

District Academic Senate (DAS) Meeting - Minutes

Tuesday, March 15, 2022
 3-5 pm

Members Present (X = present)

Julie Oliver	CRC	District Academic Senate President	X
Alice Dieli	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Corina Hoffpauir	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	X
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
Danielle Beck	FLC	Academic Senate Vice President	X
Lisa Danner	FLC	Academic Senate Secretary	X
Paula Cardwell	FLC	Academic Senate Past President	
Lori Petite	SCC	Academic Senate President	X
Sandra Guzman	SCC	Academic Senate Vice President	X
Amy Strimling	SCC	Academic Senate Secretary	X
Troy Myers	SCC	Academic Senate Past President	X
Andi Hicks	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

Guests:

Teresa Aldredge, Ricardo Caton, Tamara Cheshire, Debra Crumpton, Kandace Knudson, Keith R. V. Heningburg, Virginia May

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.

Preliminaries

- Call to Order 3:01
- Land Acknowledgement for ARC [listed at end of document]
- 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.

- one comment on the ASCCC Plenary April 7-9, 2022 (Virginia May)
- one comment asking for attendance at BOT on March 16 in support of President Dixon in solidarity with the Black Faculty and Staff Association (BFSA) (Debra Crumpton)

Consent Considerations

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

- DAS March 15, 2022 Agenda
- DAS March 1, 2022 Minutes
- Adoption of Findings Related to Public Meetings Pursuant to AB 361:

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 "the state of emergency continues to directly impact the ability of members to meet safely in person."

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.

RECOMMENDATION:

It is recommended that the District Academic Senate (DAS) adopt the finding "the state of emergency continues to directly impact the ability of members to meet safely in person."

ACTION: Consent items approved by roll call vote

DAS President's Report (10 minutes)

Review of meetings and answering of any clarification questions.

- C-minus Grades - General Counsel is working on language for the appropriate section in Policy and Regulations to allow students to use C-minus grades whenever possible.
- AB1111 (Common Course Numbering) - Attended a session to provide feedback to consultants on Wed, Mar 2nd. Eric Wada and Amanda Paskey also attended representing our district.
- DEIA – Board of Governors (BOG) public comment period for Title 5 changes is now active; Plenary resolution 13.02 addresses accessibility and instruction.
- Ethnic Studies Council - meeting with Ethnic Studies Council Co-Chairs last week. Incoming DAS President, Alisa Shubb, also attended. They will bring a report to a future meeting.

Decision Items (15 minutes per item)

None

Discussion Items (15 minutes per item)

1. Diversity, Equity, Inclusion, and Accessibility (DEIA)

- a. Time for reflection on how to infuse DEIA work into everything associated with academic and professional matters.
- b. Moved to the top of our agenda in recognition of the recent hateful incident directed at the ARC President. All of us are invited to the BOT meeting tomorrow night in support of President Dixon in solidarity with the Black Faculty and Staff Association (BFSA Shared links from two series.
- c. Professor Malika Hollinside, Delta CC and PT at SCC recommends two video series:
 - Sankofa Series <https://www.youtube.com/watch?v=mf7DgBquIXw>
 - The Amari Series <https://www.youtube.com/watch?v=Y4vQhrTacyU>
- d. Discussion included call for participation when difficult items, particularly in the areas of DEIA, are discussed. In these challenging discussions, there seems to be silence from those who normally are active participants. This is problematic because in order to make effective progress in this area, we need to have the brightest and most willing to contribute, contributing in a dialogue or even debate.
- e. Suggestion to the Constitution and Bylaws group and to the DAS in general, to include a faculty representative from each affinity group as a non-voting member at DAS: There are five affinity groups - Asian Pacific Islander Legacy, Black Faculty and Staff Association, Comunidad, Native American Collaborative, and Spectrum (next topic)
- f. Frustration expressed that although a suggestion was made previously to include the voices of color, the group has not moved forward and an urge that we move forward as group always, and not just because of an act of hate.
- g. Request to keep accessibility in mind, also part of the DEIA focus. Equity and accessibility go hand-in-hand. Reminder that providing accessibility to students is not a burden but it is their right.
- h. Acknowledgement that while race is a difficult thing to talk about particularly with strangers, when incidents happen, they should not be considered only moments in time, as mentioned previously.
- i. Equity, accessibility, and inclusivity are tied together. According to 8416 of the contract, one of the faculty responsibilities is to provide an inclusive classroom or workplace environment. Since accessibility issues are inclusivity issues, it's not just that we have an obligation out of equity, but we have an obligation set forth right there in the contract to provide accessible learning materials.
- j. Race is a difficult thing to talk about – we would rather talk about anything else, but race. We don't want to talk about race with people that we are not familiar with are not comfortable, being around. These incidents, like the recent one, should not be moments in time and all of the aspects of equity, inclusions, and access should have our focus all the time and everywhere. For those who are not Black, not Hispanic, not Asian, not Native American, or not Mexican, history has shown that for progress to be made, movements need allies. Ally-ship is vital to progress. The point is that we as a district, as college

members, as faculty members, have to embody this notion of allyship, with one another in order to shut down as much of this racist nonsense as possible.

- k. Further discussion about adding representatives from affinity groups. Should there be a proposal or a call to action? Suggestion to reach out to groups to ask what they would want from DAS, and how DAS can support their work, amplify what they are already doing, recognizing they have created safe spaces for their groups. Caution against taking reactionary action without intention to continuing. And a comment that rather than attend one more meeting or one more performative activity, there is appreciation for asking groups what they need from the DAS.
- l. Suggest this topic be discussed with Constitution and Bylaws group, but also included as part of DAS Call to Action. There are continuing individual and group behaviors that we can continue to participate in. Suggest that more than allies, we can be co-conspirators in taking action.

2. DAS Constitution and Bylaws

- a. The appointed work group will share their proposal for edits to the DAS documents which address the specifics of decision making. Feedback from the body will be requested. Work has included discussions on minor definitions and major areas. Today the group is requesting feedback on four questions concerning the presidential voting options to help make a determination if the bylaws should state that the DAS president should be a voting member, should not be a voting member, or may be a voting member. To help with this, please take these four questions to your colleges and provide feedback from constituencies on the following four questions:

Question A

Do you want to allow the DAS Pres. to vote when (1) and (2)?

1. The DAS Pres. is from your college.
2. The DAS Pres. is one of the local senate officers (say, Past Pres.).

Question B

Do you want to allow the DAS Pres. to vote when (1), (2), and (3)?

1. The DAS Pres. is from your college.
2. The DAS Pres. is *not* one of the local senate officers.
3. Your college has only three senate officers (say, one of the four resigned).

Question C

Do you want to allow the DAS Pres. to vote when (1), (2), and (3)?

1. The DAS Pres. is from your college.
2. The DAS Pres. is *not* one of the local senate officers.
3. A tie vote occurs among the 16 local senate officers.

Question D

To get your preferred option, are you willing to allow (a) unequal numbers of votes between colleges or (b) a member of DAS to have more than one vote?

1. Unwilling to allow (a) and unwilling to allow (b).
2. Willing to allow (a) but not (b).
3. Willing to allow (b) but not (a).
4. Willing to allow both (a) and (b).

- b. Discussion about the neutrality of DAS president and the disenfranchisement of past presidents and how to maintain equity of voting across all colleges.
- c. On issue of Board Reports – DAS makes recommendations on Academic and Professional matters. Should local senates report directly to BOT on single college issues – direct access to the board? Should each college president report on their top issue each BOT? For multi-college issues, DAS should continue to report multi-college issues to the BOT. Consider requesting agenda items for issues of importance to DAS to be considered at BOT meetings.
- d. Please share this draft of [Los Rios Community College District Academic Senate \(DAS\) By-Laws](#) locally as appropriate for comments and feedback. Some articles include two options that are mutually exclusive choices.

3. [ASCCC Resolutions](#)

- a. The resolution packet to be discussed at Area meetings next week will be reviewed and discussed in preparation for Area A on Fri Mar 18th. Area A is an open and virtual meeting.
- b. Please note delegates must complete the “Delegate Change Form” and return to ASCCC before Mar 31st to be eligible to vote.
- c. There are a number of resolutions in the Area A packet from exec team plus ASCCC committees, but more will be added, including at least one local resolution on AB 705 data (Wada)

4. Faculty Hiring/Human Resources

- a. Following the presentation at a previous meeting, there will soon be a request for a work group to be formed to brainstorm an ideal inclusive, equity-driven faculty hiring process. With no barriers or limitations, what would we like our process to look like? DAS President will ask for appointees from college faculty.
- b. HR will be evaluated by an outside party for feedback on how to improve HR functioning.

5. Resolution: Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners

- a. Resolution was approved a year ago, but events have prevented action on this. Colleges have been having local meetings, and the first of continuing meetings with district was this week.
- b. Request for feedback from colleges and DAS president will share any feedback from the district regarding the resolution.

6. DAS Travel Allotment

- a. Each college academic senate is allocated nine trips each academic year for attendance at ASCCC events, including Plenary, based on a 1990 agreement. Is there an interest in asking for an increase of that allocation of number of trips? Rationale for asking for an increase in number of trips is that with so many virtual options, there could be more participation without necessarily increasing the cost, with a separate bucket for district level positions. Number of opportunities for PD have increased dramatically.
- b. Suggestion that each college brainstorm with exec teams for what would it look like for faculty to attend ASCCC events, such as plenary, curriculum institute, or accreditation, keeping in mind opportunities to increase inclusion and recruitment into leadership positions.
- c. Request that colleges come back with list of sample opportunities.

Reports (5 minutes per item, as time permits)-Please submit written reports to DAS President and Secretary.

- Meetings with Chancellor, Deputy Chancellor, etc.
 - topics included Dual Enrollment and the current events at ARC
- College Academic Senate Presidents-ARC, CRC, FLC, SCC
 - ARC – piloting the district project to link Faculty Canvas profile, directory entry, and Instructor name on class schedule. ARC had previously had the Faculty Directory entry link and now it has also a link to the class schedule
 - CRC – seeking feedback on dual enrollment and LRCCO from faculty
 - FLC – profiling faculty success with presentations from multiple faculty; hyflex discussion generated a number of concerns including definition, goals imposed from district, resources available for students, faculty workload, with the result being a mixed vote; next meeting will include ASCCC and collegiality in action
 - SCC – vetting coordinator job descriptions; presentation on non-credit instruction; standing committee reports; issued statement of support for ARC President Dixon
- District Curriculum Coordinating Committee (DCCC) (Hicks) meeting next week
- District Equity & Student Success Committee (DESSC) (Anayah) highlighted request from digital equity subcommittee for information from the colleges about digital literacy.
- District Educational Technology Committee (DETC) (Trench) no report
- Other meeting reports
 - AB705 (Oliver)
 - Accreditation (DACC) (Oliver)
 - Adjunct Hiring Manual (Crosier)
 - Accessibility (DAPIC)(Knudson) – will present set of recommendations to next meeting
 - Budget (Myers)
 - Calendar (Oliver)
 - Constitution & Bylaws Revision
 - Ethnic Studies Council (Cheshire/Heningburg) – reevaluating goals for continued Council work; Dr Malika Hollinside hosted the CCC Ethnic Studies Faculty Council symposium; information coming soon on the 2023-2024 Title 5 Ethnic Studies graduation requirement
 - Prison & Reentry Program
 - Other...
- Academic Senate for California Community Colleges (ASCCC)

Future Agenda Items

- Hyflex/Syncflex/Asyncflex Modalities
- District Accessibility Plan Implementation Committee (DAPIC)
- Los Rios Colleges Online (LRCCO)

Future Events

- Future DAS meetings
 - Spring 2022-Apr 5 & 19, May 3
- [LRCCD Board of Trustees](#)
 - Regular Meeting, Wednesday, Mar 16, 2022, 5:30pm
- [ASCCC events](#)-many other events and institutes are listed on the website
 - Area A Friday March 18, 2022 (virtual)
 - Plenary April 7-9, 2022 (hybrid)

Meeting Adjourned at 4:52

Supplemental Materials

13.02 S22 Faculty Responsibility for Equitable, Accessible Learning Environments

Whereas, Accessibility in the digital learning environment is an essential part of an equitable learning environment, and students deserve to have access to digital learning materials and environments without revealing their disability status as provisioned by [Section 508 of the Rehabilitation Act](#);

Whereas, Accessibility in the digital learning environment—or compliance with Section 508 of the Rehabilitation Act—is required for all government-funded institutions including the California Community Colleges, and the California Community Colleges’ Chancellor’s Office [Information and Communication Technology and Instructional Material Accessibility Standard \[1\]](#)(2020) says that “ensuring equal access to equally effective instructional materials and ICT [information communication technology] is the responsibility of all California Community College administrators, faculty, and staff”;

Whereas, accessibility is an academic and professional matter, and faculty should have and maintain full freedom of and purview over their instructional materials and digital learning environments, while fulfilling their obligation as educators to provide accessible learning environments as required legally and as a tool for closing equity gaps;

Resolved, that the Academic Senate of California Community Colleges urges local senates to make accessibility a campus-wide priority, as it relates to faculty agency over and equitable student access in teaching and learning environments;

Resolved, that the Academic Senate for California Community Colleges updates its paper [Ensuring Effective Online Programs: A Faculty Perspective](#) by Fall 2022 to include clarification of the differences between Accommodations (as referenced in [Section 504 of the Rehabilitation Act](#)) and Accessibility (as referenced in Section 508 of the Rehabilitation Act) as these definitions relate to faculty fulfilling their responsibility as educators in all modalities, and also develop other resources as appropriate; and

Resolved, that the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor’s Office and other stakeholders to guide the development of the local infrastructure necessary to support faculty with professional development, tools, and expert support in the creation of fully accessible learning environments.

Contact: ASCCC Online Education Committee

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.”