

District Academic Senate Meeting - Agenda

Tuesday, November 2, 2021
3-5 pm

Zoom Information

- Join Zoom Meeting
<https://rccd.zoom.us/j/96845456244?pwd=U1p6Uzd2ZXVqb3ZlR1U5eGk4bmYrUT09>
- Meeting ID: 968 4545 6244
- Passcode: 738934
- One tap mobile
 - +16699006833,96845456244# US (San Jose)
 - +12532158782,96845456244# US (Tacoma)
- Dial by your location
 - +1 669 900 6833 US (San Jose)
 - Meeting ID: 968 4545 6244
- Find your local number: <https://rccd.zoom.us/u/avmTFy48J>
- Join by Skype for Business
- <https://rccd.zoom.us/skype/96845456244>

Preliminaries

- Call to order
- Land Acknowledgement [listed at end of agenda]
- Welcome

Public Comment (up to 3 minutes per person as time permits)

The public may comment on any items within the DAS's jurisdiction, even if the items are not on the agenda, only during this portion of the meeting. However, the law prohibits action by the DAS on non-agenda items. Speakers are limited to up to three minutes. If you wish to speak to a particular item on the current DAS agenda, your comments will be taken up at the time the DAS takes up that item.

Consent Considerations

A member of the DAS may request that an item be removed for further discussion and separate action.

- DAS November 2, 2021 Agenda
- DAS October 19, 2021 Minutes
- Adoption of Findings Related to Public Meetings and Social Distancing Recommendations Pursuant to AB 361:

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.

BACKGROUND:

On September 16, 2021, Governor Newsom signed AB 361, which amended the Brown Act to provide local legislative bodies the ability to conduct virtual meetings under certain circumstances. The legislation included an urgency clause, which made it effective immediately.

AB 361 allows local legislative bodies to conduct virtual meetings during a state of emergency proclaimed by the Governor under certain conditions, including when “state or local officials have imposed or recommended measures to promote social distancing.”

If the state of emergency is ongoing, the local legislative body must adopt certain findings by majority vote every thirty days in order to continue using the virtual meeting rules under AB 361.

On September 28, 2021, the Sacramento County Division of Public Health issued a “Teleconferencing Recommendation” memo, which provides in part:

Since March 2020, local legislative bodies, including commissions, committees, boards, and councils, have successfully held public meetings with teleconferencing as authorized by Executive Orders issued by the Governor of California. Using technology to allow for virtual participation in public meetings is a social distancing measure that may help control transmission of the SARSCoV-2 virus. Public meetings bring together many individuals (both vaccinated and potentially unvaccinated), from multiple households, in a single indoor space for an extended time. For those at increased risk for infection, or subject to an isolation or quarantine order, teleconferencing allows for full participation in public meetings, while protecting themselves and others from COVID-19.

Utilizing teleconferencing options for public meetings is an effective and recommended social distancing measure to facilitate participation in public affairs and encourage participants to protect themselves and others from COVID-19. This recommendation is further intended to satisfy the requirement of the Brown Act (specifically Government Code Section 54953(e)(1)(A)), which allows local legislative bodies in the County of Sacramento to use certain available teleconferencing options set forth in the Brown Act.

RECOMMENDATION:

Consistent with the Sacramento County Division of Public Health’s September 28, 2021 memo, It is recommended that the District Academic Senate (DAS) adopt the finding “that state or local officials continue to impose or recommend social distancing measures.”

DAS President’s Report (10 minutes)

- Review of meetings and answering of any clarification questions.

Decision Items (15 minutes per item)

1. DAS Constitution and Bylaws-First Reading
 - a. Consideration of the draft proposals for a new DAS Constition and new Bylaws completed during the 2020-2021 academic year by the DAS work group. [shared as separate documents]

Discussion Items (15 minutes per item)

1. Program Placement Council (PPC)
 - a. The following are first readings at PPC on Tues Nov 2nd:

- i. ARC Business: Supply Chain Mgmt & Logistics-certificate
 - ii. ARC Soft Skills for the Global Environment-certificate
 - iii. SCC Professional Pilot-degree/certificate
 - iv. SCC Deaf Culture and American Sign Language Studies-degree/certificate
 - v. SCC Food Science-degree
2. Fall 2021 ASCCC Plenary Resolutions
 - a. Time to share any feedback on the current resolution packet for Fall Plenary Nov 4-5, 2021.
 3. Equity Training for Performance Evaluation Committee Team Members
 - a. SCC passed a resolution and asked the other colleges to consider supporting it. Colleges will report back from their local academic senates. [full resolution in supporting materials]
 4. Resolution in Support of Increased Adjunct College Service Compensation
 - a. The FLC Senate requests the other Los Rios College Senates and District Academic Senate consider affirming support for the FLC resolution or passing similar resolutions. [full resolution in supporting materials]
 5. Amend P-7241 to apply C- grades to Certificates
 - a. This expands P-7241 to allow program-applicable C- grades from transfer institutions to meet Certificate requirements. [additional information in supporting materials]
 6. Diversity, Equity, and Inclusion (DEI)
 - a. Time for reflection on how to infuse DEI work into everything associated with academic and professional matters.

Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Giordano)
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
 - AB705 (Oliver)
 - Accreditation (DACC) (Oliver)
 - Met on Wed Oct 27th
 - Preparation and practice for Nov 10, 2021 presentation to the Board of Trustees. All ISERs are completed and being forwarded to the district office to share with the BOT in advance of the meeting.
 - Adjunct Hiring Manual (Crosier)
 - Accessibility (DAPIC)(Knudson)
 - Budget (Myers)
 - Calendar (Oliver)
 - Met on Tues Oct 26th
 - Reminder that mid-semester break will be in the middle of the spring 2023 semester and no longer tied to religious holiday.
 - Consideration of adding Juneteenth holiday to summer schedule for 2022-2023. Need to determine if better to lengthen the summer terms by one day (concern about shortened time to submit grades was

expressed) or to add additional time each day a course meets to make up for missed hours. Mockups of each option will be presented at a future calendar meeting.

- Consideration for adding Cesar Chavez holiday, not likely to start until 2023-2024. This holiday addition will create substantive changes to the overall spring calendar. Mockups of potential calendars for 2023-2024, 2024-2025 will be shared at a future calendar meeting.
- Desire to have regulation changes passed through Chancellor's Cabinet by end of this semester to correct issue with 8-week drop with refund deadlines. Draft regulation changes are being prepared for vetting before bringing to cabinet in Nov or Dec.
 - 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 Agenda Items

- ACUE Professional Development-report of efforts within Los Rios
- DAS Constitution & Bylaws-continued discussion on posed questions from work group
- LRCCD Equivalency Committee-Regulation 5123-second reading
- Hyflex Scheduling-discussion of DETC and DCCC involvement in defining and operationalizing
- Mandatory Equity Training Proposal-report back from colleges

Future Events

- Future DAS meetings-Nov 16, Dec 7
- [LRCCD Board of Trustees](#) Meeting, Wednesday, Nov 10, 2021, 5:30pm
- [ASCCC events](#)-many other events and institutes are listed on the website
 - [Fall Plenary](#) Nov 4-6

Supplemental Materials

Discussion Item #3

Sacramento City College Academic Senate

Resolution 2021-01: Resolution in Support of Equity-focused Professional Development for Performance Review Team Members

Whereas, the goals of California Community Colleges as stated in Title 5 include eradicating institutional racism, eliminating barriers to student equity, and ensuring “the equal educational opportunity of all students”,¹ and which are supported by Title 5 Job Announcements and Qualifications requiring “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”² for faculty and administrative positions and,

Whereas these goals have been similarly affirmed through formal positions adopted by the Los Rios Community College District (LRCCD) Board of Trustees (BOT), Los Rios Community College District Academic Senate (LRCCD AS), and Sacramento City College Academic Senate (SCC AS)³ and,

Whereas, Sacramento City College's New Faculty Academy (NFA), as a college-sponsored and college-funded professional development program, provides mentorship for new faculty through a

curriculum focused on “culturally responsive teaching, innovation, and transformation”, equipping faculty to “teach in an inclusive, culturally appropriate, culturally responsive manner so that each student has an equitable opportunity to learn and succeed”⁴ and,

Whereas, Performance Review Teams have significant influence over the career, pedagogical practices, and working environment of tenure-track faculty,⁵ and include members who may or may not have been trained in culturally responsive practices and,

Whereas, Sacramento City College’s (SCC) Faculty Statement of Professional Ethics affirms that faculty should “regularly assess for personal biases and remain dedicated to a culture of equity and fair advancement for all,”⁶ and this commitment includes an Equity Reflection⁷ that is now required of all faculty undergoing performance review as evidence of the importance of equitable faculty practices in the pedagogical assignment and,

Whereas, “policies for faculty professional development activities” are a “10+1” issue and are under the Academic Senate purview as a recommending body to our college administration and to our LRCCD Board of Trustees⁸ therefore,

Resolved, that the Sacramento City College Academic Senate recommends and urges all members of faculty Performance Review Teams to engage in equity and anti-racist professional development offered or sponsored by our SCC Staff Resource Center for this purpose and,

Resolved, we urge our College administration to examine and align institutional practices with stated equity commitments in order to ensure a fair and equitable process for all faculty undergoing the performance review process and,

Resolved, we urge the Los Rios Colleges Federation of Teachers (LRCFT) to consider how equity and anti-racism efforts may be further supported by future contract negotiations regarding the performance review process and,

Resolved, that we as an Academic Senate body will disseminate this resolution widely to constituency groups at Sacramento City College, our District Academic Senate, our College and District administrative personnel, and our Board of Trustees.

Notes:

¹ CCC Statement on Diversity, Equity, and Inclusion, Title 5 CCR § 51201

² CCC Job Announcements and Qualifications, Title 5 CCR § 53022

³ LRCCD BOT Resolution № 2020-09 Affirming Our Commitment to Student Success for Black and African American Students, Adopted July 14, 2020. LRCCD Academic Senate Call to Action, Approved Tuesday November 17, 2020. SCC Academic Senate Resolution in Support of Equity, Anti-Racism, and the ASCCC and DAS Calls to Action, Approved December 1, 2020

⁴ SCC NFA Curriculum Syllabus

⁵ [LRCFT Contract 2021-2023 Articles 8](#)

⁶ [SCC Faculty Statement of Professional Ethics](#)

⁷ [LRCFT Contract 2021-2023 Article 8 and Appendix E1](#)

⁸ [LRCCD BOT P-3412](#)

Discussion Item #4

Support for Increased and Improved Compensation for Adjunct Faculty to Participate in College Service-FLC Senate Resolution F21-01; Approved 26 October 2021

Whereas adjunct faculty comprise over 57% of the entire faculty districtwide (as of Fall 2021), and at Folsom Lake College, adjunct faculty are approximately 60% of the faculty (of which there are 124 full time faculty).

Whereas college service is an effective way to keep faculty engaged in current practices and services to enhance the student experience at the college.

Whereas college service on Senate committees, which typically oversee areas such as Curriculum, Student Success, Student Equity, Professional Development, Student Learning Outcomes, and Guided Pathways, is a way to work towards continuous growth and improvement in both instruction and student services as they pertain to faculty roles that extends beyond one's own classroom or office.

Whereas Folsom Lake College has (as of Fall 2021) 122 full-time faculty and approximately 300 college service needs on department, area, college, and district committees, subcommittees, task forces, workgroups, councils, advisory committees, and student club advisor positions in addition to other ad hoc or liaison work.

Whereas adjunct faculty bring a valued perspective to the committees on which they serve by relaying both their own personal and professional experiences to enhance instruction and student services.

Whereas college service typically involves both attending meetings and meeting with peers and constituents to relay information before or after meetings, and the amount of time can be up to 16 hours per semester just in meetings alone. The current compensation is \$300 per semester, which would be less than \$20 per hour to do work on academic and professional matters.

Resolved that the Folsom Lake College Academic Senate supports both (1) providing increased monetary compensation to adjunct faculty to serve on Senate committees or to do work related to academic and professional matters and (2) increased numbers of adjunct faculty positions that can be compensated for college service work as specified above.

Resolved that the Folsom Lake College Academic Senate encourages both (1) the other Los Rios College Academic Senates and the Los Rios Community College District Academic Senate to support this resolution, and (2) the Los Rios College Federation of Teachers to relay the support of the Academic Senate for adjunct college service compensation equity in the next round of contract negotiations.

Discussion Item #5

Proposed changes for certificate requirements in each campus catalog,

BACKGROUND:

Title 5 requires students to obtain a minimum of a C grade in each of their major field of study courses and a cumulative grade point average of 2.0, as a condition for graduation. The District Academic Senate recently proposed and approved the attached amendments to Board Policy 7241, in order to clarify District graduation requirements and ensure consistency across the Los Rios colleges related to the acceptance of a "C-" earned in certain courses outside the District.

On July 14, 2021 the Board approved amendments to P-7241 that provided clarification related to graduation requirements. The first change clarified that a student must complete not only a minimum of 18 semester units in their major field of study with a grade of C or better, but must also maintain a cumulative grade point average of at least a 2.0, as required by Title 5, to graduate. The second proposed change made it clear that a "C-" earned outside the District, and used to fulfill a major field of study requirement at a student's previous college or university, is acceptable for purposes of Los Rios graduation requirements.

The previous amendments to P-7241 only addressed the major requirements for degrees, but not certificates. Therefore, at this time, students cannot use a grade of C- to meet certificate requirements.

In the college catalog, specifically the section titled "Programs of Study," the requirements for Certificates of Achievement and Certificates of Recognition are listed. The 2021-2022 college catalog indicates that "Certificates of Achievement require a grade of "C" or better in each course with a minimum of 12 degree-applicable units completed at Folsom Lake College,' and that "Certificates of Recognition require fewer than 16 units with a grade of "C" or better in each course." P-7241 does not apply to certificate requirements, so the approved amendments only apply to degrees.

RECOMMENDATION:

The proposed revision makes it clear that a "C-" earned outside the District, and used to fulfill a major field of study requirement at a student's previous college or university, is also acceptable for purposes of Los Rios certificate requirements.

Submitted to FLC Academic Senate on 10.20.21

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.”

SCC Land Acknowledgement

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”