

## District Academic Senate (DAS) Meeting

**Tuesday, May 4, 2021**

3:00 pm – 5:00 pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96845456244?pwd=Y2dtYVRDZEplWGsrcHNhL3hHVGVdUz09>

Password: 220304

Or iPhone one-tap (US Toll): +16699006833,96845456244# or +12532158782,96845456244#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 968 4545 6244

International numbers available: <https://cccconfer.zoom.us/j/96845456244>

Or Skype for Business (Lync):

SIP:96845456244.220304@lync.zoom.us

## Agenda

### Preliminaries

- Call to order
- Land Acknowledgement
- Welcome and Introduction of Guests
- Approval of the Agenda
- Approval of April 20, 2021 Minutes
- Public Comment (3 minutes per person as time permits)

### DAS President's Report (10 minutes)

- Review of meeting notes and weekly recaps and answering of any clarification questions.

### Decision Items (15 minutes per item)-None

### Discussion Items (15 minutes per item)

1. Antiracism and Equity
  - Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters.
2. District Accessibility Plan Implementation Committee (DAPIC)
  - Faculty lead Kandace Knudson will provide the DAS with an update on the work and recommendations of the DAPIC.

*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.*

3. Los Rios Colleges Online (LRCO) [see Supplemental Materials]
  - Faculty lead Dyan Pease will provide the DAS with an update on the work and recommendations from the LRCO.
4. Los Rios CCD Strategic Plan Reaffirmation Process
  - Sharing of the draft plan for the reaffirmation process and timeline for the [LRCCD Strategic Plan](#).
5. Guided Pathways and Degree Audit & Degree Planner [see Supplemental Materials]
  - Review of the Chancellor's email response to the DAS regarding the request to stop the use of Degree Audit and Planner until resources are allocated to remedy all the concerns with the platforms.
  - Next meeting of the [District Degree Planner Work Group](#) Wed May 5<sup>th</sup> pm
6. Centralization and Collegial Consultation [see Supplemental Materials]
  - Review of the Chancellor's email response to the DAS regarding reimagining financial aid and admissions and records.
7. Collegial Consultation Spring 2021 [see Supplemental Materials]
  - Discussion regarding Spring 2021 consultation, per DAS Resolution passed Fall 2019 semester.

### Reports (5 minutes per item, as time permits)

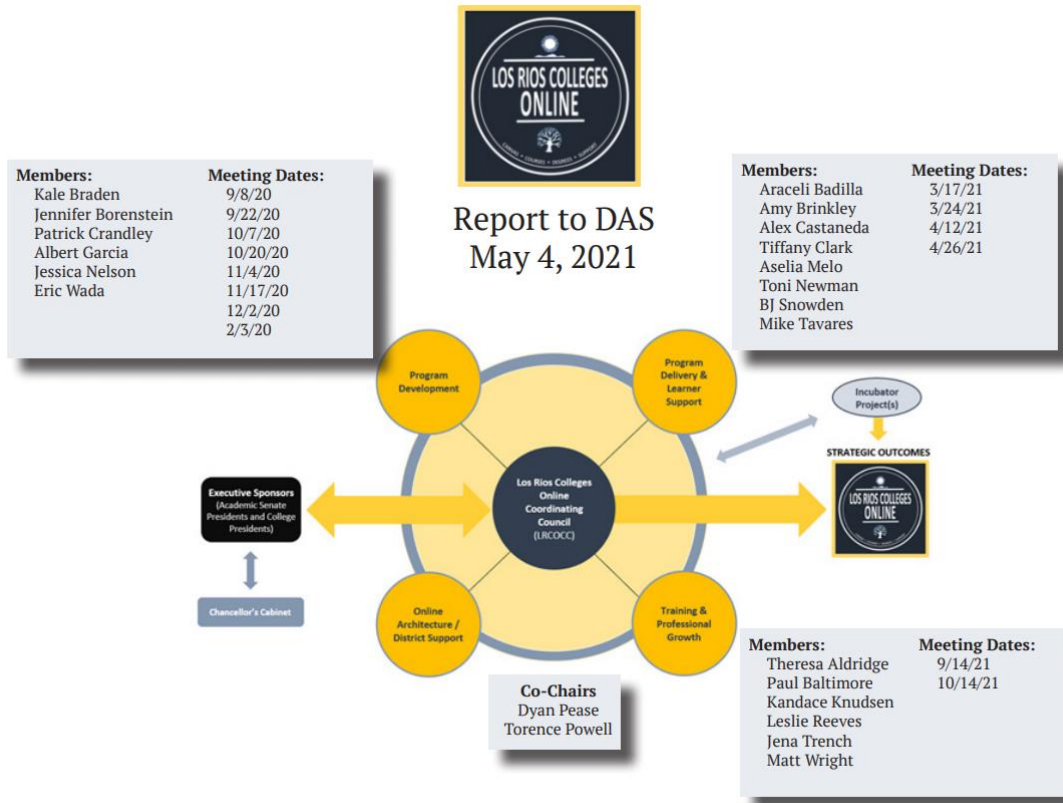
- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Wada)
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench) [see Supplemental Materials]
- Other meeting reports
  - AB705 (Oliver)
  - Accreditation (Oliver)
  - Adjunct Hiring Manual (Crosier)
  - Accessibility (DAPIC)(Knudson)
  - Budget (Myers)
  - Calendar (Oliver)
  - College Bookstores (Crump)
  - Equivalency Task Group (Oliver)
  - Ethnic Studies Council (Cheshire/Heningburg)
  - Prison & Reentry Program (Crosier)
  - Other...
- Academic Senate for California Community Colleges (ASCCC)
- Los Rios College Federation of Teachers (LRCFT) (Newman)

### Future Events

- DAS Retreat-August 17<sup>th</sup> (morning) or August 31<sup>st</sup> (afternoon)
- Future DAS meetings-Sept 7 & 21, Oct 5 & 19, Nov 2 & 16, Dec 7
- [LRCCD Board of Trustees](#) Meeting, Wednesday, May 12, 2021 5:30pm
- [ASCCC events](#)-many other events and institutes are listed on the website

# Supplemental Materials

## Discussion Item #3



☛ In spring 2021 the LRCO continued its work this spring with the goal to submit recommendations to the executive sponsors by early summer.

☛ The Program Development group continued to meet into February and has finalized recommendations for the Coordinating Council.

☛ The Training and Professional Growth group met a couple of times until it became clear that the work of the group was redundant to both the work of the OCDCs and the work of the LRCFT negotiating team, with respect to faculty training for online teaching.

☛ The Program Delivery & Learner Support group has met four times this spring and is close to finalizing a set of recommendations for the Coordinating Council.

☛ The Ecosystem Development group has not materialized as this work is already being done by other workgroups around the District. [E.G. creation and alignment of tools, services, systems, and interfaces for a seamless online student experience]

☛ Torence and I are working hard to finalize recommendations regarding long-term plans for program development and online student services so we can convene the first meeting of the Coordinating Council in May, before we break for summer.

## Discussion Item #4

### Implementing Degree Planner in Support of Guided Pathways

King, Brian <KingB@losrios.edu>

Tue 4/27/2021 9:49 PM

To:

- Oliver, Julie <OliverJ@CRC.losrios.edu>;
- Shubb, Alisa <ShubbA@arc.losrios.edu>;
- Beyrer, Gregory <BeyrerG@crc.losrios.edu>;
- Petite, Lori <PetiteL@scc.losrios.edu>;
- Haug, Paula <HaugP@flc.losrios.edu>

Cc:

- Nye, Jamey <NyeJ@losrios.edu>;
- Powell, Torence <PowellT@crc.losrios.edu>;
- Bush, Edward <BushE@crc.losrios.edu>;
- Gutierrez, Michael <GutierM@scc.losrios.edu>;
- Yamamura, Whitney <YamamuW@flc.losrios.edu>;
- Dixon, Melanie <DixonM2@arc.losrios.edu>

Julie, Alisa, Greg, Lori, Paula,

Thank you for your email on behalf of the Los Rios District Academic Senate (DAS) dated April 20, 2021, sharing concerns about the implementation of Degree Planner. Your email also notes concerns about Degree Audit, a tool which helps determine course applicability for purposes of financial aid.

At the suggestion of the DAS and the Degree Planner Core Team, we held a special meeting on December 3<sup>rd</sup>, 2020 to hear concerns about Degree Planner implementation. While some pathways were already live in Degree Planner, the group agreed that we would temporarily pause Degree Planner until we could establish a process for identifying, tracking, and resolving issues with Degree Planner implementation. The Degree Planner Core Team effectively addressed this issue.

Over the past few months, the implementation team has implemented a ticketing system to track issues and an assessment process to identify the individual students impacted by a given issue (through the use of PeopleSoft query reports). These issues have allowed the team to demonstrate with actual data the relatively small percentage of students impacted by certain issues and to develop game plans on how to address the issues impacting larger number of students.

The Degree Planner Core Team, with support from college Instruction Offices, has also addressed configuration issues within Degree Audit and Degree Planner and improved the issues identification, tracking and reconciliation process. Additionally, the team has identified training and professional development goals within the system to ensure continued user competency and accuracy.

Degree Planner implementation has also highlighted specific areas of improvement in college business processes and in configuration of Degree Audit. The team has been working in real time to address any process/configuration issues as they encounter them. Some specific actions include:

- Implementing a ticketing system that LRCCD employees can use to document areas of concerns, which flow to a master tracking and prioritization log.

- Revising the tracking and prioritization log to assess individual tickets on the basis of: number of students impacted; and the complexity of the issue.
- Instituting an assessment process that allows for identification of individual students impacted by given configuration issue in Degree Planner, utilizing a broadly accessible Crystal report query.
- Facilitating successful Degree Planner enhancements to address priority issues that were demonstrated to impact large numbers of students (e.g. Area B issue).
- Developing a consistent business process to successfully incorporate changes to the CSU-GE pattern effective Fall 2021.
- Creating a business process to reconcile annual catalog changes to programs that would include a push of annual catalog effective dates from June 1<sup>st</sup> to August 1<sup>st</sup>.

As stated in your April 20<sup>th</sup> email: “The interest of the DAS is to have the district employ all means necessary to correct the problems with Degree Audit, Degree Planner, and automatic financial aid course applicability before continuing to use them with students.” In direct response to this request, we will be funding a two-year Director position responsible for ensuring Degree Audit/Degree Planner information is up to date at each college and that the colleges have the necessary training and expertise to maintain the system’s accuracy long-term.

With any large-scale implementation, we know issues will arise, and we will work together to address them. Commendably, the Degree Planner Core Team has worked collectively to ensure that students have access to a foundational Guided Pathways tool which promotes timely completion. For the vast majority of students, Degree Planner is working well now. As the colleges continue updating information in Degree Audit, the tool will become even more accurate. For those special cases where degree plans may be confusing or inaccurate, the Degree Planner Core Team has the ability to identify the affected students and communicate with them directly about any potential discrepancies. Those students are also directed to schedule an appointment with a counselor to ensure they are following an accurate educational plan.

Therefore, I will not be recommending that we pause Degree Planner for a second time. However, I will work to ensure that we allocate all necessary resources to ensure full and accurate implementation of this important educational planning tool.

Thank you again for sharing concerns identified at your last DAS meeting. To the extent that it would be helpful for any of our administrative leaders to participate in any future DAS meetings, I and everyone on my team are more than happy to join you and answer questions and provide context—including the urgency expressed by our Board of Trustees—in preparing for what lies ahead in the coming months and years. Deputy Chancellor Nye and I look forward to our next scheduled conversation on May 4 as an ideal venue to consult with and engage with each other in service of our students and employee.

Brian

**Brian King**  
Chancellor  
He/him/his  
P. (916) 568-3021  
1919 Spanos Ct, Sacramento, CA 95825  
[LOSRIOS.EDU](mailto:LOSRIOS.EDU)

*“Not everything that is faced can be changed, but nothing can be changed until it’s faced.”* **James Baldwin**

**From:** "Oliver, Julie" <OliverJ@CRC.losrios.edu>  
**Date:** Tuesday, April 20, 2021 at 8:10 PM  
**To:** Brian King <KingB@losrios.edu>  
**Cc:** "Nye, Jamey" <NyeJ@losrios.edu>, "Powell, Torence" <PowellT@crc.losrios.edu>  
**Subject:** DAS Request Regarding Degree Audit, Degree Planner, and Automatic FA Course Applicability

Chancellor King,

At the April 20th District Academic Senate (DAS) meeting, the body directed me to request that all use of Degree Audit, Degree Planner, and automatic financial aid course applicability halt immediately.

The interest of the DAS is to have the district employ all means necessary to correct the problems with Degree Audit, Degree Planner, and automatic financial aid course applicability before continuing to use them with students.

One of the main concerns the DAS has is while the use of these systems within one college is functional, when used across the system it is not functional as courses, course sequencing, and program maps from college to college are not always equivalent to each other. Coding of courses as 'similar' in PeopleSoft must stop immediately.

Resources need to be allocated to fix all the technological problems with Degree Audit, Degree Planner, and automatic financial aid course applicability, resources need to be allocated to allow department faculty to review what is coded in PeopleSoft for accuracy, and resources need to be allocated for a full audit of courses currently coded as 'similar' in PeopleSoft, before resuming use of these systems.

Because this is an official request from the DAS, I am asking for your official response by the end of the day on Wednesday, April 28th.

Thank you for your time and consideration.  
Julie Oliver, DAS President

**Julie A. Oliver**

Professor, Biology Department  
Los Rios Community College District Academic Senate President  
CRC Academic Senate Past President  
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## Discussion Item #5

### Reimagining Financial Aid and Admissions and Records at Los Rios

King, Brian <KingB@losrios.edu>

Tue 4/27/2021 9:49 PM

To:

- Oliver, Julie <OliverJ@CRC.losrios.edu>;
- Shubb, Alisa <ShubbA@arc.losrios.edu>;
- Beyrer, Gregory <BeyrerG@crc.losrios.edu>;
- Haug, Paula <HaugP@flc.losrios.edu>;
- Petite, Lori <PetiteL@scc.losrios.edu>

Cc:

- Nye, Jamey <NyeJ@losrios.edu>;
- Rodriguez, Mario <RodrigM3@losrios.edu>;
- Bush, Edward <BushE@crc.losrios.edu>;
- Gutierrez, Michael <GutierM@scc.losrios.edu>;
- Dixon, Melanie <DixonM2@arc.losrios.edu>;
- Yamamura, Whitney <YamamuW@flc.losrios.edu>

Julie, Alisa, Greg, Lori, Paula,

Thank you for your email on behalf of the Los Rios District Academic Senate (DAS) dated April 20, 2021, sharing specific concerns about the early stages of planning to reimagine Financial Aid (FA) and Admissions and Records (A&R). Your email also notes concerns about other efforts that are underway to improve a variety of services through alignment and in some instances centralization of services at Los Rios.

We face immense challenges together in preparing the Los Rios Colleges to thrive in a post-pandemic world that will be in some ways very different than the world that existed before March 13, 2020. Together, we made the decision last March to pivot to remote instruction and services to protect the health and well-being of our students, faculty and staff in an incredibly short period of time. During the pandemic and also with the murder of George Floyd and other catalytic crises over the past year, we have recognized that many structures and systems that had served generations of students well have been stretched and tested in the last eighteen months. None of us knows exactly how we need to adapt to prepare for the post-pandemic world, but there is near consensus that in some areas substantial changes must take place in providing services to our students and employees.

All of us are battling fatigue, uncertainty, and the uncomfortable feeling or recognition that the world is moving so fast that we often don't feel like we're in control. Over the summer, our senior leadership team read ***How to Be an Antiracist*** together and discussed how to put the concepts of antiracism into action. Ibram X. Kendi and other powerful voices have challenged us to reexamine and recreate systems and policies that have created barriers for our students of color. In many ways, the challenges we face moving forward are unprecedented. We are all feeling the strain of navigating so many different challenges seemingly at once.

As was noted by a member of Cabinet yesterday, the report [Follow the Money](#) highlights systemic barriers to students of color receiving the Financial Aid they need. The women and men who serve in FA and A&R will have a strong voice and agency in charting the future in the area where they work. Those directly involved in providing services will play a vital role in reimagining how we provide those key services with an equity focus on reducing barriers for students of color. Possible changes in FA and A&R have a direct impact on many of our classified colleagues. Both at the college level and at the district level, we are developing a robust plan to engage classified

staff and leadership directly impacted. Because most of our classified staff work during the summer months, this will be an ideal time to engage our classified experts on the ground with the assistance of outside experts who can help us identify and scale best practices.

Our faculty counselors will also play a key role in helping identify areas for improvement and in reducing barriers for our students in FA and A&R. Since many faculty are off contract in the summer months, we will be respectful of those who are normally away from work in the summer months and delay most discussions involving impacted faculty to September and the end of the summer. Because we do not anticipate implementation of major changes until the Spring semester of 2022, this pause will allow us to explore the best ways to continue faculty consultation and engagement over the next eight months.

Finally, we will continue to consult and meet as often as needed with both our Academic and Classified Senate leaders and our labor partners as we move forward in the earliest stages of this process. The next meeting with our five academic senate presidents and Jamey and me on May 4 will be a great venue to engage in authentic, robust dialog that simply can't take place in the limited format of an email response or with the same focus at Cabinet with so many other important voices to be heard. The college presidents and I will also discuss our planning and vision for the future at the Summit on May 6 at 3:00 p.m.

Thank you again for sharing the significant concerns identified by DAS at your last meeting. To that extent that it would be helpful for any of our administrative leaders to participate in any future DAS meetings or college senate meetings (particularly our college presidents), I and everyone on my team are more than happy to join you and answer questions and provide context—including the urgency expressed by our Board of Trustees—in preparing for what lies ahead in the coming months and years. Jamey and I look forward to our next scheduled conversation on Tuesday as an ideal venue to continue to consult with and engage with each other in service of our students and employee.

Brian

**Brian King**  
Chancellor  
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**From:** "Oliver, Julie" <OliverJ@CRC.losrios.edu>  
**Date:** Tuesday, April 20, 2021 at 8:09 PM  
**To:** Brian King <KingB@losrios.edu>  
**Cc:** "Nye, Jamey" <NyeJ@losrios.edu>, "Rodriguez, Mario" <RodrigM3@losrios.edu>  
**Subject:** DAS Response to LRCCD Centralization Efforts

Chancellor King,

At the April 20th District Academic Senate (DAS) meeting, the body directed me to request that all conversation and activity regarding any form of centralization halt immediately, including the hiring of a consultant.

The interest of the DAS is to have the District Equity and Student Success Committee (DESSC) review all the past, present, and future centralization decisions and weigh in on each situation. Since DESSC only has one more meeting this academic year on May 17th, allowing the time for the DESSC to review all centralization



decisions will require halting all activity until DESSC has the time in the fall to complete this work, while also having the time to ask for the data and information they need for their work.

In any centralization discussion, the DAS would like data backed problems to be identified and then and only then engage in the proper collegial consultation and governance process to determine the best solutions to the identified problems. Changes should not be discussed without clear metrics which support the need for change.

There is concern about the effect of past, present, and future centralization efforts on the autonomy of the colleges, and grave concern over the LRCCD not recognizing the purview of the academic senate in the past, present, and future centralization efforts and the bypassing of collegial consultation, which is not the same as gathering input or feedback.

Because this is an official request from the DAS, I am asking for your official response by the end of the day on Wednesday, April 28th.

Thank you for your time and consideration.  
Julie Oliver, DAS President

**Julie A. Oliver**

Professor, Biology Department  
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## Discussion Item #5

### Fall 2019 DAS Resolution: Creating Accountability for Collegial Consultation on Academic and Professional Matters

WHEREAS, on January 14, 2019, the four college Senate Presidents, the LRCCD Academic Senate President, the LRCCD Chancellor, and the LRCCD Vice Chancellor of Education and Technology engaged in a facilitated discussion using the Interest Based Approach (IBA), and in doing so agreed upon specific ways of improving collegial consultation processes based on AB 1725, which requires that faculty make recommendations to the local board or designee with regard to academic and professional matters (otherwise known as the “10+1”), and Title 5 regulations, as codified in LRCCD Board Policies<sup>1</sup> and Regulations<sup>2</sup>, which contain specific language delineating how collegial consultation with faculty regarding academic and professional matters should occur;

WHEREAS, for some academic and professional matters, local boards should “rely primarily upon” faculty, such that “the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the Academic Senate, shall promptly communicate its reasons in writing to the Academic Senate”<sup>2</sup> For the remaining academic and professional matters outlined in the 10+1, local boards and Academic Senates need to “reach mutual agreement,” and if they fail to reach mutual agreement, “existing policy shall remain in effect except in cases of legal liability or fiscal hardship. The local board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons”<sup>3</sup>;

WHEREAS, the LRCCD Academic Senate is very concerned that the voices from the Governor’s office, the legislature, and the state chancellor’s office have been having a much more powerful effect on our district-level decision-making processes than the voices of the Los Rios Community College District (LRCCD) Academic Senate or our local college Senates, and that the LRCCD Chancellor’s Office has not consistently been engaging in collegial consultation with the LRCCD Academic Senate as outlined by Title 5 and LRCCD Board Policies and Regulations;

RESOLVED, the LRCCD Academic Senate expresses to the LRCCD Chancellor, the Vice Chancellor of Education and Technology, and the Los Rios Community College District Board of Trustees its ongoing commitment to the collegial consultation process regarding academic and professional matters;

RESOLVED, the LRCCD Academic Senate urges the LRCCD Chancellor, the Vice Chancellor of Education and Technology, and the LRCCD Board of Trustees to work with the LRCCD Academic Senate to jointly reaffirm in writing our legal, ethical, and values-driven commitment to collegial consultation on academic and professional matters; and

RESOLVED, the LRCCD Academic Senate urges the LRCCD Chancellor and Vice Chancellor of Education and Technology to continue to work with the LRCCD Academic Senate to develop and implement a system of mutual accountability with clear and measurable criteria to ensure that collegial consultation on academic and professional matters is occurring consistently; and

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<sup>1</sup> LRCCD Board Policy P-3412, [http://www.losrios.edu/general\\_counsel/Policies/P-3000/P-3412.pdf](http://www.losrios.edu/general_counsel/Policies/P-3000/P-3412.pdf)

<sup>2</sup> LRCCD Board Regulation R-3412, [http://www.losrios.edu/general\\_counsel/Regulations/R-3000/R-3412.pdf](http://www.losrios.edu/general_counsel/Regulations/R-3000/R-3412.pdf)

<sup>3</sup> Title 5 § 53203(d)(2)

RESOLVED, the LRCCD Academic Senate recommends that the LRCCD Academic Senate Executive Council, using the above-stated mutually agreed upon criteria, provide a report at least once a semester to the District Academic Senate documenting the status of collegial consultation between the LRCCD Chancellor's Office and the LRCCD Academic Senate.

## Reports

### **District Educational Technology Committee Report for the April 22, 2021 meeting.**

#### **Test Proctoring Task Force Update**

The task force reviewed several vendors that provide online test proctoring solutions against the following [list of criteria](#). The top two options were forwarded to DETC and the LMS Coordinators group. The LMS Coordinators group attended a demo of one solution last week, and a final recommendation is expected following their next meeting.

#### **HyFlex Instruction**

SCC Biology department has requested IT support for offering some of their Fall Biology lab sections using a modified [HyFlex model](#). Apparently there are other departments also exploring this option, although they were not identified at this meeting. The SCC Bio labs are already scheduled on-campus for Fall, but should social distancing be required, the instructors would like to have the option of bringing in smaller groups of students into the lab. The group discussed concerns about workload, tech support requirements, curriculum, and collective bargaining. J. Nye wants to allow faculty to do this, but stated that there will be no additional compensation for teaching in this modality.

DETC and DO acknowledge the concerns mentioned in the previous paragraph and J. Nye stated that this is a short-term solution (SU21 & FA21) for scheduling difficult to convert science labs. The group also recognizes that future exploration or application of the HyFlex model will need to involve input from College AS, LRCFT, and Curriculum Committees.

Several members of DETC will be working with DO-IT to identify technology needs so that all hardware can be secured in advance of the Fall 21 semester.

#### **Centralization Summary**

J. Nye gave a short summary of the Financial Aid and Admissions & Records Centralization and stated that it was too soon to discuss technology implications or the plan's relationship to the work of DETC.

#### **DO-IT updates**

- Approximately 3000 devices have been purchased to distribute to students. These would be *gifts* not loans. Students that are Promise and Dream eligible will be the first to receive devices. Eligible students who received devices previously will have the loan forgiven and they can keep their device. Students enrolled in less than 6 units may still receive a device, but as a loan, not a gift.
- In an effort to create a "mobile ready workforce" all full-time Los Rios employees will have their campus desktop workstations replaced with laptops. In an effort to reduce technical complexity, most employees will receive a standard-issue laptop running Windows. Laptop bags, docking stations, and monitors may also be provided. The plan also includes updates to classroom multimedia stations to ensure compatibility with new laptops.
- An institutional license for MathType (the Canvas integration) will be purchased, and DO-IT are exploring the purchase of Microsoft Office MathType extensions for some instructors.

# 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.

## [ARC Indigenous Land Statement](#)

"We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people."

## [CRC Land Acknowledgement](#)

"We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present."

## [FLC Land Acknowledgement](#)

"We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence."