

District Academic Senate (DAS) Meeting

Tuesday, September 1, 2020

3:00 pm – 5:00 pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94313046533>

Or iPhone one-tap (US Toll): +16699006833,94313046533# or +13462487799,94313046533#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 943 1304 6533

International numbers available: <https://cccconfer.zoom.us/u/aetPJ0YJAa>

Or Skype for Business (Lync):

SIP:94313046533@lync.zoom.us

Agenda

Preliminaries

- Call to order
- Welcome and Introduction of Guests
- Approval of the Agenda
- Approval of May 5, 2020 & August 18, 2020 (retreat) Minutes
- Public Comment (3 minutes per person as time permits)

DAS President's Report (10 minutes)

- Review of meeting notes and weekly recaps and answering of any clarification questions.

Decision Items (15 minutes per item)

1. Constitution Review

- Appointment of task group to review and make recommendations on the DAS [Mission](#) and [Constitution](#) with a draft returned to DAS in November for review. Particular attention should be paid to any systemic changes or other changes needed regarding equity and antiracism.

2. Equivalencies [Time Certain 3:30pm]

- Appointment of task group to investigate [Los Rios CCD equivalency process](#) R-5123 and recommend to DAS by December possible changes, if any, to the process. Particular attention should be paid to any systemic changes or other changes needed regarding equity and antiracism.

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.

Discussion Items (15 minutes per item)

3. Antiracism
 - Debrief of DAS Retreat, FLEX, Convocation, Town Hall, etc. Reflect on how to infuse antiracism work into everything associated with academic and professional matters. Review of “Call to Action”.
4. Performance Review
 - Request for LRCFT to negotiate changes to the performance review process and documents to align with antiracism and equity “Call to Action” [See Supporting Materials] and [Board of Trustees Resolution No. 2020-09](#).
 - California Education Code §87663 (f) “*In those districts where faculty evaluation procedures are collectively bargained, the faculty’s exclusive representative shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures.*”
5. English Placement Messaging to Students
 - Review of the summer messaging to students regarding English co-requisite courses. [See Supporting Materials]

Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Wada)
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
 - AB705 (Oliver)
 - Adjunct Hiring Manual (Crosier)
 - Calendar (Oliver)
 - College Bookstores (Crump)
 - Prison & Reentry Program (Crosier)
 - Other...
- Academic Senate for California Community Colleges (ASCCC)
- Los Rios College Federation of Teachers (LRCFT) (Newman)

Future Events

- Next DAS meetings-Sept 15th, Oct 6th, Oct 20th, Nov 3rd, Nov 17th, Dec 1st
- [LRCCD Board of Trustees](#) Meeting, Wednesday September 9, 2020 5:50pm
- [ASCCC Fall Area A](#) (virtual)-Oct 16, 2020
- [ASCCC Fall Plenary](#) (virtual)-Nov 5-7, 2020

Supporting Materials

Agenda Item #4-Call to Action

The four Los Rios Colleges and the District Academic Senate submit a joint report in support of a call to action from the Academic Senate of California Community Colleges. Specifically, we resolve to:

- *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, all of our Senates are committed to:

1. Make a tentative agenda now that includes a discussion of anti-racism/no-hate education. 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 house 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.
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 these deaths and the structural and historical biases that exist.

Agenda Item #5-Information from District AB705 Workgroup Meeting August 25, 2020

**Update on English Placement for 2.6-2.99 GPA Range
AB705 Workgroup
08/25/20**

Background

- Through the spring 2020 term, the ARC, FLC, and SCC English placement for students with GPAs within the 2.6-2.99 range was ENGWR 300 + co-requisite course(s).
- CRC placed students in this GPA range directly into ENGWR 300 (per the State Chancellor's Office default placement model).
- At the end of spring 2020, the FLC English department voted to give students in this GPA range the opportunity to go through Guided Self Placement to determine for themselves if they would benefit from a co-requisite to ENGWR 300.
- Following this decision, ARC and SCC determined it would be best to give students in the 2.6-2.99 GPA range the opportunity to use the Guided Self Placement tool as well to determine if they would benefit from a co-requisite to ENGWR 300.

Two groups of students received messages

- Students (in the 2.6-2.99 GPA range) who had already received a placement were sent a communication that their placement had been updated.
- Incoming students (in the 2.6-2.99 GPA range) who had not already received a placement were sent a communication directing them to the Guided Self Placement tool.

Messages sent to students by college

ARC messages for fall 2020:

Students who have a 2.6-2.99 GPA and who already received a placement requiring a co-requisite course for ENGWR 300 in the fall at ARC as well as those who have taken and failed ENGWR 300/94 in the past received this message:

Your English Writing placement has been updated to English Writing 300 (ENGWR 300) without co-requisite courses. You are no longer required to enroll in ENGWR 94, WAC, or RAD, although you are welcome to do so if you would like extra writing support. If you are already enrolled in ENGWR 94, WAC, or RAD and decide to drop these courses, consider replacing the units with another course.

Students who have a 2.6-2.99 GPA and who are now receiving a placement at ARC receive this message:

You are eligible for English Writing 300 (ENGWR 300). Please select "Guided Self Placement" and answer a few short questions to see if you might benefit from a writing support course to take with English Writing 300.

ARC message for spring 2021:

Students who have a 2.6-2.99 GPA and who are receiving a placement for spring 2021 at ARC will receive this message:

You have placed into English Writing 300 (ENGWR 300).

FLC messages for fall 2020:

Students who have a 2.6-2.99 GPA and who received a placement requiring a co-requisite course for ENGWR 300 in the fall at FLC as well as those who have taken and failed ENGWR 300/33 in the past received this message:

Your English Writing placement has been updated to English Writing 300 (ENGWR 300) without a co-requisite course. You are no longer required to enroll in ENGWR 33 although you are welcome to do so if you would like extra writing support. If you are already enrolled in ENGWR 33 and decide to drop the course, consider replacing the units with another course.

Students who have a 2.6-2.99 GPA and who are now receiving a placement at FLC receive this message:

You are eligible for English Writing 300 (ENGWR 300). Please select "Guided Self Placement" and answer a few short questions to see if you might benefit from a writing support course to take with English Writing 300.

FLC message for spring 2021 (same message as for fall 2020):

Students who have a 2.6-2.99 GPA and who are now receiving a placement for spring 2021 at FLC will receive this message:

You are eligible for English Writing 300 (ENGWR 300). Please select "Guided Self Placement" and answer a few short questions to see if you might benefit from a writing support course to take with English Writing 300.

SCC message for fall 2020:

Students who have a 2.6-2.99 GPA and who received a placement requiring a co-requisite course for ENGWR 300 in the fall at SCC as well as those who have taken and failed ENGWR 300/108 in the past received this message:

Your English Writing placement has been updated to English Writing 300 (ENGWR 300) without a co-requisite course. You are no longer required to enroll in ENGWR 108 although you are welcome to do so if you would like

extra writing support. If you are already enrolled in ENGWR 108 and decide to drop this course, consider replacing the units with another course.

Students who have a 2.6-2.99 GPA and who are now receiving a placement at SCC receive this message:

You are eligible for English Writing 300 (ENGWR 300). Please select "Guided Self Placement" and answer a few short questions to see if you might benefit from a writing support course to take with English Writing 300.

SCC message for spring 2021 (same message as for fall 2020):

Students who have a 2.6-2.99 GPA and who are receiving a placement for spring 2021 at SCCC will receive this message:

You are eligible for English Writing 300 (ENGWR 300). Please select "Guided Self Placement" and answer a few short questions to see if you might benefit from a writing support course to take with English Writing 300.