

## District Academic Senate (DAS) Meeting - Minutes

Tuesday, April 5, 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	X
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	
Paula Cardwell	FLC	Academic Senate Past President	X
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:

Aaron Bradford, Anthony Robinson, Belinda Lum, Craig Davis, David McCusker, Dawna DeMartini, Debra Crumpton, Georgine Hodgkinson, Josh Fernandez, Kandace Knudson, Kara DeSouza,

*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.*

Keith R. V. Heningburg, Lorena Jauregui, Mariko Peshon McGarry, Michael Tavares, Mikhail Drobot, Nicholas Miller, Ron, Tamara Cheshire, Teresa Aldredge, Victoire Chochezi, Victor Zarate, Wendy Campbell, Zulema Padilla

## **Preliminaries**

- Call to Order 3:03
- Land Acknowledgement for FLC [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.

No public comments at this time.

## **Consent Considerations**

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

- DAS April 5, 2022 Agenda
- DAS March 15, 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)**

**Program Placement Council (PPC) April 5, 2022**

First Reading Program-Moving to 2<sup>nd</sup> reading scheduled for May 3rd

1. ARC
  - a. SLPA Program Coordinator (Certificate)
  - b. SLPA Specialization: Adult Neurogenic (Certificate)
  - c. SLPA Specialization: Early Intervention (Certificate)
  - d. SLPA Specialization: School Age (Certificate)
  - e. SLPA Program Core Curriculum Certificate (Certificate)
  - f. CADD Operator – Entry Level (Certificate)
2. CRC - None
3. FLC - None
4. SCC
  - a. Cognitive Science (Degree)

Second Reading Programs-Approved

1. ARC
  - b. Firefighter (Degree and Certificate)
  - c. Fire Fighter Level I (Certificate)
  - d. Fire Fighter Level II (Certificate)
2. CRC - None
3. FLC - None
4. SCC - None

### **DAS Class Size Resolution**

After meeting with VPIs, on Wed Mar 30<sup>th</sup>, agreement was reached that Alisa Shubb will be leading a small group of administrators (2), LRCFT representative (1), and faculty (4) as a task group to address the resolution. More to come from Shubb.

### **Misc Deadlines**

- April 19<sup>th</sup> agenda will be emailed/posted on Sat April 9<sup>th</sup>. Please add any items to the Google doc by Thursday.
- BOT reports are due Monday April 18<sup>th</sup> right after spring break. Do this week if you don't want it looming over your heads through spring break.

Reminder that reports are included at end of the agenda including DETC, AB705, Accreditation, Budget, Calendar

### **Decision Items (15 minutes per item)**

1. Prison and Reentry Program Committee (PREPC) Proposal-First Reading (G Hodgkinson)
  - a. PREPC presented revised proposal including request to become a permanent subcommittee of DAS and updated membership list with the addition of the PREPC director.

### **ACTION:**

- Motion to move to 2<sup>nd</sup> reading approved.

- Motion to make PERPC a subcommittee of the DAS approved by roll call vote.

## **Discussion Items (15 minutes per item)**

### **1. LRCCD Employee Resources Groups**

This topic is an opportunity for dialog about ways to increase the input from the LRCCD employee resource groups: Asian Pacific Islander Legacy, Black Faculty and Staff Association (BFSA), Comunidad, Native American Collaborative (NAC), and Spectrum. DAS President extended invitation to resource groups to join DAS with thoughts about how DAS can be better informed about the groups' needs and how local and district senates can be more responsive to needs of the Employee Resource Groups.

Discussion from groups and members included:

- BFSA – appreciate space to contribute; note that recent racial incident has caused issues surrounding racism to resurface; BFSA is wrestling with and dealing with the demands from letter dated August 2020. BFSA also supports students i.e. Celebration of Excellence for African (CLEA) students is one of many volunteer activities adding to the black tax. It would be helpful to have support for major workload in support of students.
- NAC – much time spent to support students - broad spectrum of support from individual student work to legislative work, would benefit from support of DAS with listening, advising, recommendations for networking, and help developing connections and referrals.
- Comunidad – Ask for examples of what could DAS do? As a legislative body with purview over 10+1 issues, DAS deals with Instructional issues, Student Support, Student Success issues. DAS and local senates membership includes all faculty and have open door. Question about the demographics of hiring committees and the district data that has been shared from DAS to the local senates.
- Asian Pacific Islander (API) Scholar Rising – expressing solidarity with BFSA demands as well as concern about how complaints about harassment threats towards instructors/classified professionals are dealt with by the district. There is a perception that there is an immediate response when threats are made towards administrators in contrast with the less than immediate response for victims who are classified professionals or faculty. There is an interest in parity. Threats and hate incidents towards the API community are still happening.
- Suggestion to engage with student senate around ways to work together and have discussion about how to get along. Reminder to deal with complaints and issues towards faculty and staff through an equity lens, and an acknowledgement that instructors and classified professionals can also be victims of violence.
- Suggestion to continue communication. The invitation should not be tokenism, but a standing invitation, open to suggestions from all resource groups for directions on how DAS can support without adding to the burden of extra work already carried by the groups.

### **2. BFSA Demands and Recommendations**

This topic is an opportunity to discuss how academic senates, college and district, may help meet some of the demands and recommendations. Current demands and recommendations from 2020 have been shared with DAS district committees with a request to senates and c committees to consider how these relate to their groups' purviews and how they relate to other shared governance groups with a request to report to BFSA with progress and advice on what still needs to be done. Discussion included:

- Request for demonstrating solidarity at the next Board of Trustees (BOT) meeting on April 20 when Chancellor will address demands, that impact everyone in areas of safety, transparency, and leadership commitment.
- Reminder of celebration of excellence for students of African descent on May 13<sup>th</sup>; more information to follow.
- Appreciation was expressed for advocacy, leadership, courage , and professionalism of BFSA leadership and group for sharing concerns with the community.
- Suggest that Faculty Diversity Internship Program (FDIP) graduates receive equal privileges to those of preferenced adjuncts in the hiring process.
- Suggest that anti-racist training receive similar investment to that provided for IBA training.
- DESSC agendized BFSA demands for meeting on April 18<sup>th</sup> and invitations have been/will be extended to BFSA members.
- DCCCC discussed the demands at last meeting and explored the different ways colleges have approached equity and realized that the Curriculum committees need more PD on the topic on how to use an equity lens dealing with what equity looks like from a curriculum perspective; DEIA/anti-racism curriculum academy?
- Encourage LRCFT to take on the BFSA demands to hold student evaluations every semester, to include review of the use of culturally relevant pedagogy in review criteria, and to provide equity coaches as appropriate.
- FLC Diversity and Equity committee will share their framework and set of equity questions with a checklist that serves as a guide.

### **3. District Accessibility Plan Implementation Committee (DAPIC) Recommendations**

The DAPIC presented an end of year report with recommendations for moving forward. The DAS will need to determine whether to support the recommendations from the DAPIC. [shared as a separate document] These are some highlights:

- Document demonstrates that activity needs to be handed off to next group to facilitate the changes on an incremental schedule to build towards 100% accessibility
- Document includes action plan including formation of a permanent group with consistent leadership, along with a timeline, communication strategy and suggestions for funding.
- Appendix B includes checklist for basic accessibility for faculty and staff resource creators.

Discussion included:

- Suggestion to include LRCFT in whatever group is formed because of workload issue, but not lose track of goal to prioritize needs of students and all users.
- Question about where info can be accessed (hub?) could be dealt with by new group.
- Next Steps: suggestion for dedicated faculty leadership and leadership at district level and dedicated resources.
- K. Knudson will create proposal for a suggested structure for continuing the work, as an example:

Ensure consistent leadership and or shared governance of district accessibility efforts long-term, inclusive of faculty and other constituency groups, including

- Faculty co-lead with release time (.2-.4)
- Administrative district office co-lead (AVC e.g. IT or instruction)
- Faculty volunteers to include DSPS, DE, OCDC representation
- Classified volunteers from DSPS

- Close collaboration with district Counsel

Request to senates to share proposal and bring feedback to DAS; continued advocacy (resolution in plenary packet re faculty responsibility concerning accessibility)

#### **4. ASCCC Resolutions**

The resolution packet to be discussed at Plenary will be reviewed and discussed in preparation for Plenary on April 7-9. There will be a new packet of resolutions that comes out before Plenary. Discussion on current resolutions included:

- Resolutions 13.03, 13.04, 13.05 refer to strengthening the Rising Scholars program
- SCC will share comments from their Senate and department chairs and other senates are encouraged to do the same.
- Resolution 9.01 seems to be an effort to clarify best practices for cross-listing, asking for ASCCC & CCCCO to establish guidelines
- Request for affirmative votes on addition of Asian American Studies and Native American Studies to min quals. Hearing is scheduled for Friday 8 AM for anyone attending.

#### **5. District Leadership & Decision-Making**

SCC would like to share concerns regarding issues of leadership, decision-making, planning, and consultation and produced a local draft document re concerns about the organizational culture that has been created by district leadership, issues over collegial consultation and participatory governance, concerns over Centralization efforts without consultation lack of transparency with the board and others, equity and anti-racism, taxpayer dollars, and safety. Document is still in draft. These concerns are echoed by ACCJC core district concerns. Discussion will continue at SCC senate. The concerns came from a group of SCC faculty including senators and non-senators.

Discussion about next steps. Document is still in draft, but SCC welcomes feedback on draft noting that concerns have been historically a district-wide concern.

Discussion included question about how DAS acts on resolution for executive committee semester-end report to DAS about collegial consultation. There has been a collegial consultation agenda item at the last DAS meeting each semester since spring 2020.

#### **6. Diversity, Equity, Inclusion, and Accessibility (DEIA)**

Time for reflection on how to infuse DEIA work into everything associated with academic and professional matters.

- HR hiring committee data has been shared in two sets-(1) information about people hired, and (2) information about committee makeup. Request will be made asking HR for data about committee makeup separated by college.
- Comment after reflecting on report of attention to accessibility and consideration of BFSa call for action. So much time and money has been spent on accessibility but are we spending the same effort on equity? Maybe there should be money to fund time for equity work? Questioning if accessibility is seeming to be getting more action than equity and wondering if that is because accessibility requirements are regulated by law. Suggestion about equity coach is

a good idea except that it will continue to overtax black and brown faculty. Could funding be moved to support equity?

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

- Meetings with Chancellor, Deputy Chancellor, etc.
  - Topics today included colleges/VPI offices have local decision-making with low-enrolled classes; summer schedule has been adjusted to include Juneteenth; staffing issues with LRPD and HR; math faculty meeting with district and union about class size
- College Academic Senate Presidents-ARC, CRC, FLC, SCC
  - ARC – nothing specific in the interest of time
  - CRC – time reflecting on both letters from BFSA.
  - FLC – no meeting since last time; still working on collegiality in action
  - SCC – discussion on draft white paper; highlighted letter from BFSA; safety concerns
- District Curriculum Coordinating Committee (DCCC) (Hicks) report highlights: covered 35 courses, 5 programs; discussed training for AB 111 and 928 - new bills; new requirements for Ethnic Studies.
- District Equity & Student Success Committee (DESSC) (Anayah) [DESSC 3.21.2022 Meeting Report](#) highlight that DO is having conversations on Outreach and has hired a consultant for Outreach
- District Educational Technology Committee (DETC) (Trench) [DETC 03.24.22 Meeting Summary](#)
- Other meeting reports
  - AB705 (Oliver) – math faculty is working on November 18<sup>th</sup> memo
  - Accreditation (DACC) (Oliver) – core inquiries are working on college inquiries and are welcome to provide input through Also on district inquiries
  - Budget (Myers) - shared report on budget timeline and process
  - Calendar (Oliver) – shared report that includes addition of Juneteenth and Cesar Chavez; note that commencements are moving to Thursdays
  - Constitution & Bylaws - Revision is in progress
  - Ethnic Studies Council (Cheshire/Heningburg) – fall report will be submitting report and request to be included in next agenda
  - LRCFT – Upcoming meeting with Math Faculty and Deputy Chancellor re: class cap issues; current issues include salary and insurance rates.

## **Future Agenda Items**

- Hyflex/Syncflex/Asyncflex Modalities – shared for local discussion and feedback to DAS
- Los Rios Colleges Online (LRCO) – shared for local discussion and feedback to DAS
- AS Travel Augmentation Request – requesting local AS leadership feedback

## **Future Events**

- Future DAS meetings
  - Spring 2022- April 19, May 3
- [LRCCD Board of Trustees](#)
  - Regular Meeting, Wednesday, April 20, 2022, 5:30 PM
- [ASCCC events](#)-many other events and institutes are listed on the website

- Plenary April 7-9, 2022 (hybrid)

## **Meeting Adjourned at 5:01**

### **Supplemental Materials**

#### **DETC 03/24/22 Meeting Summary**

##### **Pronto:**

There was a brief presentation about Pronto, a rich media communication tool that can be integrated into Canvas courses. A few years ago, Los Rios piloted Pronto. There were some issues and at the time, we elected not to continue the service. Pronto has made the recommended updates to their tool, and it was piloted at CRC this year. For the 22-23 academic year, Los Rios instructors interested in Pronto should contact their DE coordinator for more information.

[Pronto](#) features include:

- Instant messaging in Canvas or Pronto app on mobile devices
- Real-time translation to the user's preferred language
- Students can use for Announcements & Study Groups
- Instructors can turn on/off on-demand

##### **Student Services Hub:**

Will be coordinating with CVC-OEI representatives and a Sac State researcher as they work to develop a prototype Student Services Hub on Canvas.

##### **Starfish:**

The Interim AVC of Educational Services & Student Success summarized the implementation of Starfish at the four Colleges and collected feedback from the group.

At the last meeting of the year, on April 28, the following discussion items are planned: digital student journey (application through enrollment), Badgr for digital badging and micro-credentialing, test proctoring updates.

## **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.”