



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

Tuesday, November 17, 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	
[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			
LaQuisha Beckum	ARC	Faculty, MESA Coordinator	X
Dana Wassmer	CRC	Guided Pathways Lead; Nutrition faculty	X

Preliminaries

1. Call to Order at 3:00pm.
2. Welcome and Introduction of Guests
3. Approval of the Agenda---approved.
4. Approval of November 3 minutes---approved with one minor edit.

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.

5. Public Comment—none.

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>

• **Employee Resource Groups**-Oliver had a meeting with two Black Faculty & Staff Association faculty representatives, and a meeting with two Latinx representatives for Comunidad. We need to encourage, actively, faculty of color to run for senate seats and officer positions this spring.

• **Board of Trustees and District Office Updates**

- o Pam Haynes-BOG President, one-year term
- o Trustees Haynes, Knight, and Nelson won re-election; Kelly Wilkerson elected to vacant seat
- o Jake Knapp, General Counsel
- o Brenda Balsamo, Interim HR AVC
- o Melanie Dixon, ARC President

• **Schedule Updates**

- o Summer live Feb, registration Mar
- o Fall live Mar, registration Apr

• **Equivalency Work Group**-meeting Nov 18th, LACCD faculty joining to answer questions about their district level equivalency committee

• **Ethnic Studies**-In response to the passing of legislation requiring ethnic studies as a CSU graduation requirement and a perceived urgency to act, the decision was made at the DCCC meeting on Oct 30th to begin work on the cross-listing of courses into the ethnic studies (ETHNS) designator. Articulation Officers began this work as agreed upon at the DCCC. After this work was started ethnic studies faculty in the district expressed concerns about the cross-listing requests. Given the concerns of ethnic studies faculty, the lack of complete implementation details from CSU, and the lack of guidance from the CCCCCO, the cross-listing project was suspended pending the scheduling of a meeting of ethnic studies faculty, articulation officers, curriculum chairs, and academic senate leaders from across the district to discuss how to move forward with ethnic studies in Los Rios and how to best meet the needs of the new CSU graduation requirement. DCCC and DAS faculty leaders (Wada, Shubb, and Oliver) offered their apologies to all faculty involved and shared their hope for progress to continue after the previously mentioned future meeting.

Decision Items

7. Credit for Prior Learning (CPL) Regulation [Second Reading]
[supporting document---see Attachment A]
Regulations need to be approved by the Los Rios Board of Trustees by the end of December, which means they need to be ready for the Monday December 7th Chancellor's Cabinet meeting.

Wada noted there have been some minor revisions since last time, including how and when (striking out language about 12-unit residence) the military Joint Services transcript is evaluated, wordsmithing, especially with IB and CLEP, and removing phrase of "challenging by exam" with "credit by exam."

- Can Credit by Exam be done in languages other than English (heritage speakers)? Would probably be a local decision.
- Outcomes---especially with AP test scores---do they match with particular course outcomes? DCCC will probably need to take a look at this---currently might be some variations among the four colleges.
- Which faculty handle things such as portfolio evaluation or credit by exam? Individual or committee or? Regulations don't address that question.
- Question from a counselor---section 5.2, "upon assessment of mastery..." is the language correct? Section 5.3 (credits are not accepted by all 4-year institutions)---how does that interact with 5.2? Language for 5.2 is taken out of Title 5---concerned about applicability.
- UC currently states that they won't accept CPL.

Action:
Motion to approve.
Beyrer/Shubb
M/S/U

8. Call to Action [Second Reading]
[supporting document---see Attachment B]

Action:
Motion to approve.
Haug/Aldredge
M/S/U

Discussion Items

9. Antiracism and Equity
Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters.
Recap of ASCCC Fall Plenary Session, "Addressing Anti-blackness and IDEAs (Inclusion, Diversity, Equity, and Anti-Racism) in Academic and Professional Matters".
Adopted Resolutions Packet:
https://asecc.org/sites/default/files/Fall%202020%20Adopted%20Resolutions%2011.9.2020%20FINAL_0.pdf

ASCCC Plenary Session:

Very valuable to have speakers for one of the General Sessions who were authors of some of the articles in the Summer issue of the ASCCC *Rostrum*.

Meeting of Black Caucus at Session. Also disappointed that the panel had just the one-hour session with no follow up breakout. Also talked about the proposed resolutions, especially ethnic studies with the authors of ethnic studies resolutions.

Locally, there is a concern from a local Ethnic Studies faculty member about SOCRATES

requests for cross-listing of Ethnic Studies courses (CRC and SCC) without appropriate discussion with the faculty in these departments. It was noted that Wada and DCCC are working on this. Wada also noted that there was some initial confusion at the beginning of the discussion about the CSU Ethnic Studies GE requirement on how to provide courses for the colleges that don't have Ethnic Studies courses.

Local Equity Champions meeting:

It was appreciated, but somewhat disappointing. Large group---wish consultants can meet on an individual (or small group) bases with faculty. What kind of follow-ups are planned? We seem to "have it" conceptually, but what about operationalizing? Still coming up short with creating community and collectivism to fully embrace and move equity forward.

10. DETC-Cameras On/Optional Guidelines

Continue discussion about CCCO Cameras-on recommendations and review DETC taskforce guidelines draft document.

[supporting document---see Attachment C]

Trench noted that a task force was formed by DETC to address a legal opinion from the state Chancellor's Office regarding transition to online/remote teaching and learning and came up with draft recommendations. DETC would like to have this finalized by the end of this semester. Feedback from DAS and LMS Coordinators and then share with deans and to prepare faculty messaging to students. For deans, more info about the legal opinion. Will be running recommendations by Los Rios General Counsel Jacob Knapp even though this is not something that will be going into the District policies and regulations.

Reminds us that our students are not as privileged as us.

"Material being taught." There are a lot of things where the learning outcomes are being addressed, not necessarily content from the textbook. Maybe some language change?

There are both course outcomes and unit level objectives---these recommendations are more concerned with course level objectives. .

Giving examples of other resources--would be careful about mentioning tools that are not supported by the District.

Trench noted that DETC is meeting is this Thursday.

Action:

Oliver requested that DAS members email feedback to Trench or your college representatives to DETC.

11. Academic Program Maps: Degree Planner/Map Maker

o Faculty involved in the transition of program maps to an interactive online format are reaching out for support from the Academic Senate.

o Review the situation and discuss best methods to support the faculty involved with this project. <https://losrios.edu/academics/programs-and-majors/degree-planner/programs-available-in-degree-planner>

Oliver noted that this item was also a major discussion item that the senate presidents had in their meeting with Chancellor King and Deputy Chancellor Nye (just before this meeting).

- Nye needs to call meeting of the VPs and faculty leads from each college to discuss.
- What degrees are we going to put in Degree Planner?
- Advocating that discipline faculty need to be involved. Also articulation officers.
- What is going to be the order of inclusion? Default to ADTs as the starting ones?
- Dana is one of the four college faculty leaders---a “soft-rollout” is to first put ADTs into Degree Planner. Districts wants an approval process of program mapping. They want Highpoint (which owns Degree Planner) to develop the mapping process, possibly instead of Map Maker. There are significant technology issues with Highpoint.
- Nye stated that “we are not going to put all the degrees in there.” (seemed to be concerned about “bad” degrees in catalog). Senate presidents responded that degrees that are in Map Maker are already mapped---they are recent and have been updated by faculty and valued and vetted by faculty. That response was a significant turn in the discussion.
- Concerned that Nye stated they don’t want to enter all the degrees. This is a 10+1 issue--senate/faculty primacy is important. What is meant by “phasing in?” There is no commitment of a timeline.
- Encroachment on reviewing programs without asking us and assigning a value to this degrees without being informed for whom the programs are designed. There are different student goals and it also appears to devalue certificates.
- Other problem---approval process for placement of students in math. Sounds like default will be statistics which will be problematic if the student changes their major.
- Concern that the state Student-Centered Funding Formula favors ADTs and that these plans therefore favor ADTs over local degrees.
- We understand that CSU is our major transfer recipient, but it looks like the motivation is funding (bad optics).
- We need to defer to the faculty---this is 10+1! (program development, placement of courses in programs---faculty must be involved in prioritizing which degrees go forward.
- Need to stay on top of this---senate presidents must have constant conversations with their local faculty leads on this issue
- There is a big learning curve with using Degree Planner.
- CRC decided to map with CSU, but also IGETC.
- Issues arise when the program is tested. Doing our best to sequence the courses as faculty listed, but the program seems to have logic of its own! It can’t assign electives and then Degree Planner will pull courses from next semester which can create problems with the course sequence(s) designed by the discipline faculty.
- There is a lot of good information in Map Maker that is not in Degree Planner.
- We need to get student involvement. It was noted that there is a district student pilot group that could possibly be used. It was also noted that the program is currently available to students.
- It is not onerous to ask departments which degrees are the most appropriate for inclusion in Degree Planner
- Degree Planner is meant as a tool for our students. If faculty (especially counselors) feel the tool is not appropriate, then we will find workarounds.

12. Summer ESAs for District and College Academic Senate Presidents

Proposal for open ESAs to compensate for any LRCCD meetings held over the summer requiring attendance by DAS Leadership

A spreadsheet of district-level obligations---including Chancellor’s Cabinet, Board meetings, SUJIC, and anti-racism meetings---approximately 40 hours---was shared.

Presidents need to work up a proposal to the District. There also needs to be a discussion about increasing the DAS president reassign time.

Need to define what constitutes a “meeting.” Zoom or phone call or email or ?

There is a precedent in the recently-proposed for compensation for summer faculty hiring committees.

13. Academic Freedom

At the ASCCC Fall Plenary, Resolution 10.01 was passed which adopted the paper “Protecting the Future of Academic Freedom in a Time of Great Change”

Review and discuss the recommendations from that paper. [supporting document---See Attachment D]

- It was noted that there is not much in our college and district policies regarding academic freedom.
- Some have heard examples of faculty using Academic Freedom as a shield against Equity. A clear statement prevents people from using it as a shield.
- Need for a statement in conjunction with student senate.
- Need connection between equity and academic freedom in the paper.
- Need to have collaboration with LRCFT---Oliver requested Beyrer to contact Newman.

Reports (5 minutes per item)

- Meetings with Chancellor, Deputy Chancellor, etc.

Talked at length about Ethnic Studies, Degree Planner.

Academic Calendar---voting soon to discuss mid-term Spring meeting.

- College Academic Senate Presidents
 - FLC---charged several committees with tasks related with Equity “Call to Action.” Including culturally responsive curriculum and Professional Development dealing with antiracism. Sad note---College President Yamamura overturned recommendation not to expand the Equity Center into Library space (note that the “dream space” identified by Equity Center was used by administrators for their meetings).
 - ARC---Melanie Dixon is the new college president (effective January 1). There was also an Impressions panel for the VPI position.. Coming down the pike---first read of resolution proposing a districtwide governance body to develop and establish criteria for class sizes based on equity. Upon the request of Oliver, Shubb will share the draft of the resolution with the other senate presidents.
<https://docs.google.com/document/d/1cwDCOqqZAYTeWdPyOTHEysDSqxYWvw-gfBUdMb1cBmc/edit?usp=sharing>
 - SCC---conversations with senate workgroup (along PIRE) to revamp program review process, new template for reporting structure. Making program review more meaningful and equity-based. Also SLAC---using an equity lens for student learning outcomes.
 - CRC---in the process of discussing changes in meta majors, and need for senators to have more communication with their areas.
- District Curriculum Coordinating Committee (DCCC) (Wada)---encourage faculty for discussions about Ethnic Studies.

- District Equity & Student Success Committee (DESSC) (Anayah)---noted that current 2.7 GPA for advanced education enrollment is not in state Ed Code and has been removed; also see Attachment E.
- District Educational Technology Committee (DETC) (Trench)---discussion in Item 10
- Other meeting reports:
 - AB705 (Oliver)---hasn't met recently
 - Accreditation (Oliver)
 - Adjunct Hiring Manual (Crosier)---meeting soon
 - Accessibility (DAPIC)(Knudson)---survey coming out from Institutional Research asking faculty what they reasonably feel they can do regarding accessibility.
 - Budget (Myers)
 - Calendar (Oliver)
 - College Bookstores (Crump)
 - Equivalency Task Group (Oliver)
 - Prison & Reentry Program (Crosier)
 - Other...
- Academic Senate for California Community Colleges (Oliver)---Part-Time Faculty Institute (February).
- Los Rios College Federation of Teachers (LRCFT) (Newman)---Newman a handout of the proposed changes to the LRCFT/LRCCD 2020-2023 Collective Bargaining Agreement <http://lrcft.org/wp-content/uploads/2020/11/FINAL-Summary-of-Changes-for-2020-to-2023-Contract-FINAL.pdf> (note: also on front page of the LRCFT website)
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Adjourned at 4:51pm.

Future Events:

- LRCCD Board of Trustees Meeting, Wednesday, November 18, 2020, 5:50pm, ConferZoom
- Fall 2020 DAS Meetings: December 1
- Spring 2021 DAS Meetings: February 2 and 16, March 2 and 16, April 6 and 20, May 4

SUPPORTING MATERIALS:

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ATTACHMENT A:

Decision Item: Agenda Item #7

Draft Credit for Prior Learning Board Regulation

REGULATION

Instructional Program Credit for Prior Learning R-7137

Instructional Arrangements

1.0 Credit for Prior Learning

1.1 Credit for prior learning is credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

1.2 Students may receive college credit for prior learning through the approved alternative methods listed below:

1.2.1 Achievement of a satisfactory score on the College Board Advanced Placement (AP) examination.

1.2.2 Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination.

1.2.3 Achievement of a satisfactory score on the College Level Examination Program (CLEP).

1.2.4 Evaluation of Joint Services Transcripts (JST).

1.2.5 Achievement of an examination administered by other agencies approved by the District (CCR, Title 5, §55050(c)).

1.2.6 Evaluation of industry-recognized credentials.

1.2.7 Evaluation of student-created portfolios.

1.2.8 Satisfactory completion of an institutional examination administered by the college in lieu of completion of an active course listed in the current college catalog through a process called, "credit by exam."

1.3 Credit for prior learning does not include knowledge and skills already assessed and awarded credit through formal education at regionally accredited in-state and out-of-state institutions.

2.0 Determination of Eligibility for Credit for Prior Learning

2.1 The student must be in good standing in the District.

2.2 The student must have previously earned credit from the District or be currently registered as a student.

2.3 Current students must have an education plan on file.

2.4 The course must be listed in the current college catalog.

2.5 If seeking credit for a course through credit by exam, the student must be registered with the District and not currently enrolled in the course or received credit for a more advanced course in the same subject.

3.0 Prior Learning Assessment Grading Policy

3.1 Grading shall be according to the procedures outline in LRCCD P & R 7252

except that that students shall be offered a “pass-no pass” option if that option is ordinarily available for the course (CCR, Title 5, §55050(g)).

3.2 Students shall have an opportunity to accept, decline or appeal decisions related to the award of credit once per assessment requested (CCR, Title 5, §55050(k)) and in cases of credit by exam, pursuant to Title 5, §55021 and §55025.

4.0 Transcription of Credit for Prior Learning

4.1 The student’s transcript shall be clearly annotated to reflect that credit was earned by assessment of prior learning (CCR, Title 5, §55050 (f)). If credit is earned by a particular exam, see annotation procedures in sections 8.2 and 9.4 (CCR, Title 5, §55052.5).

4.2 Upon request of an assessment of prior learning or review of an Advanced Placement (AP), International Baccalaureate (IB) Exam or College Level Exam Program (CLEP), students shall be advised that transcription of credit for a college requirement may not transfer to the CSU or UC system.

5.0 Applicability of Credit

5.1 Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree (CCR, Title 5, §55050 (h)).

5.2 Upon assessment of a student’s mastery of a course’s learning outcomes, credit should be made if possible to Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education (CSUGE) breadth, local community college program or GE requirements, and only as a last resort electives credit (CCR, Title 5, §55050(d)).

5.3 Students should be advised that some 4-year colleges and universities do not accept credit granted for prior learning.

6.0 Automatic Referral for Credit for Prior Learning Assessment

6.1 Upon completion of a student’s educational plan pursuant to CEC §78212, a student shall be referred to the college’s appropriate authority for assessment of prior learning, if the student is a veteran or an active-duty member of the armed forces, holds industry-recognized credentials, or requests credit for a course based on their prior learning.

7.0 American Council on Education (ACE) Credit Recommendation Consideration

7.1 Decisions for granting credit for prior learning shall consider the credit recommendations of ACE, pursuant to CEC 66025.71.

8.0 Advanced Placement (AP) Examination (CCR, Title 5 §55050(m))

8.1 A student requesting credit for prior learning through a College Board (AP) Examination must meet the general eligibility criteria in section 2.0 and the following.

8.1.1 Official copies of the AP test scores are on file with the Admissions and Records Office.

8.1.2 The student achieved a passing score on the college’s AP Credit Chart.

8.2 The student’s transcript shall be clearly annotated to reflect the credit was earned through an AP exam (CCR, Title 5 §55052).

9.0 High Level IB Exam and CLEP

9.1 A student requesting credit for prior learning through a High-level IB Examination or CLEP must meet the general eligibility criteria in section 2.0 and the following.

9.1.1 Official copies of the IB or CLEP test scores are on file with the Admissions and Records Office.

9.1.2 The student achieved a passing score on the applicable college's IB or CLEP Credit Chart.

9.1.3 The faculty in the appropriate discipline shall have the authority to approve IB program examination and CLEP scores deemed to constitute satisfactory performance for direct course credit and/or general education area credit.

9.2 Credit may be awarded for the California IGETC, CSUGE Breadth, or local community college general education requirements, as most appropriate. Where no direct course or general education area matches an IB or CLEP exam, the college may award elective credit.

9.3 Credit earned through the IB Exam or CLEP shall be clearly annotated on the transcript to reflect that credit was earned through an IB exam or CLEP (CCR, Title 5, §55052.5).

10.0 Credit for Military Service

10.1 A veteran student requesting credit for prior learning through evaluation of the Joint Services Transcript must meet the general eligibility criteria in section 2.0 and the following.

10.1.1 Honorable discharge from one or more years of active duty in the US armed forces.

10.1.2 A copy of the DD-214 (member copy 4) must be on file with the Admission and Records Office.

10.1.3 A completed petition for credit is on file.

10.2 A veteran student meeting the criteria in 10.1 may receive:

10.2.1 Three (3) units of living skills credit toward graduation requirements.

10.2.2 One (1) unit of elective credit.

11.0 Industry Recognized Credentials

11.1 The determination to offer credit for industry recognized credentials rests solely on the discretion of the discipline faculty.

11.2 A student requesting credit for prior learning through evaluation of industry recognized credentials shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.

11.2.1 The student must submit a petition for evaluation of industry-recognized credentials to the discipline department chair or faculty designee.

11.2.2 The student must provide the discipline department chair or faculty designee copies or documentation of the industry-recognized credentials that support the petition.

11.2.3 The discipline faculty member shall evaluate the credentials against course content and student learning outcomes of current courses in the college catalog.

11.2.4 If the discipline faculty member determines the industry-recognized credentials adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

12.0 Assessment of Student-Created Portfolio

12.1 The determination to offer credit by assessment of a student created portfolio rests solely on the discretion of the discipline faculty.

12.2 A student requesting credit for prior learning through assessment of a student-created portfolio shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.

- 12.2.1 The student must submit a petition for evaluation of the student portfolio to the discipline department chair or faculty designee.
- 12.2.2 The student must provide the discipline department chair or faculty designee with the student-created portfolio that supports the petition.
- 12.2.3 The discipline faculty member shall evaluate the portfolio against course content and student learning outcomes of current courses in the college catalog.
- 12.2.4 If the discipline faculty member determines the portfolio contents adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.
- 13.0 Petitioning for Course Credit through Credit by Exam (CCR, Title 5 §55050 (e))
- 13.1 A student requesting credit for prior learning via credit by exam shall adhere to the following procedures and meet the general eligibility criteria in section 2.0.
 - 13.1.1 The determination to offer credit by examination rests solely on the discretion of the discipline faculty.
 - 13.1.2 A separate examination shall be conducted for each course for which credit is to be granted.
 - 13.1.3 A student must submit a petition to the discipline department chair or faculty designee for each course for which credit is sought.
 - 13.1.4 The examining faculty member shall determine the nature and content of the exam. (CCR, Title 5 §55050(c).
 - 13.1.5 If the student completes the examination with a passing grade as determined by the examining faculty member, the examining faculty member shall sign the petition, indicating the grade for the course successfully challenged and forward it and the backup documentation to the Admission and Records Office for transcription of credit.
 - 13.1.6 A student may be charged a fee for credit by exam which shall not exceed the enrollment fee associated with the enrollment in the course for which the student seeks credit by examination. (CCR, Title 5, §55050 (i)).
- 14.0 Credit by Exam for High School Articulated Courses
- 14.1 Procedures for granting credit by exam through high school articulated courses shall be in accordance with LRCCD R-7135.

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ATTACHMENT B:

Decision Item: Action Item #8

The four Los Rios Colleges and the District Academic Senate ~~submit a joint report in support the Academic Senate of California Community Colleges (ASCCC) Fall 2019 Plenary Resolution “Support Infusing Anti-Racism/No Hate Education in Community Colleges” of a call to action from the Academic Senate of California Community Colleges. Specifically, we resolve to~~ to the following Resolved statements from that resolution:

- *denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;*
- *take steps to not only strive for a greater knowledge about and the celebration of*

diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and

- infuse Anti- Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.*

To achieve this, all of our Academic Senates are committed to:

1. ~~Make a tentative agenda now that includes~~ Include a discussion of anti-racism/no-hate education on agendas. Remembering that we do not have to have an answer to start a conversation.
2. Prioritize culturally responsive curricular redesign with our curriculum committees.
3. Acknowledge, without assigning blame, that the structure of our colleges 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 with an equity lens.
5. Request services from the ASCCC about any of these topics if needed.
6. Evaluate our academic senates and find the voices among our faculties missing in governance. Find ways to empower those voices.
7. Work with our administrations, classified professional colleagues, and students to find constructive ways students can express themselves about ~~these deaths and the~~ structural and historical biases that exist.

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ATTACHMENT C:

Discussion Item: Item #10

DRAFT Decision tree to reduce/remove webcam requirement

Rationale for Decision Tree

In response to the CCCO Legal Opinion 2020-12 about Cameras-On Requirements, DETC Taskforce formed to develop guidelines for faculty before SP21 semester.

Faculty are encouraged to consider the following:

- Digital Equity Gap:
 - o Students may not have a webcam and there may not have been any indication when they signed up for a section that this was a requirement for them to be successful in the course.
 - o Students may not have computers with enough computational power to enable virtual backgrounds.
 - o Students may not have sufficient internet bandwidth to allow them to have a camera on.
- Invasion of Privacy:
 - o Students may not wish to display their living conditions. This may include students

who have insecure housing, are homeless, or live in conditions that they fear may negatively impact the perceptions of their peers and or faculty member.

- o There may be others living with the student who may be unable or unwilling to provide informed consent to being viewed or recorded by others.

- The American with Disabilities Act (ADA) and the Rehabilitation Act of 1973

- o Students may have a disability which makes it difficult for them to appear on camera.

Per the State Chancellor's office guidelines:

- Colleges are not required by the ADA to make adjustments that would result in a 'fundamental alteration of the program,' or impose an 'undue burden' on the college.

However, allowing students to determine for themselves whether to use their cameras will not usually cause a fundamental alteration in the program, or cause an undue burden.

- o The act of staring at oneself on camera for prolonged periods may be a trigger for people who have experienced certain types of trauma. (Costa, K. (2020) "Cameras Be Damned." retrieved from <https://www.linkedin.com/pulse/camerasdamned-karen-costa/>)

Decision Tree

Option 1: If the material being taught does not intrinsically require audio/video interaction

A. If a class is synchronous

- o Consider using the text/chat feature of a platform during a live stream/presentation

- o Keep in mind that on some platforms, the text/chat content is not persistent, such platforms include Zoom and Google Meet

- o Canvas chat is persistent

- o Discord and (paid) Slack have persistent chat that also supports screen shots (copy-and-paste), file upload/share

B. If a class is asynchronous

- o Consider the persistent text/chat feature of a platform (Canvas has a chat feature)

- o Email works for instructor to student interaction

Option 2: If the material being taught intrinsically requires audio/video content

A. If the audio/video content needs to be peer-to-peer interactive

- o If possible, consider scheduling only parts of a class to require audio/video realtime interaction, reduce the duration of video interaction time

- o If only audio is needed, consider the use of phone calls (Zoom can be set up to allow phone-in participation without video)

- o Encourage students to look into background blurring or replacing tools

- o Most platforms have audio noise reduction options

B. If the audio/video content does not need to be interactive

- o Consider having content pre-recorded instead of broadcasted in real-time

- o For simplicity, Canvas has 100GB allocated per class

- o Students can also upload to Google Drive and share a link

Resources for Faculty

- Best practices for faculty who will require cameras on

- o Clarify in class schedule, pre-term welcome letter, and syllabus

- o Recording options to eliminate/minimize FERPA violations

- Recordings made with identified students present should not be used beyond the confines of that section in that semester

- Develop a consent form for students?
 - o Alternative ways to support students who cannot have cameras on
- Include best practices for language in syllabi (plain language)
- Refer faculty to existing documents that have been vetted (e.g. College on the Canyons, Chancellor's Office document)
- Resources for Students
 - Background blurring or virtualization feature on existing platforms
 - o Zoom: virtual backgrounds
 - o Google Meet (only when using Google Chrome as browser):
 - Click on the vertical "..."
 - Change Background
 - Choose slightly blur, blur, use provided backgrounds, or add your own
 - Background blurring apps (can feed background blurred video to communication platforms):
 - o XSplit VCam - only for Windows
 - Inexpensive/free do-it-yourself solutions to remove background:
 - o For stand-up desk users (may also work for regular sit-down configurations), here's a sample demonstration video. Note, this is a sample and will be replaced with a more polished version.
 - o Commercial product to install on chair and block the background: Webaround Big Shot Gen2 Portable Webcam Background, 56 Inches, Chroma Key Green

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ATTACHMENT D:

Discussion Item: Item #13

From the ASCCC paper, "Protecting the Future of Academic Freedom in a Time of Great Change"

Recommendations for local senates:

1. Recommend that local senates create a statement on academic freedom, in addition to the board policy, that delineates the specific issues and parameters of academic freedom for faculty.(this needs refining)
2. Recommend that local senates provide consistent and ongoing professional development for full and part-time faculty and senate leaders (curriculum, program review, policy chairs, senators, etc.) in the principles and tenets of academic freedom including in onboarding new faculty.
3. Recommend that local senates work to review, revise and strengthen shared governance processes, policies and procedures in relation to academic freedom so that shared governance protects dissenting opinions in the decision-making process. dissent is vital to protect Academic Freedom.

Recommendations for local senates in collaboration with union colleagues:

4. Recommend that local senates work with union colleagues to develop due process around violations or perceived violations that fall within academic freedom that includes a duly constituted (appointed or elected) faculty committee to review and recommend action.
5. Recommend that local senates collaborate with union colleagues on codifying the protection and parameters of academic freedom in contract in light of faculty evaluations, curriculum, online instruction, dual enrollment, open educational resources, guided pathways, etc.
6. Recommend that local senates work with union colleagues to train faculty on engaging in tenure and faculty evaluations in light of academic freedom.
7. Recommend that local senates support union colleagues in negotiating compensation for adjunct faculty participation in shared governance.
8. Recommend that local senates and union colleagues review AAUP resources and Recommendations

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ATTACHMENT E:

DESSC report to District Academic Senate 11/17/2020
The DESSC met on Monday, November 11 from 2:30 to 4:10

1. Vice-Chancellor Melanie Dixon reported on the involvement of the Equity consultants who joined Los Rios over fall flex week - Lasana Hotep (UC Berkeley) and Cynthia Olivo (Pasadena City College). After meeting with all constituent groups, the consultants will meet with the executive team and give recommendations on how to approach equity work. Equity work in terms of structures and framework happens at district level. Equity work in practices, closing success gaps happens at the college level. The goal and journey is to expose / call out success gaps and apply interventions and supports to all populations in need of support.
2. Budget matters: \$54 billion cuts at the state level. LR District is fiscally conservative; we do have resources to weather the budget situation after preliminary adjustments. Uncertainty around exactly what state cuts will mean for LR district. Typically, state does deferments, and districts borrow money.
3. Faculty Co-chair Bernadette Anayah reported on District Academic Senate questions on ad hoc work groups. Dixon, Anayah, and Tercho will meet with DAS president to discuss further.
4. Three new Ad hoc workgroup charters were presented. DESSC members will vote on these by Monday, November 23.
 - [Undocu-Student Workgroup](#) - District has existing DACA Rapid Response Team to deal with legalities and communication to DACA students. There was no group to handle programming at the college level. Catalyst grant was achieved. This workgroup is being created to address undocu-students and the issues that they face.
 - [Dual Enrollment Workgroup](#) - Faculty and classified representation will be needed for this group. How do we expand MOUs? How do we support dual enrollment programs in a sustainable way?
 - [Basic Needs Workgroup](#) - Initiatives:

- Housing vouchers at CRC - need to be scaled up and supported and represented across the district.
- Food insecurity, MOU with Sac Food Bank. Make a case for more resources in that area and/or secure more external funds. Need a strong strategy for when we are back on campus.
- Mental health - connection between Health Services Advisory Team and Basic Needs. Both Undocu and Black students need support in this area.
- Faculty and classified members of this workgroup have been identified.

