



**Los Rios Community College District  
District Academic Senate  
2017-2018**

DAS President...Julie Oliver  
ARC President...Alisa Shubb  
CRC President...Greg Beyrer  
FLC President...Paula Haug  
SCC President...Lori Petite

**Zoom Confer**  
Tuesday, September 1, 2020  
3:00 pm – 5:00 pm

**Approved Minutes**

Julie Oliver	CRC	District Academic Senate President	X
Dan Crump	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Janay Lovering	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	X
Tressa Tabares	ARC	Academic Senate Past President	X
Greg Beyrer	CRC	Academic Senate President	X
Scott Crosier	CRC	Academic Senate Vice President	X
Teresa Aldredge	CRC	Academic Senate Secretary	X
Julie Oliver	CRC	Academic Senate Past-President	X
Paula Haug	FLC	Academic Senate President	X
Eric Wada	FLC	Academic Senate Vice President	X
Lisa Danner	FLC	Academic Senate Secretary	X
[NONE]	FLC	Academic Senate Past President	
Lori Petite	SCC	Academic Senate President	X
Sandra Guzman	SCC	Academic Senate Vice President	X
Kandace Knudson	SCC	Academic Senate Secretary	X
Troy Myers	SCC	Academic Senate Past President	X
Eric Wada	FLC	District Curriculum Coordinating Committee (DCCC)	X

Jena Trench	CRC	District Educational Technology Committee (DETC)	X
Bernadette Anayah	FLC	District Equity & Student Services Committee (DE&SSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X
Guests			
Nicole Wooley	SCC	Faculty	X
Gina Barnard	ARC	Faculty	X
Deborah Crumpton	SCC	Faculty	X
Banafshae Khan	SCC	Faculty	X
Gabriel Torres	CRC	Faculty	X
Karen Tercho	SCC	Faculty	X
Jake Knapp	DO	Associate Vice Chancellor, Human Resources	X
James Telles	FLC	Faculty	X
Maureen Dana	SCC	Faculty	X
Diana Zaragoza	SCC	Faculty	X
LaQuisha Beckum	ARC	Faculty	X
Brenda Lum	SCC	LRCFT Chief Negotiator	X
Carrie Marks	SCC	Faculty	X
Craig Davis	SCC	Faculty	X
David McCusker	ARC	Faculty	X

### Preliminaries

1. Call to Order at 3:02pm
2. Welcome and Introduction of Guests
3. Approval of the Agenda---approved. (Aldredge/Beyrer)
4. Approval of May 5, 2020 & August 18, 2020 (retreat) Minutes---approved (Shubb/Crosier)
5. Public Comment (3 minutes per person as time permits)---Based on a request from Lasana Hotep and Cynthia Olivio (consultants hired by the District to help in coordinating and aligning equity work underway at the four colleges, including the colleges' Student Equity Plans and the commitment to measurable targets to improve outcomes for Black and LatinX students), Oliver and other faculty leaders identified faculty who could be considered as Equity Champions. Oliver then asked these faculty to share their reflections on inclusion, anti-racism, and equity work in 2-3 minute videos. She is sharing one today from Debra Crumpton, a faculty member at SCC. Oliver plans to

start each DAS meeting with one of these videos. Oliver has also set up a Padlet reflective space for responses.

### DAS President's Report

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

See the full text of the DAS President's weekly Recap/Outlook Reports on the DAS page of the District website--- <https://employees.losrios.edu/our-organization/committees/district-academic-senate>

- Associate Vice Chancellor Tammy Montgomery-Retirement

**The District Academic Senate would like to recognize the many years of service Dr. Montgomery had in Los Rios, as an administrator and also as a faculty member. We thank Tammy for her service and her faculty leadership in the Academic Senate. We wish her the best in her retirement.**

- Accreditation

District Accreditation Coordination Committee will be meeting on Friday; Brown Act (district and local senates fall under the Brown Act) requires documenting dialog, agendas, minutes and supporting documents and making them readily available for the public.

- Academic Calendar

2022-2023 proposal to move spring break to halfway point (after 1st eight week, and before 2nd eight weeks); please discuss with your constituencies; decision meeting will be in October

- Committee Appointments

AS Presidents were asked to recommend faculty for appointment; still some open seats; thank you to all faculty serving as co-chairs on district committees; updated list now on the DAS website and emailed to all of DAS

- Fall Plenary Nov 5-7, 2020

DAS delegate will be DAS Secretary Dan Crump since Julie Oliver will be a delegate in her status as an ASCCC Executive Committee member.

- Class Schedule on Website

AS Presidents will collect concerns and relay to Julie Oliver to share with DO

- Emergency DE Addendum

Eric Wada will report during DCCC report

- Call to Action

DAS statement came from the statement made in early June by John Stankas, then President of the ASCCC. Stankas statement <http://createsend.com/t/y-406A779B3CC74AB2>. Los Board of Trustees resolution from their July meeting <https://losrios.edu/lrccd/main/doc/board/2020/20200714-bot-agenda.pdf>

- Video Reflections

Hoping to start each DAS meeting with an equity/antiracism/inclusion video reflection from one of our colleagues with Padlet for post-video reflection; everyone is welcome to contribute a video

Debra Crumpton's Video <https://www.youtube.com/watch?v=yLEFx2H9JUQ&feature=youtu.be>

Padlet Reflection Space <https://padlet.com/w0007136/tmlsizwltm3skav3>

Oliver noted that this is a time for us to reflect on what we want and expect in DAS leadership to especially deal with the important issues of inclusion, equity and anti-racism. Inviting faculty of color “to the table” is not enough. It is the responsibility of white faculty who have supremacy and privilege to step forward and work on these issues. We also need to examine our current system of selecting the DAS President which is currently based on a rotational basis among the colleges as opposed to looking at who is the best faculty member to serve.

Over the summer, Oliver had deep reflection on whether she is the right person for this time to serve as DAS President. She is 100% on board if others feel someone else should take the lead and be president. Oliver is on a self-education mission for anti-racism and social justice. She needs to be “called out” when mistakes are made. She has also had the opportunity to talk with Cynthia and Lasana about her concerns. Lasana responded to her comment by saying [paraphrasing] you will make mistakes, but those mistakes will be from a place of “good intent” and you are willing to listen to feedback.

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

##### 7. Constitution Review

- o 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 anti-racism.

There has been no comprehensive review since 2017. We also need to look at the DAS mission and take a strong look with an equity and anti-racism lens. Oliver would like four volunteers (at least one from each college).

ARC---Lovering, CRC---Beyer, FLC---Danner, SCC---Knudson
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##### 8. Equivalencies

- o 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 with a primary goal to increase the applicant pool for faculty positions.

Changes to the equivalency process calls for interaction between DAS and the DO. Oliver and Jake Knapp will be co-chairing the task group.

ARC---Gaudard, CRC---Aldredge, FLC---Wada, SCC---Guzman
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### Discussion Items (15 minutes per item)

9. Antiracism/Equity/Inclusion
  - o Debrief of DAS Retreat, FLEX, Convocations, District Town Hall, etc. Reflect on how to infuse antiracism work into everything associated with academic and professional matters. Review of “Call to Action”.
  - Need to look at the Schedules of Classes from a student perspective. Should be easy to use and access---“Click here, click here, and you’re done.” Listing of courses and how to communicate with instructors. Oliver noted there is a student advisory group at DO and Gabe Ross (Associate Vice Chancellor, Communications & Media Relations) notes they are getting feedback. Hope that we are looking at everything with an equity lens. Hope that we are looking at EVERYTHING with an equity lens. Student technology needs was brought up as an example of what needs to be examined with an equity lens. We need students to be advising many of these decisions How are they selected/identified on this advisory group? Are they the students that are already the most-connected? Maybe the students that are most struggling are the ones to be selected/identified. Oliver will look into the selection/identified process for that advisory committee.
  - Takes a lot of courage to say “I was wrong. I messed up.” True sign of a leader is to acknowledge mistakes and to learn from them. [Julie, you are the right person for this time]. Appreciate Oliver’s willingness of self-examination.
  - How do we continue the work that we have done previously (especially anti-Black and anti-racism discussion) with our LRCFT leadership? Especially that we now have the collaboration with Cynthia and Lasana. How to align and coordinate. Want to be inclusive of people at various levels for equity work. Difficult balance between not asking so much of our Black and Brown colleagues without centering White...maybe as much as stating “that is centering whiteness.”
  - Need to center the work around the Black and Brown student experiences. Discussion about the book “White Fragility” is great, but it centers around the white experience. Need to find the right balance for discussions.
  - Need to work on definitions. Perhaps ask for help from Lasana and Cynthia.
  - Overall feedback from Town Hall was largely affirming and appreciative. Value of having conversations start from the top---need that institutional leadership and support. It was a good first meeting, but still have a lot of questions on how it will be rolled out. What is the time frame for Lasana and Cynthia? What are the expected/projected outcomes?
  - Impressed by the local and deep conversations (area meetings after general convocation) at CRC/
  - Is it noted (or planned) that every meeting will a time for discussion of anti-racism and equity issues? It touches everything that we do at the colleges---you can’t separate it from anything that we are doing. It is important to hear from people at all levels of the journey.
  - Comment about district level (Chancellor and BOT)---they are looking at things at the district level and DAS should be doing the same. 10+1---are we looking at those principles of how to reflect equity and anti-racism?. Have we been looking at each of the 10+ principles and how they can reflect issues of equity and anti-racism?

- We need to bring forward issues at ASCCC meetings, be it institutes, area meetings, and plenary sessions. Area A meeting (October 16)---can we have proposals for change, that is, proposed resolutions to bring forward for adoption at the Fall Plenary Session? Include changes that can be conveyed to the Legislature for legislative changes---an example is student concern about withdrawal deadlines which needs to be have a change in Ed Code
- Even though it might be seen as a multi-step process that might take several years, we need to start now.
- Would it be beneficial to create a district task force to address and focus on solutions that can be brought to the state level? Starting with resolutions to Area A. (note: there was a request for this to be an agenda item for the next DAS meeting).

#### 10. Performance Review

- o 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.
- o 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.”

We need to brainstorm what 10+1 issues are to be addressed in this request.

- Stankas’s Call to Action included items that can be agendized at the college level and the FLC Academic Senate identified eight different action items for the years, an example is the evaluation of the faculty evaluation process---let’s look at it with an equity lens. FLC Academic Senate has a proposed resolution to be voted on by FLC senate at their next meeting on Sept 8<sup>th</sup> (see Appendix A). Completely understand that this is LRCFT territory.
- Would there be the possibility for a draft negotiated item to be reviewed by the academic senates? Response from LRCFT was that negotiation is confidential. It could possibly be in a closed session with senate presidents, might be willing to consider options. Language about the ability to use equity in evaluations is already there in the LRCFT contract (Article 8). How to reconcile concerns with equity documents from all four colleges, which are not always in concert.
- Seems like LRCFT is already considering equity. Is the FLC proposed resolution needed? LRCFT response---it doesn’t appear that it would hurt. Equity goes beyond evaluations. Another example is professional standards (article 11).
- Sharing of student success data (comment from King or Nye at meeting prior to DAS meeting)---we know union has been working on social justice issues and also, at some time, does student success data matter for evaluating faculty? LRCFT response is that such data is kept as an institutional key indicator. True equity measurement should not just be a qualitative measure, but also be qualitative.
- Need to review aligning of priorities—example being the difference in class sizes for different programs (e.g. Honors, Umoja, Puente, RISE).

#### 11. English Placement Messaging to Students

- o Review of the summer messaging to students regarding English co-requisite courses. [See Supporting Materials]

On Tuesday, August 18---AB 705 District Work Group met and this was presented and discussed by the workgroup. This was also on agenda with King and Nye today. The “take” from that meeting

was that there was an agreement that there will be a meeting (possibly including King, Nye, SCC President Gutierrez, SCC VPI Garcia) with SCC English chair(s) to discuss decision-making process.

Petite noted that she had received a number of messages from SCC English faculty with concerns about the process. It was their understanding was that the use of the 2.6 GPA would be proposed for Spring 2021 and that discussions would be held in Fall 2020 to bring forward a recommendation. But it appears that SCC English faculty were now being told that it would be Fall 2020. Concern that this is a breach in process (10+1 item) and that workgroup was not called into an emergency meeting to discuss this before a decision was made. An understanding from June meeting was that students would be notified immediately, but it didn't appear to go out to students until August. Comment to King and Nye was that the need to reach people and let them know that they need to get things done faster. They seemed to be receptive. Nye indicated willingness to meet with SCC faculty.

Lovering noted that, from her perspective, ARC feels that they were consulted and that the process was followed. The only thing that was unfortunate was the timing and don't dispute was SCC was saying. She is aware that not all ARC English faculty were not of the same feeling. Research also showed that students of color who take the ENGWR 300 co-req didn't take the Math courses and delayed their degree completion.

Petite appreciated that comment, but feels that it should have been the AB 705 group to be consulted. Did not feel they had the opportunity to participate in the decision-making process.

Barnard noted that she wasn't part of the ARC planning team and does feel the concerns of SCC faculty. Other ARC English faculty who were not on AB 705 team were surprised. While most of our students that went straight into ENGWR 300 were successful, data for our African-American/Black Diaspora data show they were doing better in the co-req courses.

Marks noted that it is a tradeoff with success rates and unit loads and research was a little different at each of the colleges. There was frustration that DO made the decision over the summer without consultation even though there had been the understanding that there would have been consultation. We wanted to be part of the process. In the end, we are happy with Guided Self Placement, we just want to be part of the discussion on how decisions are made.

Aldredge asked whether this was based on "what is best for the students?" Oliver noted there was a student perspective for changing it.

Myers commented that, process-wise, this decision should be made by the Board of Trustees (10+1--student success) or, at least, be approved by the BOT. The BOT needs to take the responsibility. Should ASCCC be invited to provide a site visit to talk about "rely primarily" and "mutually agree process?"

Shubb was temporary chair of AB 705 Work Group over the summer and noted that the committee was moving into approving 2.6. DO administration said the BOT has been pushing for 2.6 and it was done over the summer for 900 SCC students and to prevent BOT to mandate something with the feeling that the BOT would be overstepping.

Petite noted that the messaging from King and Nye on ownership of the decision was much clearer today. There was concern about AB 705 group left the Spring 2020 semester with one impression and feel they were sidestepped in the summer. What is important is that a process failure needs to be noted.

#### Reports (5 minutes per item)

- Meetings with Chancellor, Deputy Chancellor, etc.

## DAS Leadership Meeting with King & Nye, Tuesday September 1, 2020

1. Board of Trustees Study Session September 9 on Equity—King to share information regarding this session.
  - a. BOT meeting individually with Lasana Hotep & Cynthia Olivo this Friday
  - b. Action planning document coming out of Foundation for Community Colleges seminars in which some BOT members in State are participating (D. Johnson and D. Ortiz; P. Haines-representing BOG) will be shared with the rest of the BOT
  - c. Town Hall Feedback-inspired by the Lasana & Cynthia; informative; could have been stronger and more detailed; “what do we stop doing?” resonated
  - i. Next steps-perhaps separate discipline group meetings (Math, English...) to talk about strategies which might align across all the colleges
  - ii. Rely on data to determine what is working and what isn't working; need to be very clear and transparent about how the data and what data is being used; skepticism exits when discussing data, important to include faculty at the table when data is being presented and analyzed; need to improve faculty confidence in the data; college research deans inviting faculty member to the district research council
2. Spring 2021—currently told by DO to expect spring to look like fall, with expectation of a message being sent by DO in the first few weeks of September with an official announcement.
3. Hiring prioritization process clarification and future hires—hiring will be frozen entire academic year except in the rare cases when accreditation (ACCJC or outside accreditor for specialized program) requires a full-time contracted employee to maintain accredited status. If the need occurs, then most likely an LTT will be hired. No college hiring prioritization process for faculty will be needed this fall. Once we do resume hiring previous prioritization lists will not be used, a new prioritization process will occur.
4. Student success data and faculty performance reviews—use of such data with faculty evaluations is purview of LRCFT negotiations. DAS Leadership and LRCFT Negotiating team will be discussing interests in the coming weeks (day and time TBD).
5. ENGWR 2.6 placement—summer decision was made to use 2.6 GPA for placement and messaging was sent to students. This change has been implemented for Fall 2020. District AB705 work group discussed on Tuesday August 18th, and agenda item to discuss the messaging is on the DAS agenda for Tuesday September 1st. Urgency for the change was amplified by George Floyd murder and desire to remove barriers; taking action was desired. Interest for Nye, Gutierrez, and Garcia to meet with SCC English faculty about this process and decision.
6. Emergency DE Addendum—decision made at DCCC Friday August 28th to have vetted emergency DE addendum language added to all CORs in Socrates. There will be an ‘appeal’ process for any department wanting the emergency DE addendum removed. The details of this decision will be stated in a MOU which will be written and distributed as soon as possible.
7. Final Exam—asynchronous courses do not have the right to require a synchronous final for students; you have no right to schedule any required synchronous times for students



- College Academic Senate Presidents

ARC---Issued a series of guidance documents for items including finals (asynchronous), pre-semester messaging (including instructor drops).

Would like to propose an agenda item for the next DAS meeting (also have a written proposal)---discussion of incorporating things like digital media and lack of access to certain technologies and assistance. There are examples of other multi-college districts that have such support.

CRC---concerned with equity and anti-Black and -Brown racism. Will be asking for sharing of videos at senate meetings to support and highlight culturally responsive teaching and equity-mindedness. Also asking for reports from committees chairs on how they are dealing with these issues, particularly in connection with the CRC campaign of “We Won’t Fall.”

FLC---working on a series of initiatives on equity---taking a fairly pragmatic approach at processes and systems, e.g. asking departments to evaluate out-of-discipline course prerequisites, infusing equity and culturally responsive teaching into program review and annual department planning documents. Current frustration of digital equity---Wi-Fi issues for El Dorado County students (rolling blackouts affecting connectivity)---have repeatedly asked Administration to look at creative solutions.

SCC---had first of several discussions about anti-racism issues at the meeting today. Also looking at review of constitution and by-laws.

- District Curriculum Coordinating Committee (DCCC) (Wada)
  - Please check the competency committee roster and submit appointments. Two courses are pending review.
  - Emergency addendum language will be vetted at each college, and final approval should occur at DCCC in September.
  - A joint MOU with DCCC, DAS, and DO Administration is forthcoming. This MOU outlines the collegial consultation processes that shall occur to determine the feasibility of remote instruction during future emergency closures.
  - Adding the emergency addendum to CORs ideally will have lower impacts on faculty workload in Socrates and curriculum signatories than the full DE addendum that currently exists.
  - Board language on Credit for Prior Learning is due by 31 December. An *ad hoc* group will work on the language. Ideally faculty from all colleges are represented on this group.
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
  - AB705 (Oliver)---reported early in meeting.
  - Adjunct Hiring Manual (Crosier)---need to check on status
  - Calendar (Oliver)---reported early in meeting.
  - College Bookstores (Crump)---updating faculty on Follett transition.
  - Prison & Reentry Program (Crosier)---ad hoc task force formed.
  - Other...
- Academic Senate for California Community Colleges (Oliver)---Area A meeting on October 16 and Fall Plenary Session (November 5-7)

- Los Rios College Federation of Teachers (LRCFT) (Newman)---they are conducting an equity audit of their Exec Board; also BOT candidates forum

Adjourned at 5:01

Future Events:

- LRCCD Board of Trustees Meeting, Wednesday, September 9, 2020, 5:50pm, ConferZoom
- Fall 2020 DAS Meetings: Sept 15, Oct 6 and 20, Nov 3 and 17, Dec 1
- Spring 2021 DAS Meetings: Feb 2 and 16, Mar 2 and 16, Apr 6 and 20, May 4
- ASCCC Fall Area A (virtual)-Oct 16, 2020
- ASCCC Fall Plenary (virtual)-Nov 5-7, 2020

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SUPPORTING MATERIALS:

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[Agenda Item #10-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 #11-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.*

**ATTACHMENT A:**

**DRAFT      DRAFT      DRAFT      DRAFT      DRAFT      DRAFT**

Proposal to Request that Los Rios Colleges Federation of Teachers  
Evaluate our Faculty Evaluation Process  
To ensure equity-mindedness and the upholding of our values

Whereas the District and College Academic Senates of Los Rios Community College District publicly supported the call to action from the Academic Senate of California Community Colleges in their June 1, 2020 Resolution Denouncing Racism;

Whereas the above-mentioned resolution asked California Community College Senates to prioritize the evaluation of hiring and evaluation processes in our Senate agendas;

Whereas the Los Rios Board of Trustees passed Resolution No. 2020-09: Affirming our Commitment to Student Success for Black and African American Students at the July 14, 2020 Board of Trustees Meeting;

Whereas Los Rios Board Resolution 2020-09 resolves that we will “work collaboratively with the California Community College system to examine our policies and practices to ensure they are not negatively impacting Black community college students;”

Whereas the FLC Values state “Education should belong to everyone. To nourish this inclusion, FLC champions equity, diversity, social justice, and environmental sustainability as foundational to academic, campus, and community life” and that “we seek to foster cultural responsiveness”;

Whereas our current faculty evaluation process is a negotiated item with the Los Rios Colleges Federation of Teachers Union;

Whereas our current contract lists the following evaluation criteria for classroom faculty, coordinators, nurses, librarians and coaches in Article 8, Section 4 of the contract:

- Adjusts methodologies for students with diverse and/or special needs and/or different learning styles.
- Provides evidence that the dignity of the individual is respected.
- Fosters an inclusive classroom or workplace environment that is free from harassment, prejudice or bias.

Whereas language pertaining to equity, equity-minded instructional practices, culturally responsive teaching, and anti-racism training, practices and/or pedagogy, are currently not present in our evaluation criteria for instructional faculty;

Whereas no training for evaluation team members is contractually required;

Resolved; with full respect for LRCFT purview over the evaluation practices and criteria negotiated in our employment contract, the Academic Senate of Folsom Lake College, in order to honor our public commitment to evaluating our instructional faculty evaluation practices for the purposes of ensuring equity-mindedness and upholding our values, humbly requests that our LRCFT colleagues review our current contractual language and instructional faculty evaluation process.