portfolio that supports the petition.

       12.1.3 The discipline faculty member shall evaluate the portfolio against course content and student learning outcomes of current courses in the college catalog.

       12.1.4 If the discipline faculty member determines the portfolio contents adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

13.0 Challenging a Course through Credit by Exam (CCR, Title 5 §55050 (e))

    13.1   A student requesting credit for prior learning via challenging a course through credit by exam   shall adhere to the following procedures and meet the general eligibility criteria in section 2.0.

       13.1.1 The determination to offer credit by examination rests solely on the discretion of the discipline faculty.

       13.1.2 A separate examination shall be conducted for each course for which credit is to be granted.

       13.1.3 A student must submit a petition to the discipline department chair or faculty designee for each course to be challenged.

       13.1.4 The examining faculty member shall determine the nature and content of the exam. (CCR, Title 5 §55050(c).

       13.1.5 If the student completes the examination with a passing grade as determined by the examining faculty member, the examining faculty member shall sign the petition, indicating the grade for the course successfully challenged and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

       13.1.6 A student may be charged a fee for challenging a course through credit by exam which shall not exceed the enrollment fee associated with the enrollment in the course for which the student seeks credit by examination. (CCR, Title 5, §55050 (i)).

14.0 Credit by Exam for High School Articulated Courses
Procedures for granting credit by exam through high school articulated courses shall be   in accordance with LRCCD R-7135.
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Discussion Items. #8-Call to Action
The four Los Rios Colleges and the District Academic Senate submit a joint report in support of a call to action from the Academic Senate of California Community Colleges. Specifically, we resolve to:
- *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, all of our Senates are committed to:
1. Make a tentative agenda now that includes a discussion of anti-racism/no-hate education. 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 house 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.
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 these deaths and the structural and historical biases that exist.