

District Academic Senate Meeting - Minutes

Tuesday, September 7, 2021
 3-5 PM

Call to order 3:10 PM

Julie Oliver	CRC	District Academic Senate President	X
Alice Dieli	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Carina Hoffpauir	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	
Tressa Tabares	ARC	Academic Senate Past President	
Scott Crosier	CRC	Academic Senate President	X
Lisa-Marie Mederos	CRC	Academic Senate Vice President	X
Jacob Velasquez	CRC	Academic Senate Secretary	X
Greg Beyrer	CRC	Academic Senate Past-President	X
Eric Wada	FLC	Academic Senate President	X
Rose Giordano	FLC	Academic Senate Vice President	X
Lisa Danner	FLC	Academic Senate Secretary	X
Paula Cardwell	FLC	Academic Senate Past President	X
Lori Petite	SCC	Academic Senate President	X
Sandra Guzman	SCC	Academic Senate Vice President	
Kandace Knudson	SCC	Academic Senate Secretary	X
Troy Myers	SCC	Academic Senate Past President	X
Rose Giordano	FLC	District Curriculum Coordinating Committee (DCCC)	X
Jena Trench	CRC	District Educational Technology Committee (DETC)	X
Bernadette Anayah	FLC	District Equity & Student Services Committee (DESSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X

Members Present (X = present)

Guests:

Teresa Aldredge
 LaQuisha Beckum
 Ricardo Catón
 Tamara Cheshire
 Dr. Victoire Chochezi
 Craig Davis

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.

Juana Esty
Prof. Cheri Fortin
Keith R. V. Heningburg
Teresa Lopez
Sonia Ortiz-Mercado
Mariia Pechenova
Olga Prizhbilov
Amber Quinn
Lishia Rahman
Denise Sailor
BJ Snowden
Jacob Traugott
Estela Valencia
Nicole Wooley

Preliminaries

- Call to order
- Land Acknowledgement
We are all on Native land and recognize that through our Land Acknowledgements included in these minutes.
- Welcome and Introductions
- Approval of the Agenda
Approved with adjustments to the item order to meet the needs of the guest presenters.
- Approval of May 4, 2021, Meeting Minutes
Approved
- Approval of August 17, 2021, Retreat Minutes
Approved
- Public Comment (3 minutes per person as time permits)
No comments

Discussion Item 1 Transfer Credit Redesign Project

Presenters/Project Sponsors: Sonia Ortiz Mercado, Vice President, Student Services, FLC
BJ Snowden, Interim Vice President, Educational Services and Student Success, DO

- Sponsors were invited after their presentation at the District Equity & Student Success Committee (DESSC) to discuss a request for participants for an ad hoc workgroup on Transfer Credit Equivalencies and to clarify the mission, scope, and vision for the group.
- This ad hoc workgroup will report to the DESSC and is responsible for: (1) establishing common placement for AP/IB/CLEP across district; (2) establishing core competency equivalencies in math and English; and (3) assessing and establishing a common transfer credit course equivalency reciprocity process.

The Transfer Credit Redesign Project has three areas of interest to improve the transfer credit process:

1. District-wide interest in improving our ability to do front-end transcript evaluations to ensure students are taking the appropriate classes to meet their academic goals, through a technology solution to scan transcripts and record them accurately in PeopleSoft and Degree Audit.
2. Further development of the Transcript Evaluation System (TES) would act as centralized repository at each college as well as track AP, IB and CLEP information. This would be

- available to the public for prospective students, as well as across the district colleges.
3. Interest in developing a charter in an effort to make the placement process more consistent among our colleges to assist students who swirl among the four colleges in the district.

Discussion continued around pre-requisite checking; alignment with ongoing work in PeopleSoft and Socrates; and duplication of work already underway by other workgroups including the District Curriculum Competency Committee (DCCC) and other articulation activities.

Action:

Project Sponsors, along with the DESSC, will continue to work on the development and clarification of the workgroup scope, taking into consideration the feedback from this meeting, and continue communication with the DAS President, who will request appointments from the colleges at the appropriate time.

Discussion Item 2 [Los Rios Refugee Pathways Program](#)

Presenter: Olga Prizhbilov, Director, Refugee Career Pathways

- New program funded by federal grant via the CCCCCO through December 2022 with potential to renew. Goal to build a sustainable program within LRCCD.
- Sacramento region is home to the largest Afghan refugee population in the US; approximately 700 refugee students among our campuses.
- Objective to enable refugees to obtain **self-sufficiency** by obtaining professional or skilled **employment** based on previously acquired knowledge, skills, and experience as well as education from LRCCD education support in pathways identified based on local demand from businesses: Allied Health, Business, Early Childhood Education, Entrepreneurship, Information Technology.
- Built on best practices for engagement, navigation, and student success; requesting input and involvement from faculty and staff around best practices and experiences; goal to include professional development.
- Contact information: (916) 563-3255, refugees@losrios.edu, www.losrios.edu/refugees

Discussion continued and Olga responded affirmatively to requests for presentations to local senates and other campus groups. Olga is looking forward to continued involvement with DAS and other groups.

Action:

College Senate Presidents are invited to provide feedback and request Olga to present to their college faculty.

DAS President's Report

Accreditation

- DACC met on August 25th and all colleges are on track to meet upcoming deadlines
- ISERs and QFEs should be shared with governance groups locally soon; BOT in November
- Updated [ACCJC Institutional Guide](#) just received

Flex Week-LRCFT Equity Reflection Session

- Oliver helped facilitate with two members of LRCFT Executive Board

LRCCD Strategic Planning

- Data presentation at next Chancellor's Cabinet meeting
- Goal to reaffirm goals and strategies
- [LRCCD Strategic Plan](#)

Los Rios Faculty Ethic Studies Council

- Attended Aug 31st meeting to discuss minimum qualifications, equivalencies, and course outline of record disciplines
- Also reviewed next steps in hiring this fall

LRCFT Executive Board Meeting

- Attended the Sept 1st meeting-item of interest MOU for increase of online workload for spring, stressed need for on ground attendance for college service/participatory governance work

Los Rios' COVID-19 Vaccine Education and Training

- webinar-recording to be shared on this [website](#)

LRCFT Equity Training

- Group formed Dec 2020 with DAS and LRCFT appointees to draft a proposal for mandatory equity training
- The plan will be shared at the next SUJIC meeting on Sept 27th after sharing the plan should be shared at colleges for feedback

Equivalencies

- Draft policy and regulation language being edited by Knapp after work group feedback

Fall Hiring

- Please encourage people to apply

ARC (6)-ES, Chem, Psych, Music, Legal Stds, Speech

CRC (5)-ES, Accounting, Bio, Nutrition, Psych

FLC (3)-Chem, ECE, Accounting

SCC (4)-ES, Bio, Chem, Psych

Discussion Item 3 DAS Meeting Format After Sept 30th

- DAS will need to determine how to meet to comply with the Brown Act after the Governor's executive order expires on Sept 30th.
- Discussion of two options:

- Meet together in a large room in a District facility, or
- Meet in various teleconference-capable facilities at each campus that meet criteria including:
 - ADA accessibility
 - Full teleconference capability for guests to listen, and participate at public comment times
 - Address for all locations posted on agenda
- Unknown questions include requirements around vaccine status for non-LRCCD guests and attendees
- Discussion will continue at next meeting.

Action:

DAS president will seek clarifying legal information on the outstanding questions and invites individual feedback from members at next meeting.

Discussion Item 4 LRCFT Equity Reflection Question #3

- LRCFT asked for DAS involvement in process for gathering information submitted for question #3 of the Equity Reflections. This information may be very informative for professional development training.
- For reference, Q#3: What additional trainings and resources, whether offered by LRCCD or others, would be helpful in continuing your development of anti-racist practices?
- One proposal is to create a Google form that is sent to all faculty anonymously to ask for faculty to copy and paste their answers to Q#3 with no identifying information.

Discussion continued around level of participation, option to gather data aggregated by college to inform campus PD.

Action:

DAS President will confer with Institutional Research and come back with more information.

Discussion Item 5 [Program Placement Council \(PPC\)](#)

- Meeting today with newly re-constituted council with members including administrators (VPs/designee) and faculty (curriculum committee chairs and DAS President)
- Task for PPC is to look at new program proposals and review for meeting the needs of students and preventing the duplication of resources
- Two new proposals: Guided Pathways Milestone Certificate for Multilingual Speakers: Pathway to Business Technology certificate (ARC) and Pre-Health Occupations-degree (ARC)
- Council discussion included whether the Pre-Health Occupations degree could be expanded to other colleges.

Action:

DAS President asked local presidents to take this back to senate for discussion and work locally with curriculum chairs as appropriate. Feedback from local discussions should return to PPC via the curriculum chair, and Oliver and Powell may also be informed of any feedback. Second Reading will be taken at next PPC meeting on Tues Oct 5th.

Discussion Item 6 Diversity, Equity, and Inclusion (DEI)

- DAS President shared link to [CCCCO-DEI webpage](#) and recommended the front page video. This is a time for reflection on how to infuse DEI work into everything associated with academic and professional matters.
- Our attention to Equity continued through the transition to remote work as is evidenced by the development of our new equity reflection and discussions around anti-racism and equity trainings and conversations.

Decision Item Los Rios Faculty Ethnic Studies Council-Resolution Regarding Cross-Listed Courses

(Resolution attached with Supplemental Materials)

Presenters/Co-chairs of the Ethnic Studies Council: Tamara Cheshire, Faculty FLC
Keith Heningburg, Faculty, SCC

- One of the goals of the council is to review our local cross-listed courses. The CCCESFC (California Community College Ethnic Studies Faculty Council) came out against cross-listed courses after realizing that when courses were cross-listed, students were confused about which courses were AREA F approved ethnic studies courses, and the specific ethnic studies pedagogy, epistemology, and theory were not necessarily being represented in the course practice.
- The Resolution is the result of work since the establishment of the council to align with the CCCESFC and represent the opinions of our local faculty. **The** resolution passed by the Los Rios Faculty Ethnic Studies Council on May 4, 2021.
- The Resolution supports the idea to separate ethnic studies courses and keep them from being confused with other courses. Ethnic Studies is its own discipline with defined theoretical perspectives.
- Discussion included questions about how the CSU defines courses that are appropriate for meeting AREA F requirements. While that question cannot be answered, it was noted that while the local resolution was created prior to the new ethnic studies requirement included in Title 5, all of the district ethnic studies courses have been rewritten to meet all five of the CSU Area F requirements with an ES designation. Also, the resolution gives time for our local ES departments to develop their own courses and align those courses to an ES curriculum and department as well as addresses continued effort towards alignment of ES courses to all five of the Area F requirements. Further discussion at the end of the regular meeting about appointments to ES committees.

Appreciation was expressed for the dedication of the committee to this work.

Action:

- The co-chairs appreciate the discussion and will take the feedback below back to the council and also look forward to input from the campuses.
 - Be it resolved that upon having received Area F approval for the aforementioned core Ethnic Studies courses in LRCCD, the Los Rios Community College District Ethnic Studies Council will not accept for curriculum review and CSU approval for Area F, cross-listed courses from other academic departments that do not meet **align with all five areas** of the Area F requirements, and;
- Be it resolved that the Los Rios Community College District Ethnic Studies Council will consider including non-Ethnic Studies courses as electives in our degree programs. **[possibly delete this for more flexibility]**
- College presidents will take the current resolution to their campuses and share any feedback.

- This is first read at DAS and there is still opportunity for modifications. When this comes back as second read, it will be presented for a vote on endorsement.

Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
 - Chancellor has been very ill with COVID and is still recovering and catching up
 - Dep Chancellor and all of district office have been overwhelmingly swamped with implementing the Board of Trustees' vaccine mandate.
 - Spring semester – keep in mind that as demand for online courses grows, courses need to be approved for online delivery through the regular curriculum process. Chancellor desirous of more online offering. Faculty reminded the Chancellor that curriculum is faculty purview, and faculty and department need to determine for which courses to request full DE curricular approval.
- College Academic Senate Presidents – local
 - SCC
 - On August 24 the Senate paid tribute to the life and legacy of Professor Tanya Rodriguez, a gifted philosophy colleague and equity champion. A scholarship is being established in her name.
 - The Senate continues to work with our ethnic studies faculty and our college administration to get our ethnic studies department formally recognized and looks forward to completing the process this fall.
- District Curriculum Coordinating Committee (DCCC) (Giordano) (see Supplemental Materials)
- District Equity & Student Success Committee (DESSC) (Anayah) (see Supplemental Materials)
- Academic Senate for California Community Colleges (ASCCC)-Area A and Plenary dates listed below
- Los Rios College Federation of Teachers (LRCFT) (Newman)
 - Acknowledged the passing of James Strode, CRC ESL PT faculty who passed away over the summer.
 - Discussing ways to honor all the faculty we have lost in the past year.

Future Events

- Future DAS meetings-Sept 21, Oct 5 & 19, Nov 2 & 16, Dec 7
- [LRCCD Board of Trustees](#) Meeting, Wednesday, Sept 8, 2021, 5:30pm
- [ASCCC events](#)-many other events and institutes are listed on the website
 - [Area A](#) Fri Oct 15
 - [Fall Plenary](#) Nov 4-6

Adjourn 16:55

Supplemental Materials

Decision Item #1

Resolution Regarding Cross-listed Courses - Approved May 4, 2021 by the ES Council

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 Chicano & Latin American 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***. Currently, Title 5 §55063, which contains the minimum requirements for the associate degree, does not include Ethnic Studies as a separate category or area, though the California Community Colleges Curriculum Committee is discussing revisions and expects to put forth draft language in spring 2021 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 the Los Rios Community College District Ethnic Studies Council will not approve cross-list courses until core courses have been established and approved to meet Area F requirements and;

Be it resolved that upon having received Area F approval for the aforementioned core Ethnic Studies courses in LRCCD, the Los Rios Community College District Ethnic Studies Council will not accept for curriculum review and CSU approval for Area F, cross-listed courses from other academic departments that do not meet Area F requirements, and;

Be it resolved that the Los Rios Community College District Ethnic Studies Council will consider including non-Ethnic Studies courses as electives in our degree programs.

Reports

District Curriculum Coordinating Committee (DCCC) Report

- The Emergency Closure Addendum (ECA) MOU has been reviewed and the final language was affirmed at our most recent meeting on 8/27/21.
- In coordination with the AVCI, the committee is seeking faculty representatives for the following workgroups with an urgency for the first three listed:
 1. Catalog rights definition and application across the District
 2. Catalog effective dates
 3. Course equivalency
 4. Credit for prior learning (CPL) guidance and local implementation

Respectfully submitted by Rose Giordano, DCCC Chair

The District Equity & Student Success Committee (DESSC) report to DAS 09.07.2021

The District Equity & Student Success Committee met on August 23, 2021 (2:30 – 4:30 PM). Guests at the meeting were Julie Oliver (District Academic Senate President), Olga Prizhbilov (The Refugee Pathways Programs), Jason Ralphs (Transfer Credit Automation Project)

The following items were discussed:

- The Brown Act and expiration of the zoom option for meetings.
- Vaccination mandate from Chancellor King. B.J. Snowden is the lead on the vaccination verification process. There will be a full vaccination requirement by spring for all employees. Students who are not fully vaccinated will be blocked from enrolling in F2F classes for spring 2022.

- The Refugee Pathways Programs is based on 2-year grant program to help students with career readiness and logistics. Agencies refer potential students to the Refugee Pathways Program. Currently there are about 700 refugee students who marked the box “asylum or refugee status” across Los Rios (possibly underrepresented); about 500 are attending ARC and ~100 each at other colleges.
- UnDocu Students – The workgroup has already met to start planning for Spring 22. Working with legal aid group.
- Transfer Credit Automation Project – a group of faculty & classified to be formed and work with IT. The group’s goal would be to address issues related to transfer.
- Graduation petition improvement project will create a student-facing graduation petition accessed in eServices and track in Peoplesoft with the goal of improving the student experience.
- DO has renewed contract with equity consultants (Lasana Hotep and Cynthia Olivio). College leadership should be consulted as to whether and how the colleges would like to consult with the consultants.

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.

Land Acknowledgements

[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.”