

# ARC Academic Senate

## Approved Minutes: May 13, 2021

### ***Preliminaries***

1. Call to Order: Called to order at 3:02pm
2. Approval of the Agenda: Agenda approved
3. Approval of the Minutes: Minutes approved
4. Introduction of Guests: Adrienne Avila, Gina Barnard, LaQuisha Beckum, Vivian Dillon, Javier Garcia, Marianne Harris, Sarah Lehmann, Veronica Lopez, Rocio Owens, Olga Prizhbilov, Brett Sanchez, Pamela Whipple
5. Public Comment Period:

There is an interest in scheduling finals to avoid cultural or religious holidays. ARC has an Interfaith Planning Calendar here:  
<https://arc.losrios.edu/arc/main/doc/ARC06-About%20Us/ARC-Our-Values/ARC-Equity-and-Diversity/Interfaith-Planning-Calendar.pdf> . Also, you can add holidays to your Outlook calendar. Instructions to do so are here:  
<https://help.uwadvancement.org/hc/en-us/articles/360049550553-How-do-I-add-holidays-to-my-Outlook-calendar->.
6. President's Report:
  - Tour of Unite/Hub remodel to give physical space for Disproportionately-Impacted student populations
  - Chancellor's Cabinet: meeting notes continue to be provided through supporting materials (see supporting materials "Chancellor's Cabinet Meeting" documents)
  - Upcoming events:
    - Candlelight Vigil Thursday, May 13, 7-8:30pm on campus in STEM quad area
    - "Beavers Build Together." The final event of Spring 2021 Friday, May 14, 1-2pm
    - Virtual Tenure Celebration Friday May 14th, 3-4pm
    - Anti Asian Hate Presentation with Executive Assistant U.S. Attorney Chi Soo Kim May 18 4-5:30pm
    - Drive through Commencement May 19th
  - Summer "projects" working with Vice President of Instruction Frank Kobayashi
    - Faculty hiring forms--updating
    - Coordinator reports--coordinating coordinators (job descriptions, etc)
  - Senate Year-end Report--see Supporting Materials "President's Year End Report to Academic Senate"

### ***Consent Items***

These items were not removed from consent by senators and so were approved by the Senate.

7. Direct Program Review committee to initiate creation of new department titled Ethnic Studies

8. Grant authority to Academic Senate Officers to act on behalf of the Academic Senate during summer--President Shubb will attend district board meetings on behalf of the Academic Senate.

## **Decision**

9. Academic Senate Bylaws Revisions (Second Reading)  
(see supporting materials "American River College Academic Senate Bylaws")  
The motion was made, seconded and carried to vote by section of the bylaws revisions. All revisions were approved unanimously. See supporting materials "Senate Attendance" for a record of the vote.

## **Reports**

10. College Councils
  - a. Student Success -- Carina Hoffpauir. The college will focus on communication and connection with students. Implementation of recommendations from Disproportionately Impacted populations project team reports.
  - b. Institutional Effectiveness -- Janay Lovering. No report. The group hasn't met since the last report.
  - c. Operations -- Araceli Badilla. See supporting materials "Operations Council Meeting Notes: April 27, 2021"
11. Ken Deibert Award -- A winner for 2021 has been chosen. Come to Fall 2021 Convocation to find out who it is! (And nominate an adjunct faculty member next year! Re-nominations are welcome.)
12. Faculty Representation in Governance
  - a. Academic Senate -- see supporting materials "Academic Senate Terms Ending 2021" for senate seats in your area that are coming available and/or are unfilled.
    - i. Committees -- Although these are standing committees of the Academic Senate, you do not need to be a senator to serve on the following committees:
      1. Curriculum Committee
      2. Program Review committee
      3. Professional Development Committee
      4. Professional Standards Type A/B Leaves Committee
      5. SLO Assessment Committee
      6. Program Pathways Committee
      7. Affordable Learning Material Committee
      8. Adjunct-of-the-Year Award Subcommittee
      9. Faculty Handbook Subcommittee
      10. Information Literacy Task Group
  - b. ARC Councils -- Representatives are needed for the Student Success Council. Contact Alisa Shubb if you know of someone who would be a good representative.
  - c. District Committees
  - d. Advisory groups

## Discussion

13. Sacramento City College Resolution “Against Centralization without Representation” (see supporting materials)

No people will lose jobs; the goal is to improve systems.

14. Sacramento City College Resolution “in Support of Equity Professional Development for Peer Review Team Members” (see supporting materials)

Faculty in general are very much in support of the idea. It should be done as part of the professional development we already are contractually obligated to do. Faculty expressed an interest in making sure that it’s not always the same people doing the equity work. Does this put a bigger burden on those who are already doing such work?

15. Report Back: (5-10 minutes per item)

a. MESA/STEM

MESA coordinator description--duties have been left off that may put the future of the grant at risk. This is not a MESA director position. If the college were to get the MESA grant, then the MESA director position would kick in, but no grant means no position. To get the grant, the college must partner with other groups in preparation to go after the grant. Further clarification of classified staff roles is needed. Asian American Pacific Islander and LGBTQIA+ populations will be supported.

b. Re-imagining the Future of Los Rios Summit

c. Academic Integrity Listening Sessions

16. Report Out: District Academic Senate

District Ethnic Studies Council--Fall 2022 is the earliest the courses can be up and running for CSU credit.

17. Items from College Areas for Academic Senate Consideration

- There is concern about the "invisible labor" that is carried by Black, Indigenous, and People of Color (BIPOC) staff. This equity work should be carried and advanced by all. This will come back as a discussion item for the first agenda of the fall.
- Since University of California at Davis and California State University are requiring vaccination, faculty would like to hear more about the chancellor’s decision not to require vaccination and how that decision was made. Though this was a topic of conversation at chancellor’s cabinet meetings, it was not a decision topic.

Meeting adjourned 5:00pm

## ***Upcoming Meetings and Events***

Date	Notes
8/18	FLEX
8/26	4th
9/9	2nd
9/23	4th

10/14	2nd
10/28	4th
11/4	1st
11/18	3rd
12/9	2nd

ARC Academic Senate Attendance				2021-05-13		Item #9 Academic Senate Bylaws Revisions (Second Reading)			
Area	Senator	Adjunct/FT	Term End		Do you approve the changes noted in Article III section 1?	Do you approve of the changes to Article IV: Sections 1, 2, 4, & 6?	Do you approve of the changes to Article V: Sections 1, 3, & 5?		
Behavioral & Social Sci	Ellen Bowden	Adjunct	2021	Present	yes	yes	yes		
Behavioral & Social Sci	Kristina Casper-Denman	Full-time	2023	Present	yes	yes	yes		
Behavioral & Social Sci	<i>Unfilled</i>	Full-time	2021						
Behavioral & Social Sci	Ricardo Caton	Full-time	2022	Present	yes	yes	yes		
Behavioral & Social Sci	Laurinda Reynolds	Alternate Full-Tin		Present	yes	yes	yes		
Behavioral & Social Sci	N/A	Alternate Adjunc							
Business & Computer Sci	<i>Unfilled</i>	Full-time	2023						
Business & Computer Sci	Damon Antos	Full-time	2022	Present	yes	yes	yes		
Business & Computer Sci	Kahkashan Shaukat	Full-time	2021	Present	yes	yes	yes		
Business & Computer Sci	<i>Unfilled</i>	Adjunct	2022						
Business & Computer Sci	Marc Condos	Alternate Full-Tin							
Business & Computer Sci	N/A	Alternate Adjunc							
Counseling	Jessica Nelson	Full-time	2022	Present			yes		
Counseling	Jennie Econome	Adjunct	2021						
Counseling	Reyna Moore	Full-time	2023	Present			yes		
Counseling	Carmelita Palomares	Full-time	2022	Present	yes	yes	yes		
Counseling	Kim Herrell	Alternate Full-Tin							
Counseling	<i>Unfilled</i>	Alternate Adjunc							
English	Catalina Carapia-Aguillor	Adjunct	2023						
English	Robyn Borcz	Full-time	2023	Present					
English	Shannon Pries	Full-time	2021	Present	yes	yes	yes		
English	Carina Hoffpaur	Full-time	2022	Present	yes	yes	yes		
English	N/A	Alternate Full-Tin							
English	Anthony Robinson	Alternate Adjunc							
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present	yes	yes	yes		
Fine & Applied Arts	Jodie Hooker	Full-time	2021						
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present					
Fine & Applied Arts	Craig Martinez	Full-time	2022						
Fine & Applied Arts	Linda Gelfman	Alternate Full-Tin							
Fine & Applied Arts	N/A	Alternate Adjunc							
Health & Education	Cheri Garner	Full-time	2023						
Health & Education	John Coldiron	Full-time	2022						
Health & Education	Diana Johnston	Full-time	2021						
Health & Education	Jen Kirkman	Adjunct	2022						
Health & Education	N/A	Alternate Adjunc							
Health & Education	N/A	Alternate Full-Tin							
Humanities	Corinne Arrieta	Full-time	2022						
Humanities	David Austin	Full-time	2021	Present					
Humanities	Caterina Falli	Full-time	2023	Present	yes	yes	yes		
Humanities	Kim Walters	Adjunct	2022						
Humanities	Erik Haarala	Alternate Full-Tin							
Humanities	N/A	Alternate Adjunc							
Kinesiology & Athletics	Gerry Haflich	Full-time	2022						
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023						
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2021						





# CHANCELLOR'S CABINET MEETING

## *Agenda*

Monday, April 26, 2021

3:00 p.m.

Zoom Video Conference

1. Call to Order	Brian King
2. Finalize Agenda & Minutes of Meetings* a. April 12, 2021 Minutes	Brian King
3. Focus on Creating Space for Additional Voices to be Heard in Cabinet	Brian King
4. Discussion of Proposed On-ground Student Services for Fall 2021	Jamey Nye
5. Continued Safety Planning and Key Issues to Address for Fall 2021 a. Vaccinations (UC and CSU poised to require with some caveats) b. Mask Mandates and Enforcement	Brian King
6. Update on Earliest Stages of Planning to Reimagine FA and A&R a. DAS request to the Chancellor that all conversation and activity involving FA and A&R cease until September (with a response requested by Wednesday, April 28) b. Districtwide <b><i>Los Rios Summit for the Future</i></b> on Thursday, May 6 at 3:00 p.m. I. Urgency of our Equity Work after a year that included the murder of George Floyd and a pandemic II. Recognition that the World of Work will be different after the pandemic III. Overview of planning for the Fall 2021 semester and ongoing planning for Spring 2022 IV. Need for Strategic Enrollment Management: Access for Students of Color V. Update on Planning to Reimagine FA and A&R VI. Other topics?	Brian King
7. Future Agenda Items and Meeting Schedule	Brian King
8. Adjournment	Brian King

*\*Attachment*



## CHANCELLOR'S CABINET MEETING

### Minutes

Monday, April 12, 2021

Zoom Video Conference

3:00 p.m.

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#### 1. CALL TO ORDER

Chancellor King called the Zoom Conference meeting to order at 3:00 p.m.

#### 2. CELEBRATION OF ALLIED HEALTH TEAM WHO KEPT FIRST RESPONDER PROGRAMS MOVING FORWARD

Chancellor King and Deputy Chancellor Nye celebrated the Allied Health team who kept our First Responder programs moving forward on ground during the pandemic. Faculty and staff from the programs shared remarks about the experience and expressed appreciation for the support under the challenging circumstances.

#### 3. FINALIZE AGENDA & MINUTES OF MEETINGS

The April 12, 2021 meeting agenda and minutes of the March 22, 2021 meeting were approved by consensus.

*Chancellor King, Deputy Chancellor Nye, and Vice Chancellor Rodriguez provided updates on the detailed list of agenda items below and answered several questions, as well as heard concerns, from members of Cabinet.*

#### 4. REVIEW OF FINAL PLANS FOR FALL 2021

- a. Student Registration Goes Live April 19
- b. Opportunity for Additional Face-to-Face Activities and Services (including, but not limited to, affinity groups, clubs, libraries, computer labs)
- c. Options to expand On-Ground Instruction for Fall 2021

#### 5. PREPARATION FOR A NEW NORMAL: SPRING 2022

#### 6. REDUCING BARRIERS FOR OUR STUDENTS: CHANCELLOR'S CABINET AS ADVISORY COMMITTEE FOR CERTAIN DISTRICT-WIDE PROJECTS

- a. A Focus on Equity to Improve Financial Aid and Admissions and Records: Spring 2022 implementation
- b. Ongoing Review of Other Areas for Improvement to Reduce Barriers for Students, Faculty and Staff
  - i. Human Resources
  - ii. Outreach (nexus with Strategic Enrollment Management)
  - iii. Information Technology (essential to every aspect of college operations)
  - iv. Research (tremendous growth in demand for data and dashboards)

#### 7. FUTURE AGENDA ITEMS AND MEETING SCHEDULE

The next meeting is scheduled for Monday, April 26, 2021.

#### 8. ADJOURNMENT

Chancellor King adjourned the meeting at 4:50 p.m.

# CHANCELLOR'S CABINET MEETING

## *Agenda*

Monday, May 10, 2021

3:00 p.m.

Zoom Video Conference

1. Call to Order	Brian King
2. Finalize Agenda & Minutes of Meetings* a. April 12, 2021 Minutes (with appendix) b. April 26, 2021 Minutes	Brian King
3. Proposed Amendments to Board Policy 7241, Graduation Requirements*	Jake Knapp
4. Proposed Process to Reaffirm the Strategic Plan*	Brian King
5. Debrief of May 6 Los Rios Summit for the Future	Brian King
6. Future Agenda Items and Meeting Schedule	Brian King
7. Adjournment	Brian King

*\*Attachment*

## CHANCELLOR'S CABINET MEETING

### Minutes

Monday, April 12, 2021

Zoom Video Conference

3:00 p.m.

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**APPENDIX A: Statement from Sacramento City College Academic Senate President Lori Petite** (Belinda Lum, Teresa Aldredge, Alisa Shubb, Ahmad Ameerzada and Jason Newman asked that their names be listed in support of the statement).

*“The topic of district-wide centralization of services resulted in an extended discussion of approximately one hour on this agenda item alone. The discussion included numerous concerns raised from faculty (senate and union) and classified professionals over participatory governance and consultative processes on this issue, processes which are codified in Title 5, Board Policies and Regulations, and local college governance guiding documents. A recommendation was made that proposals for centralized services should be referred to the DESSC (R-3412), as a recommending body to the DAS and the Board, and whose primary charge focuses on equity, and “student support services and technologies designed to onboard students and move them through to completion”. Additionally, significant concerns were raised regarding potential negative impacts to our students from an equity perspective, the lack of evidence to support centralization decisions at this juncture, as well as concerns regarding the future of our colleges and District, threats to local college autonomy, and risks to local college accreditation.”*

## CHANCELLOR'S CABINET MEETING

### Minutes

Monday, April 26, 2021

Zoom Video Conference

3:00 p.m.

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#### **1. CALL TO ORDER**

Chancellor King called the Zoom Conference meeting to order at 3:00 p.m.

#### **2. FINALIZE AGENDA & MINUTES OF MEETINGS**

The April 26, 2021 meeting agenda was approved. A proposed appendix to the April 12, 2021 Minutes was submitted by Sacramento City College Academic Senate President Lori Petite. The statement was emailed to Chancellor's Cabinet, and members who support the addition should email Jennifer Delucchi to have their name included on the list.

#### **3. FOCUS ON CREATING SPACE FOR ADDITIONAL VOICES TO BE HEARD IN CABINET**

Chancellor King opened the conversation by noting that a lot of the topics that have been discussed recently, such as potential changes to Financial Aid and Admissions & Records, have a direct impact on classified professionals. He offered an opportunity for those leaders to speak up and share feedback from their constituents. Each of the Classified Senate Presidents reported that they are in the process of gathering feedback and will share that information with Chancellor's Cabinet when it's available. The four College Presidents also shared their plans for the various forum opportunities for classified staff at each of the colleges.

#### **4. DISCUSSION OF PROPOSED ON-GROUND STUDENT SERVICES FOR FALL 2021**

Deputy Chancellor Nye outlined the high-level draft proposed list of student services to be on-ground. The list includes admissions & records, affinity groups, computer labs, counseling, financial aid, food pantries, library, rise and junior rise, student athletics, as well as some categorical programs. The current list went through the Vice Presidents of Student Services prior to being presented to Chancellor's Cabinet. Deputy Chancellor Nye answered questions and received feedback to clarify some of the caveats before it is shared more broadly, since the list identifies the areas that are permissible, but that doesn't mean they have been confirmed as being on-ground. The details will be negotiated as appropriate as the planning is finalized.

#### **5. CONTINUED SAFETY PLANNING AND KEY ISSUES TO ADDRESS FOR FALL 2021**

##### **a. Vaccinations (UC and CSU poised to require with some caveats)**

Chancellor King led a discussion about the recent announcement from UC and CSU that they will require vaccines of all students, faculty and staff returning to campus this Fall if there is an FDA-approved vaccine. Members of Cabinet shared their viewpoints on this matter as it relates to community colleges, noting the various nuances and complexities, and agreed this should be a District-level decision.

##### **b. Mask Mandates and Enforcement**

Chancellor King and Vice Chancellor Rodriguez confirmed that we will not be utilizing our LRPD Officers to enforce a mask policy on our campus and facilities. We have plenty of PPE available

for any classes that are on-ground, so we can make masks available to students who may forget them. A communication campaign is in the process of being developed to help create the culture of mask-wearing and other safety measures and protocols.

## **6. UPDATE ON EARLIEST STAGES OF PLANNING TO REIMAGINE FA AND A&R**

- a. DAS request to the Chancellor that all conversation and activity involving FA and A&R cease until September (with a response requested by Wednesday, April 28)**

Chancellor King shared that the Districtwide Academic Senate submitted a written request to have all conversations and activity involving Financial Aid and Admissions & Records cease until September with a response requested by Wednesday, April 28. A response is forthcoming as requested. While the last meeting of the Academic Senate for the Spring semester is May 4, work will continue with Classified Staff through the summer. It was reiterated that planning has not begun yet, and this group and other affected groups will be kept updated on any progress. There are no plans to implement any changes before Spring of 2022. The decision to align our structure has been made, but the planning of *how* we do that will be an ongoing, collaborative process with the shared goal of improving the quality of work life and services to our students.

- b. Districtwide *Los Rios Summit for the Future* on Thursday, May 6 at 3:00 p.m.**
  - i. Urgency of our Equity Work after a year that included the murder of George Floyd and a pandemic**
  - ii. Recognition that the World of Work will be different after the pandemic**
  - iii. Overview of planning for the Fall 2021 semester and ongoing planning for Spring 2022**
  - iv. Need for Strategic Enrollment Management: Access for Students of Color**
  - v. Update on Planning to Reimagine FA and A&R**
  - vi. Other topics?**

Part of the goal of the May 6 Summit will be to acknowledge that there is still a lot we don't know, but our HR team is committed finding the right solutions for our employees in the new world of work post-pandemic.

## **7. FUTURE AGENDA ITEMS AND MEETING SCHEDULE**

The next meeting is scheduled for Monday, May 10, 2021. This will be the last meeting of the Spring semester.

## **8. ADJOURNMENT**

Chancellor King adjourned the meeting at 4:52 p.m.

## ASSOCIATE DEGREE REQUIREMENTS

### 1.0 Degree Earned

- 1.1 The degree of Associate in Arts, Associate in Arts for Transfer, Associate in Science, or Associate in Science for Transfer can be earned through any College in the Los Rios Community College District.
- 1.2 The Associate in Arts degree and the Associate in Science degree may be conferred upon students qualified to transfer to a four-year college or university as well as upon those completing their formal education in a two-year vocational program as outlined in the catalog of any of the Colleges of the District. The Associate in Arts for Transfer degree and the Associate in Science for Transfer degree were created by SB 1440 (2010) to allow students to transfer to the California State University with junior status upon the completion of prescribed requirements.
- 1.3 In accordance with law and with the rules and regulations of the California Community College Board of Governors and the Los Rios Community College District Board of Trustees, the requirements for the degree Associate in Arts, Associate in Arts for Transfer, Associate in Science, or Associate in Science for Transfer are defined below.

### 2.0 Associate in Arts or the Associate in Science Graduation Requirements

- 2.1 Number of Units
  - 2.1.1 Satisfactory completion of a minimum of sixty (60) units of collegiate work with a “C” (2.0) grade point average in a curriculum which the District accepts toward the degree, provided that twelve (12) units must be earned in residence at the College recommending the degree.
    - 1.3.1.1 All reference to “units” in this policy is to “semester units.”
  - 2.1.2 Units of credit are assigned to courses based on the “Carnegie unit,” which assigns one unit of credit for three (3) hours of work by the student per week. Usually this means one (1) hour of lecture or discussion led by the instructor and two (2) hours of outside preparation by the student. In laboratory courses, three (3) hours of work in the laboratory are normally assigned one (1) unit of credit which may include some additional preparation outside of class time.
- 2.2 Major Field of Study
  - 2.2.1 Satisfactory completion of a minimum of eighteen (18) units in a major field of study or an area of emphasis from those specified in the catalog of each College with a minimum grade of “C” or the equivalent for any course in a major field of study, and a minimum cumulative grade point

average (GPA) of at least 2.0. For courses completed at colleges or universities outside of the district, a grade of “C-“ is acceptable if the “C-“ grade was used to fulfill a requirement in the major field of study at the college or university at which the course was completed.

## 2.3 General Education Requirements

2.3.1 Each College of the District will publish in its catalog a specific philosophy of general education. The following will serve as a pattern for the Colleges in the development of their individual philosophy statements.

2.3.1.1 The primary function of education is to transmit from each generation to the next the knowledge and skills requisite to enlarge the comprehension of our place in the universe. Los Rios Colleges are committed to the principle of providing general education which includes: Natural Science, Social and Behavioral Science, Humanities and the Arts, Language and Critical Thinking, and other courses that provide for life-long learning and understanding, and that explore the significance of work, production, consumption and leisure in the lives of individuals. All of these are basic and necessary to participate in and contribute to a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds.

2.3.1.2 A comprehensive education serves to develop the creativity, critical thinking, ethical behavior, and self-understanding which are essential to the attainment of personal goals and to participate in a society characterized by increasing global interdependence and by rapid and significant change.

2.3.1.3 Therefore, the purpose of general education is to give breadth to the college experience, enhance the ability to learn, and insure an appropriate level of competency. The general education program thus provides coherence to undergraduate education and affords students the opportunity to develop an integrated overview of the diverse fields of human knowledge.

2.3.2 The courses allowed by the Colleges of the District for the fulfillment of the general education requirements shall be introductory in nature and usually without course prerequisites. The content of the courses should encompass broad fields of knowledge, covering major principles and their applications to a wide field or fields. The intent should be to provide the students with an understanding and appreciation of a significant body of knowledge and give to the students a basis for evaluating the physical environment, the culture, and the society in which they live.



- 2.3.3 Students receiving an Associate degree must satisfactorily complete twenty-one (21) units in general education selected from the following areas as indicated:

2.3.3.1 Natural Sciences (three [3] units minimum)

Courses in the natural sciences are those which examine the physical universe, its life forms and its natural phenomena. To satisfy the general education requirement in natural sciences, a course should help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, physical geography, physical anthropology, physics and other scientific disciplines.

2.3.3.2 Social and Behavioral Sciences (three [3] units minimum)

Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course should help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative survey courses in anthropology, economics, history, political science, psychology, sociology and related disciplines, exclusive of those which fulfill the American Institutions requirement.

2.3.3.3 American Institutions Requirement (three [3] units minimum)

Courses in American Institutions are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State. To satisfy the general education requirement in American Institutions, a course should help the student develop an appreciation and understanding of the basic institutions, ideals, knowledge, and skills necessary for intelligent and loyal citizenship. It should stimulate critical thinking, problem solving, and literacy skills in regard to American historical, political, governmental, economic, social, and intellectual issues as they relate to both domestic and foreign affairs. This category includes introductory or integrative survey courses in history and political

science which qualify under the guidelines of either “a” or “b” below.

(a) Any course which addresses the historical development of American Institutions and ideals, inclusive of the following:

1. Significant events occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

(b) Any course which addresses the U.S. Constitution, representative democratic government operation, and the process of California State and local government, inclusive of the following:

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

#### 2.3.3.4 Humanities (three [3] units minimum)

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course should help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop an aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy, religion, and related disciplines.

#### 2.3.3.5 Languages and Rationality (six [6] units: three [3] units each from (a) and (b))

Courses in language and rationality are those which use and examine principles and guidelines of clear and logical thinking and communication. Courses in this category should build upon rather than remediate verbal and quantitative skills.

- (a) English Composition. Courses fulfilling the written composition requirement should include both expository and argumentative writing.
- (b) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral and written communication, mathematics, logic, statistics, computer language and programming, and related disciplines.

#### 2.3.3.6 Living Skills (three [3] units minimum)

One physical education activity course (with ADAPT, DANCE, FITNS, PACT, SPORT, or TMACT designators) must be taken in this area and a minimum of two (2) units from the other courses included in this category. Adapted physical education courses are available for students with documented physical disabilities. These Adapted courses will fulfill the graduation requirement.

Courses in this area may be selected from a number of different disciplines that help students to acquire skills and knowledge to understand themselves as whole persons (integral to their environment). This category includes the study of courses that develop and maintain personal, social, physical and emotional well-being. It is the intent that this area include such courses as health education, human sexuality, marriage and family, nutrition, and personal adjustment.

- 2.3.3.6.1 Students with medical excuses may petition to be exempted from the physical activity course requirement when appropriate adapted physical education classes are not offered at the location where the student takes the majority of their course work.

Students not completing a physical activity course on the basis of this exemption shall be required to complete a minimum of three (3) units in other courses in the Living Skills area.

- 2.3.4 While a course might satisfy more than one (1) general education requirement, it may not be counted more than once for these purposes. Courses which are a part of the major requirement and meet the intent of these general education guidelines may be used to satisfy both requirements.
- 2.3.5 Ethnic studies will be offered in at least one (1) of the required general education areas (2.3.3.1-2.3.3.5).
- 2.3.6 Each College shall set up a process that will involve the review of courses submitted to meet the objectives and criteria of general education.
- 2.3.7 Students who show proof of a baccalaureate or higher degree completed at a college or university accredited through a CHEA (Council for Higher Education Accreditation) recognized Regional Accrediting Agency will have satisfied general education, Ethnic/Multicultural studies, and competency requirements for the Associate in Arts or the Associate in Science degree. Degrees from accredited institutions outside of the United States will be evaluated on a case-by-case basis. All Associate degrees from institutions accredited from CHEA Regional Accrediting Agencies will be evaluated on a case-by-case basis. Degrees or courses from non-accredited institutions will not be considered.

## 2.4 Basic Skills Competencies

- 2.4.1 All students granted an Associate in Arts or Associate in Science degree shall have demonstrated college-level competence in reading, written expression, and mathematics.
- 2.4.1.1 Examinations used to assess competency in any one of these areas will be uniform throughout the District and will be recommended by committees composed of members as provided in District Regulation ([R-3412](#)).
- 2.4.1.2 The Chancellor shall adopt Administrative Regulations establishing specific competency standards.

## 2.5 Ethnic/Multicultural Studies

2.5.1 One (1) three (3) unit Ethnic/Multicultural studies course must be completed within the sixty (60) unit graduation requirement. The course may be completed as part of the twenty-one (21) unit general education pattern, as a course required by the major, or an elective course.

2.5.1.1 Courses in Ethnic/Multicultural studies examine significant aspects of the culture, contributions and social experiences of underrepresented ethnic/racial groups in the U.S., or the history and cultural traditions of non-western societies. Non-western courses should focus on non-Eurocentric cultures.

2.5.1.2 All courses should be comparative among multiple social groups and should include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience.

## 3.0 Credit by Examination

3.1 Any specific course requirement may be satisfied by the procedures established for credit by examination.

## 4.0 Transfer Graduation Requirements (SB 1440):

4.1 For curricula approved pursuant to SB 1440 (2010) by the Board of Trustees (approved curriculum), the graduation requirements for the Associate in Arts for Transfer and Associate in Science for Transfer degrees shall consist entirely of the following requirements which also satisfy all basic skills competency requirements:

4.1.1 Successful completion of sixty (60) semester units eligible for transfer to the California State University, which shall include satisfaction of the following two (2) requirements:

4.1.1.1 Completion of one (1) or the following General Education Patterns:

4.1.1.1.1 The Intersegmental General Education Transfer Curriculum (IGETC): or

4.1.1.1.2 The California State University General Education-Breadth Requirements.

4.1.1.2 Completion of at least eighteen (18) semester units in a major or area of emphasis identified in the approved curriculum

4.1.2 A minimum grade point average of 2.0.

## 5.0 Courses Specified

5.1 Each College within the District shall specify in its College catalog the courses that may be taken by a student in each of the required areas listed above. Requirements satisfied at one College will be accepted by any other College within the District.

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LRCCD

Policy Adopted: 3/10/65

Policy Revised: 12/6/72; 4/17/74; 1/28/81; 4/21/82; 1/19/83; 2/1/84; 7/27/88; 3/18/92;  
3/1/00; 11/5/03; 6/18/08; 3/14/12; 9/9/15; 5/10/17

Policy Reviewed: 5/10/17

Adm. Regulation: [R-7241](#)[Draft 3/18/2021](#)

# DRAFT-Reaffirmation Process for LRCCD Strategic Plan

## Chancellor's Cabinet May 10th

Since the Chancellor's Cabinet is by [LRCCD Regulation 3411](#) Section 1.3.2 the steering committee for District strategic planning processes, it will be necessary for the Chancellor's Cabinet to agree on a reaffirmation process of the current [LRCCD Strategic Plan](#).

- Goals are still relevant to the work and direction the LRCCD is moving, need to think about indicators and strategies with minimum, if any, adjustments only to the current goals.
- Need to spend time and energy on the work not on the process
- Set up a process where the strategic plan never sunsets, rather assess every year to adjust indicators and strategies; create a yearly evaluation of strategic plan, yearly weigh in so there is constant input, data reporting, reflection, and adjustment
- Want to move to a more agile strategic plan process to be more responsive to internal or external changes
- Need to take into account the need for a remote process this fall

## LRCCD Institutional Research Summer 2021

Ask District Institutional Research to create over the summer a report of progress on indicators of achievement and strategies to share with Chancellor's Cabinet early in August

## Fall 2021 Process

Recommended process for Chancellor's Cabinet and colleges to weigh in on the reaffirmation the strategic plan

- Survey for entire district to solicit feedback on the strategic plan and the research report
- Send data districtwide so each college may collect feedback, perhaps by having listening tours or other collegewide events

## President's Year End Report to Academic Senate - 2020-2021

### Decisions:

- Reviewed and Supported the Strategic Enrollment Management (SEM) Plan
- Supported Critical Faculty Hires in Nursing
- Reviewed and Approved Credit for Prior Learning LRCCD Regulation
- Reviewed and Approved District Curriculum Coordinating Committee recommendations to eliminate credit by exam eligibility criteria and revision to P-7241 to allow C- grades from other institutions to meet Los Rios major requirements
- Reviewed and Approved the LGBTQIA+ Disproportionate Impact Report
- Reviewed and Approved the Asian Pacific Islander Disproportionate Impact Report
- Supported Critical Faculty Hire of Articulation Officer
- Revised Academic Senate Bylaws to
  - include new caucus for Workforce, Work Experience, Apprenticeship, Sacramento Regional Public Safety Training Center
  - increase transparency of Senator & Officer elections
  - modify roles of Vice President and Past President

### Actions

- Developed the Digitally Enhanced Instruction Concept Proposal and urged support within District
- Developed Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners resolution which was adopted by District Academic Senate
- Reviewed LRCCD Policy & Regulations with an equity perspective and recommended District review of:
  - P-2222/R-2222 (Attendance),
  - P-7252 (Finals in Grading Practices & Standards)
  - R-71347 (Textbook Selection Procedure)
  - R-7211 (Maximum and Recommended Academic Load)
  - R-2312 (Student Clubs requirement for a faculty advisor)
- Developed and approved Academic Senate Statement on the promotion of Academic Integrity
- Hosted College President Faculty Impressions Panel
- Hosted Vice President of Administration Faculty Impressions Panel

### Items of continued discussion

- Promoting creation of transformative & equitizing syllabi
- Community guidelines for Academic Senate meetings
- Inclusive Academic Senate practices
- Strategies for improving student opt-out schedules

### Received and responded to reports on the following items:

- Regular Council Reports:
  - Student Success/Operations/Institutional Effectiveness
- Flexible Course Design Cohort



- Accreditation
- Council of Coordinators & Chairs
- Center for Teaching & Learning
- Undocumented Student Weeks of Action
- Actionable Equity Series
- Gradescope
- LRCCD CE Industry Advisory Handbook
- Starfish
- Opt Out Student schedules
- Religious Inclusion & Observance Webpage
- Academic Senate Standing Committees:
  - Affordable Learning Materials
  - Curriculum
  - Program Pathways
  - Program Review
  - SLO Assessment
- MESA/STEM Center reorganization status

# AMERICAN RIVER COLLEGE ACADEMIC SENATE BYLAWS

## ARTICLE I: NAME

This organization shall be known as the American River College Academic Senate.

## ARTICLE II: POWERS AND RESPONSIBILITIES

Powers and responsibilities of the Senate are as stipulated in the Constitution.

## ARTICLE III: ORGANIZATION

### **Section 1.**

The Senate shall consist of members elected from each Area, Division, or other appropriate organizational unit of the college, as recognized by the Senate and defined in the Senate Bylaws. For purposes of Senate organization the Areas of American River College are

- Behavioral/Social Science
- Business and Computer Science
- Counseling
- English
- Fine and Applied Arts
- Health and Education
- Humanities
- Library, Learning Resources, and Instructional Technology Center
- Mathematics
- Kinesiology and Athletics
- Science and Engineering
- Student Support Services
- Technical Education
- Workforce, Work Experience,  
Apprenticeship, Sacramento Regional  
Public Safety Training Center

The Academic Senate Executive Board shall assign faculty to one of the Areas, Divisions or other organizational units listed above. A list of affiliations shall be maintained on the Academic Senate website. Faculty assigned to the unit shall have the same rights and responsibilities as other faculty members in the unit, including the ability to serve as a Senator from their unit as well as to represent their unit on committees.

The Senate shall consist of three full-time faculty members from each Area of American River College, except that there will be two full-time faculty members from Library, Learning Resources, and Instructional Technology Center, **one full-time and three adjunct faculty members from the Workforce, Work Experience, Apprenticeship, Sacramento Regional Public Safety Training Center,** and one full-time faculty member from Student Support Services.

The Senate shall also consist of one adjunct faculty member from each Area of American River College .

Each Area shall also elect one alternate full-time Senator and may elect one alternate adjunct Senator, whose name(s) shall be forwarded for inclusion on the Senate roster.

## **Section 2.**

The Senate may establish standing committees, task forces, and work groups to perform work that is the rightful responsibility of the Senate as a whole, and may define and limit the powers and duties of these groups. The Academic Senate President will appoint all faculty members of groups established. Members of groups may be selected from within the Senate or outside the Senate.

## ARTICLE IV: ELECTION OF SENATORS

### **Section 1.**

Members of the Senate shall serve terms of three years. The terms shall be staggered so that one third of the Senators will be elected each year. Terms of office shall begin June 1 for normally-expiring terms and immediately upon selection in the case of unexpired terms.

### **Section 2.**

In the case of expiring terms of Senators, Areas shall follow their agreed-upon selection process by April prior to term expiration. In the event of a vacancy, a member shall be elected to fill the unexpired term.

### **Section 3.**

It shall be the responsibility of the Area Senators to inform their Areas of regular and special election/selection processes. No candidate shall be involved in monitoring elections or tallying votes.

### **Section 4.**

Members of the faculty shall be nominated for a term in the Senate:

A: By accepting a nomination offered by the Area nominating committee, or

B: By actively seeking nomination;

Within each Area, full-time faculty shall select full-time and alternate Senators, and adjunct faculty shall select adjunct Senators and may elect alternate adjunct Senators.

### **Section 5.**

Members of the Senate shall be eligible for reelection, as per their area's agreed-upon practices

## **Section 6.**

The Senate President may declare vacant the position of a Senator who, without extenuating circumstances communicated to the President:

- A: Is absent from two consecutive regular meetings of the Senate, unless the alternate substitutes for the Senator, or
- B: Beginning with the fourth regular meeting of any school year is absent from a total of 50 percent of the regular Senate meetings held to date for that school year, unless the alternate substitutes for the Senator.

A Senator whose position has been declared vacant under the provisions of this section may not be a candidate to the Senate for one calendar year following removal from office.

## **Section 7.**

To recall a Senator:

- A: A petition to recall a Senator must be signed by 50 percent of the faculty of that Area and presented to the Senate President or Secretary. Only full-time faculty are eligible to sign petitions to recall full-time Senators; only adjunct faculty are eligible to sign petitions to recall adjunct Senators.
- B: On receipt of the petition, the Senate shall inform and poll the appropriate faculty of that Area within 10 school days.
- C: If a majority of the eligible faculty of that Area supports the recall, the position shall be declared vacant, and the eligible faculty of that Area shall elect a replacement to fill the unexpired term.

## **Section 8.**

When a Senator has been elected as one of the Senate's Officers (President, Vice-President, or Secretary), the Area which the Officer had represented shall elect a substitute to serve during the Officer's term of Office. Likewise, the Past-President, a Senate Officer by

virtue of past service to the Senate rather than by election, shall not represent an Area. Senate Officers, except for Senate President, may vote in all matters of the Senate as representatives of the entire faculty. The Senate President may vote only to break a tie.

## ARTICLE V: ELECTION AND DUTIES OF OFFICERS

### **Section 1.**

Senators will elect their Officers, who shall include a President, a Vice President, and a Secretary. There shall also be a Past President. The election of Officers will occur as follows: a nominations committee shall be established, receive nominations throughout April until 72 hours before the election which shall occur no later than the last scheduled meeting in April, and preside over the election. Candidates for office may not serve on the nominations committee. The term of office for Senate Officers shall be from June 1 of the current year until May 31 of the following year. Officers may be reelected.

- A: The officers shall constitute the Senate Executive Council; should an officer be unable to complete his or her term, the Senate shall elect a replacement to finish the term.
- B: The Senate Executive Council shall meet at least monthly during the school year for planning purposes.
- C: The Senate Executive Council shall meet regularly with the College President.
- D: The Senate Executive Council shall serve as members of the District Academic Senate.

### **Section 2. Duties of the President**

- A. The President shall preside over all Senate meetings and all other meetings called by the Senate.

B. The President shall appoint all faculty members of committees, councils, project teams, and other governance groups.

1. The ARC Academic Senate President makes official faculty appointments to all college governance groups.

a. Faculty representation on a governance group is determined according to each governance group's requirements.

b. The terms of service are determined according to each governance group's requirements. .

2. The District Senate President makes faculty appointments to District Committees, based on recommendations from the College Academic Senate Presidents.

a. The ARC Academic Senate President will call for names of faculty interested in serving on District-wide committees.

b. In the case that more faculty are interested in serving than there are seats allocated to ARC on a committee, the following process will occur:

i. A letter of interest will be required from each interested faculty member that addresses the experience and interest that the faculty member has regarding this committee.

ii. The ARC Senate Executive Council will consider each application and forward a faculty name and an alternate as a recommendation to the District Academic Senate

President for appointment. If the appointed faculty member is unable to serve, then the alternate faculty member will be appointed.

C. The President shall be empowered to suggest policies and plans for all committees.

D. The outgoing President shall report to the Senate in May on the previous year's accomplishments; copies of the report will be distributed to the full faculty.

### **Section 3. Duties of the Vice President**

The Vice President shall serve as assistant to the Senate President, preside over Senate meetings in the absence of the Senate President, and serve as the chair of the Program Review Committee.

### **Section 4. Duties of the Secretary**

A: The Secretary shall keep accurate minutes; an accurate roster of officers, Senators, and Senate appointments; and a master copy of the Constitution and Bylaws. Further, the Secretary shall notify the faculty of changes in the Bylaws within ten days of approval by the Senate;

B: The Secretary shall call to the attention of the President any motions or other business passed by the Senate requiring action on the part of the Senate President and shall record the action taken.

### **Section 5. Duties of the Past President**

The Past President shall provide historical background to the other officers as needed and perform other duties as assigned by the President.

## **ARTICLE VI: PROCEDURES**

### **Section 1.**

The Senate procedures for formulating and presenting recommendations include the following:

A: Reports will be presented as information items and will then be acted on, if necessary, at a subsequent meeting;



B: Senate recommendations or views will be sent to the college President on matters of college policy and to the District Academic Senate on matters of district policy;

C: At its discretion, the Senate shall take action on any policies involving

academic or professional matters before the Chancellor submits them to the Board;

D: As warranted, the Senate shall review college and district policies involving academic or professional matters.

## **Section 2.**

The procedures for formulating the agenda for Senate meetings include the following:

A. Any faculty member of American River College may place an item on the agenda by written notice to the Senate President. Items for the agenda shall be submitted at least five school days prior to a Senate meeting.

B. Agenda items shall be categorized as “discussion,” “decision,” “consent,” or “report.”

Decisions growing out of discussion items shall not be voted on at that meeting unless two thirds of the Senators who are present vote to suspend this rule.

C. Reports of committees or subcommittees shall be included with the Senate agenda.

D. As per the Ralph M. Brown Act, the agenda shall be distributed at least 72 hours before the Senate meeting. Senators are responsible for posting the agenda in prominent places in their respective Areas before the Senate meeting.

### **Section 3.**

The Senate President shall be empowered to refer a proposed agenda item to the appropriate committee with the following provisions:

- A. Items so referred shall be included as submitted in the regular agenda under the heading of “referred to committee,” and copies of the item, as submitted, shall be included with the agenda with a notation indicating the committee having responsibility.
  1. The President shall notify the faculty member submitting the item of the decision to refer to committee, indicating which committee has been assigned responsibility.
  2. Items appearing in the regular agenda under the heading “referred to committee” shall not be debated at that meeting except as provided in Section 3B below.
- B. The faculty member who submitted the item or any member of the Academic Senate may appeal the President’s decision to refer to committee if said faculty member or Senator feels immediate consideration of the item is imperative. For such appeals,
  1. A simple majority of negative votes shall be sufficient to overturn the President’s decision to refer;
  2. If the President’s decision is overturned, the item shall then be placed on the regular agenda as an information item.
- C. The committee to which the item has been referred shall conduct such investigations as are deemed necessary.
- D. The committee shall submit a report on the item. The report may simply

give the committee's findings, recommend passage or rejection of the item, suggest amendments, make an alternative proposal, or recommend such other disposition as the committee may deem advisable.

#### **Section 4.**

Meeting procedures include the following:

- A. All Senate meetings shall be open to faculty members and other visitors. Visitors wishing to speak on agenda items shall notify the presiding officer prior to the meeting. On each agenda, the item designated as "Public Comments" will provide members of the public the opportunity to address the Senate on matters on the agenda.
- B. The Senate shall publish reports of its meetings and actions.
- C. The Senate shall meet at least once a month during the school year; such meetings will be included on the regular college calendar.
- D. Fifteen Senators present at a regular or special meeting shall be considered a quorum.
- E. Special meetings of the Senate may be called either at the discretion of the Senate President or when requested in writing by a majority of the members of the Senate;
- F. A simple majority of votes shall be sufficient to overturn any appointment or other action by the President;
- G. In all matters of internal functioning not covered by the Bylaws, the Senate shall be governed by Robert's Rules of Order;
- H. The American River College Academic Senate shall abide by all rules and regulations of the Brown Act.

## ARTICLE VII: CHANGES OF BYLAWS

The Bylaws may be changed by a two-thirds vote of the Academic Senate at any meeting, provided the changes have been published and circulated among the entire senate at least two weeks prior to the time of voting.

# OPERATIONS COUNCIL MEETING NOTES: APRIL 27, 2021

## UPDATES AND BRIEF REPORTS

What are the safety updates?

Captain Day, Cheryl Sears 5 min.

Cheryl Sears reported no safety issues. However, two weeks ago, an air circulator in the Athletics dept. was stolen.

There are a lot of people on campus these days, especially on scooters and such.

What are the facilities and maintenance and access updates?

Cheryl Sears 10 min.

The demolition of the tennis courts will start on May 1.

The boiler replacement starts in May and should be finished by October.

Tech Ed is moving and the move should be completed by Feb 2022.

The Natomas parking project started on March 1 and should be done by Aug 2022...off site parking is available at the high school.

The Natomas building phase 2 & 3 to start in late July/early August 2022.

The ITC is moving IT folk to the old business office in the Admin Bldg.; Distance Ed staying in its current location.

The Homebases project is moving along and should be completed by the time people return to campus.

The STEM building has some water/fluid in the floors...they are still trying to figure out what it is.

Maintenance dept. is putting up partitions in the Admin building.

Concrete was poured at the bus stop adjacent to the adaptive PE

Concrete was poured on the walkway between LRC and STEM buildings.

At the moment, Maintenance dept. is working on impossible and difficult to convert courses with Kale and Frank.

Working with culinary faculty and doing walk thru with them

Hiring committee for VPA announcement coming soon.

Roger Davidson recommended delaying the start of phase 2 construction at Natomas until summer school ends to minimize disruption to instruction.

What are the technology updates? Jeff Bucher 5 min.

The STEM building is online for summer.

ITC moving out, including the Help Desk will move to the old Business Services office area.

Jeff is working with Student Services staff to start using their desktops to review them before they return to campus

by using remote access with Global Protect. Everyone will eventually be on this mobile platform for remote work; this is a big difference in how ARC will conduct business moving forward. Fall 2021 semester will be the first time doing a “hybrid” work model and this will help in preparation for spring semester.

What are the budget updates? Koue Vang 10 min.

Koue is working with IT to submit list of items that have/will be purchased thru HEERS funding

The plan is to create a mobile workforce so every permanent staff member has a desktop/laptop.

For instruction, they will create high flex classrooms that use cameras for hybrid teaching, motion sensor cameras

IT will replace all the laptops with new ones.

Purchased new hot spots, especially near athletics/fields/parking garage, including wireless connectivity.

### Questions from the Academic Senate re: Confidence Cameras

**Question:** where are the cameras going to be installed?

**Answer:** Culinary, Oak Café lab, kitchen, Workforce, Raef Hall, one camera per building

**Question:** What are they for?

**Answer:** For teaching/hybrid courses

### ACTION ITEMS:

Approve Minutes from 3/23/2021 Koue Vang, Olga Prizhbilov

Minutes were approved.

### DISCUSSION ITEMS:

What are the updates and issues to discuss in regard to the

Campus Reopening Planning? Koue Vang 10 min.

Student Services is working on which programs may return to campus next fall... nothing is official yet.

Discuss Operations Council schedule for 2021-2022 Koue Vang, Olga Prizhbilov 10 min.

Koue proposed to change the length of the council meeting time from 2 hours to 1.5 for next year. All agreed.

## Academic Senate Terms Ending 2021 (and Vacancies)

Area	Senator	Adjunct/FT	Term End
Behavioral & Social Scier	Ellen Bowden	Adjunct	2021
Behavioral & Social Scier	<i>Unfilled</i>	Full-time	2021
Business & Computer Sc	<i>Unfilled</i>	Full-time	2023
Business & Computer Sc	Kahkashan Shaukat	Full-time	2021
Business & Computer Sc	<i>Unfilled</i>	Adjunct	2022
Counseling	Jennie Econome	Adjunct	2021
English	Shannon Pries	Full-time	2021
English	<i>Unfilled</i>	Full-time	2022
Fine & Applied Arts	Jodie Hooker	Full-time	2021
Health & Education	Diana Johnston	Full-time	2021
Humanities	David Austin	Full-time	2021
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2021
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023
Library/Learning Resourc	Leslie Reeves	Full-time	2021
Mathematics	Deborah Gale	Adjunct	2021
Mathematics	Andy Halseth	Full-time	2021
Sacramento Regional Pu	Lonetta Riley	Full-time	2021
Sacramento Regional Pu	<i>Unfilled</i>	Adjunct	2022
Science & Engineering	<i>Unfilled</i>	Adjunct	2021
Science & Engineering	Charles Thomsen	Full-time	2021
Science & Engineering	<i>Unfilled</i>	Full-time	2023
Student Support Service	Judith Valdez	Full-time	2021
Student Support Service	<i>Unfilled</i>	Adjunct	2023
Technical Education	Frank Beaushaw	Full-time	2021
Technical Education	<i>Unfilled</i>	Adjunct	2023



**Sacramento City College Academic Senate**  
**Resolution 2021-02: Resolution against Centralization without Consultation**  
**Approved unanimously on May 4, 2021**

Whereas, *AB 1725, Education Code, Title 5, and LRCCD Board Policies and Regulations* establish, recognize, and codify the purview of the Academic Senate, including faculty purview in processes for institutional planning, accreditation, curriculum, student success, college governance structures, and other 10+1 areas, and which were reviewed by the Board and the Chancellor in the recent Collegiality in Action session and,

Whereas, *LRCCD BOT Regulation R-3412* recognizes the District Equity and Student Success Committee (DESSC) with the purpose “to provide recommendations to the District Academic Senate and advise the Board of Trustees or its representatives on matters related to District-wide issues of *equity* in our education system, including initiatives and legislation, *and those of student support services and technologies designed to onboard students and move them through to completion*” [emphasis added] and,

Whereas, *the SCC Guide to Participatory Decision-making at Sacramento City College* (aka “*The Governance Guide*”) codifies SCC participatory governance processes across all constituency groups including students, faculty, classified staff, and managers “in the process of making decisions that *directly and indirectly* affect them” [emphasis added] and, whereas District decision-making which bypasses established processes or which proceeds without consultation weakens or violates local college autonomy, college participatory governance practices, and the rights and/or responsibilities of the Academic Senate and,

Whereas, LRCCD has centralized or proposed centralization of an extensive list of services across our District since 2020, including but not limited to: Foundation and Philanthropy Offices, Public Information Offices and Officers (PIOs), College Websites and Webmasters, College Nurses, Call Centers, Online Catalog, Degree Planner, Los Rios Colleges Online, Online Course Development Coordinators (OCDs), Tutoring Services, Admissions and Records, Financial Aid, Outreach, Research, and Information Technology (IT), and which touch areas of purview for the Academic Senate and the District Equity and Student Success Committee and,

Whereas, substantial organizational restructuring or revisioning during an accreditation cycle and a global pandemic, before the effects of a prolonged college shutdown on our most disproportionately impacted students have been sufficiently assessed, may be a disservice to many of our students and to the communities we serve, and may impact our unique outreach and in-reach efforts, especially as we move to recapture students and re-engage our communities, and whereas centralizing services, including shifting direct reports in key student services areas from the College to the District may depersonalize many of our students’ interactions with our college at a most critical time, and

Whereas, centralization of services, particularly outside of established governance and consultative processes, results in the loss of local college autonomy and loss of local decision-making, and may have negative impacts on our upcoming accreditation and,

Whereas, shortcomings in collegial consultation have been formally documented since at least 2018 as an area of ongoing concern, and whereas attempts to address this, including a formal resolution on collegial consultation from SCC’s Academic Senate, approval of a White Paper on Collegial Consultation,

a district IBA session with the Chancellor, Vice Chancellor, and Senate presidents, an information session for the Board of Trustees about the 10+1, and the recent Collegiality in Action session, have failed to yield substantive improvements;

Resolved, the SCC Academic Senate respectfully urges the LRCCD Board of Trustees to restore previously centralized services to local college, and thereby community, control, and,

Resolved, the SCC Academic Senate respectfully urges the LRCCD Board of Trustees to reject all future centralization actions until the following conditions have been met:

1. Authentic and robust consultation with the Academic Senate, including local college senates, District Academic Senate, DESSC, and other subcommittees as applicable has been completed.
2. Authentic and robust participatory governance engagement per local college governance policies and practices has been completed.
3. Our colleges return, in a post-pandemic environment, to on-ground, in-person operations so that we may accurately assess the impacts to our most vulnerable student populations before changes are implemented.

Resolved, that the SCC Academic Senate respectfully urges the Board of Trustees to honor the role and purview of the Academic Senate and local participatory governance processes by affirming its intent and commitment in writing.

## 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”,<sup>1</sup> 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”<sup>2</sup> 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)<sup>3</sup> 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”<sup>4</sup> and,

**Whereas**, Performance Review Teams have significant influence over the career, pedagogical practices, and working environment of tenure-track faculty,<sup>5</sup> 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,”<sup>6</sup> and this commitment includes an Equity Reflection<sup>7</sup> 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 Trustees<sup>8</sup> 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:

<sup>1</sup> CCC Statement on Diversity, Equity, and Inclusion, Title 5 CCR § 51201

<sup>2</sup> CCC Job Announcements and Qualifications, Title 5 CCR § 53022

<sup>3</sup> 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

<sup>4</sup> SCC NFA Curriculum Syllabus

<sup>5</sup> LRCFT Contract 2021-2023 Articles 8 <https://employees.losrios.edu/lrccd/employee/doc/hr/cba/lrcft2020-2023.pdf>

<sup>6</sup> SCC Faculty Statement of Professional Ethics <https://inside.scc.losrios.edu/faculty/faculty-ethics-and-performance>

<sup>7</sup> LRCFT Contract 2021-2023 Article 8 and Appendix E1

<https://employees.losrios.edu/lrccd/employee/doc/hr/cba/lrcft2020-2023.pdf>

<sup>8</sup> LRCCD BOT P-3412 <https://losrios.edu/shared/doc/board/policies/P-3412.pdf>