

# DAS President Communication

## Week 11 Recap

Fall 2020

### Week 11 Meetings Attended by DAS President

Tuesday November 3<sup>rd</sup>

- District Program Placement Council 11:30am [notes at end of document]
- DAS Leadership, King, Nye, and Dixon Meeting 2pm [notes at end of document]
- DAS Meeting 3pm

Wednesday November 4<sup>th</sup>

- [ASCCC Executive Committee Meeting](#) 9am – 5pm

Thursday November 5<sup>th</sup> – Saturday November 7<sup>th</sup>

- ASCCC Fall Plenary-[Adopted Resolutions](#)

## Week 12 Recap

### Week 12 Meetings Attended by DAS President

Monday November 9<sup>th</sup>

- Senate-Union Joint Issues Committee (SUJIC) 2pm
- [Chancellor's Cabinet](#) 3pm

Tuesday November 10<sup>th</sup>

- Equivalency Meeting with Trustee Haynes, General Counsel Knapp, Chancellor King, and DAS President Oliver 3pm
  - Reviewed the work and plans for the Equivalence Work Group to create a new district equivalency process.

Thursday November 12<sup>th</sup>

- Nye & Oliver Weekly Meeting 1pm
  - Discussed Degree Planner, Ethnic Studies, and position changes at District Office.

Friday November 13<sup>th</sup>

- Oliver meeting with Black Faculty & Staff Association faculty representatives 9am
  - Discussed how Academic Senate might support Black faculty and students in academic and professional matters.
- King & Oliver Weekly Meeting 10am

## Week 13 Recap

### Week 13 Meetings Attended by DAS President

Tuesday November 17<sup>th</sup>

- Oliver meeting with Comunidad faculty representatives 12pm
  - Discussed how Academic Senate might support Latinx faculty and students in academic and professional matters.
- DAS Leadership Meeting with King & Nye 2pm [notes at end of document]
- DAS Meeting 3pm

Wednesday November 18<sup>th</sup>

- CCCCCO Webinar 9am
- King & Oliver Weekly Meeting 10am
- Equivalency Work Group Meeting 1pm
  - Three faculty from LACCD joined the meeting to answer questions about their equivalency process.
  - Work group agree to begin crafting a new district process with the hope of vetting it mid-spring semester.
- LRCFT Executive Board Meeting 3pm [notes at end of document]
- [LRCCD Board of Trustees Meeting](#) 5:30pm

Thursday November 19<sup>th</sup>

- Nye & Oliver Weekly Meeting 1pm
- [DETC Meeting](#) 3pm

## Week 14 Recap

### Week 14 Meetings Attended by DAS President

Monday November 23<sup>rd</sup>

- [District Equity and Student Services Committee \(DESSC\)](#) Meeting with Anayah, Tercho, Dixon, and Oliver 1pm
  - Discussed DAS feedback regarding DESSC workgroups.
- Senate-Union Joint Issues Committee (SUJIC) 2pm
  - Discussed the implications of the new contract to senate-union work.
- [Chancellor's Cabinet](#) 3pm

## Week 15 Outlook

### Week 15 Meetings Scheduled for DAS President

Monday November 30<sup>th</sup>

- [District Accreditation Coordinating Committee \(DACC\)](#) Meeting 3pm

Tuesday December 1<sup>st</sup>

- DAS Leadership Meeting with King & Nye 2pm
- DAS Meeting 3pm

Wednesday December 2<sup>nd</sup>

- CCCCCO Webinar 9am
- King & Oliver Weekly Meeting 10am

Thursday December 3<sup>rd</sup>

- Nye & Oliver Weekly Meeting 1pm
- Degree Planner Meeting 3pm

Friday December 4<sup>th</sup>

- ASCCC Executive Committee Meeting, Fri Dec 4<sup>th</sup> – Sat Dec 5<sup>th</sup>

## Report Back Needed from DAS Leadership

- Policy and Regulation feedback

## Program Placement Council (PPC) Meeting Tues Dec 3, 2020

### Approved Requests

- CRC Early Childhood Education (ECE) Apprenticeship
- Business Information Worker II-certificate

### New Requests

- Feedback needed before next PPC meeting on Dec 8<sup>th</sup>.
- Send feedback to DCCC Chair Eric Wada or DAS President Julie Oliver.
- Please do not delay forwarding any concerns or questions. Send asap.

CRC New Requests	
Entrepreneurial Arts: Audio and Music Production - ProTools	Certificate
Entrepreneurial Arts: Audio and Music Production	Certificate
Entrepreneurial Arts: Music and Social Media Production	Certificate
Entrepreneurial Arts: Music	A.A. Degree

FLC New Requests	
Manufacturing and Industrial Technology	Degree
Manufacturing and Industrial Technology	Cert. of Achievement
CAD/CAM Programming	Cert. of Achievement
Quality Technician	Cert. of Achievement

Production Planning	Cert. of Achievement
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<b>SCC New Requests</b>	
Cloud Computing	certificate
Commercial Pilot – Unmanned Aircraft Systems	certificate

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## DAS Leadership Meeting with King, Nye, and Dixon

Tues Nov 3, 2020

### Equity work with Lasana and Cynthia

#### Information gathering phase

- First faculty meeting with DAS at retreat in August
- Townhall early in semester
- Also meeting with other constituency groups—College Futures (Oct 21<sup>st</sup>), classified (Nov 19<sup>th</sup>), equity champions (Nov 12<sup>th</sup>), students, deans (Nov 16<sup>th</sup>), etc.
- Executive team meetings at colleges, Equity inventories were provided by each college.
- Goal to focus on adopted district targets and move the equity agendas (antiracism, antisexist)
- Equity dashboards at colleges. Have met with research leads at each college.
- Once work is determined some may be district level and some may be college level

#### Timeline

- Contracted on two-year basis with one year renewal. Always have a 30-day way to exit contract.
- Will help with strategic plans, equity plans this year and then decide if we continue with them or not.

#### Work phase

- Starting soon and continuing into spring
- Will be based on all the information gathering

#### Questions

- Equitizing Syllabi with Lasana-Oliver needs to talk with Dixon
- Student leaders are identifying a diverse group of students to meet with and also pulled together local college level discussions.
  - Students at the table to address equity issues are compensated
- Interest in equity outcomes in instruction (FLC)-have Lasana and Cynthia done work in this area?
  - Curious if other colleges are thinking in the same way about outcomes being equitized.
- Curriculum
  - How to bring an equity lens to curriculum processes?
- Convocation-any presence for Lasana and Cynthia for shared piece of event
  - Pre-pandemic trying to be flexible that spring convocation doesn't have to mimic fall convocation

- Chancellor expectations-too much to accomplish in 30-minutes (information, motivational, etc.)
- College Presidents, Chancellor and PD coordinators met last week to communicate about Convocation. All sent in draft flex week calendars.
- Wed and Thurs—district support for PD leads to coordinate invitations to attend across district events. Gabe will be helping to better curate the programs for Wed and Thurs.
- Perhaps in the fall PD coordinators will work more closely together to plan Flex week.
- Have some overarching goals for outcome improvement in Math and English.
- More purposefully linking shared goals to the PD planning. Bigger discussion for the future.
- Friday-block one hour for entire district coming together for “Celebration of Successes” and recognizing the challenges and the need for self-care.
- Short video that is not interactive...what is the value? We are all zoomed-out!
- Anything done should be meaningful and interactive.

#### Accreditation (Brian)

- Process very clean now
- Every minute we spend on accreditation is a minute lost working on equity
- Infuse equity into current outcomes
- Direction will be more outcome focused when the teams meet with colleges

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## DAS Leadership, King, and Nye

Tues Nov 17, 2020

- Ethnic Studies
  - Written report from VC Aisha Lowe to ASCCC on Wed Nov 4<sup>th</sup>:  
***Ethnic Studies.** The draft Executive Order 1100 has been released for review and feedback. In addition, a subgroup of 5C is reviewing the EO, FAQs, and implementation. Currently, these courses will be in the new Area F for Ethnic Studies (3.0 units). The Chancellor’s Office is advocating for a Fall 2022 implementation date for the community colleges. While there is a lot of discussion about the prefix, nothing has been decided at this time.*
  - ASCCC Fall Plenary 2020 [Adopted Resolutions](#) 9.03 and 9.04 [at end of this document]
  - If there is a need to increase Ethnic Studies in the district, resources, such as FTE and hiring faculty, will be required.
- Degree Planner
  - District group will gather the first week of December as requested by faculty leads to review progress being made with Degree Planner and discuss next steps. Nye to schedule.
  - Concern about not including all degrees in DP. Faculty would like all degrees included, ADTs and local degrees.
  - Loss of Map Maker or loss of control of Map Maker. Faculty should have control over this program as a “10+1” issue.

- Program changes should be made in one place and then automatically updated in other places.
- Need an online program to help students work through their pathway without access to a counselor
- King-need to phase in degrees, can't put them all in at once, starting with ADTs; college presidents were asked if ADTs and local degrees both need to be entered and they said no, should not load all degrees into DP
- ADTs provide a financial incentive with the Student-Centered Funding Formula (SCFF)
- Academic Calendar
  - District Academic Calendar Committee is reviewing the survey results and providing email feedback to the group. The committee will commence voting by email on Wed Nov 18<sup>th</sup>, whether or not to move spring break to the halfway point in the semester to keep it as is the week prior to Easter.

### **9.03 F20 Ethnic Studies Graduation Requirement**

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o Americans—offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African-American Studies, Black Studies, Asian-American Studies, Native-American Studies, Africana Studies, Mexican-American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies;

Whereas, Ethnic studies has a rich and important history in California community colleges dating back fifty years with the establishment of the first associate degrees in Black and Chicano Studies in the nation and has since then provided students with 10 rigorous and dynamic instruction focusing on the history and contributions of black, Latinx, Asian-American, and Native-Americans to California and the nation through important ethnic-studies-based theoretical lenses;

Whereas, studies have found that

- All students benefit academically when they are reflected in the curriculum as well as socially from taking ethnic studies courses, and
- students learn to deconstruct internalized ideas of unworthiness or deconstruct internalized racism and oppression and become empowered, and
- such courses can play an important role in helping students identify and address issues impacting our society such as systemic racism, generational trauma, sexism, and homophobia; and

Whereas, The state of California has witnessed a growing call for ethnic studies requirements in virtually all levels of public education which has recently led to the signing of AB1460 by Governor Newsom, adding a minimum of one 3-unit course in ethnic studies to the Cal State University system's graduation requirements as well as an expected growth in demand for courses in ethnic studies disciplines at California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office through existing processes and recommend that the California Code of Regulations Title 5 §55063 be amended to include an ethnic studies graduation requirement for California community college associate degrees by adding the following text:

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, in ethnic studies, and in mathematics...

Effective for all students admitted to a community college for the Fall 2021 term or any term thereafter, competence in ethnic studies shall be demonstrated by obtaining a satisfactory grade in a course from an ethnic studies discipline at the first- or second-year level. Satisfactory completion of an ethnic studies course at the first- or second-year level shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b) of this section.

The competency requirements for ethnic studies may also be met by obtaining a satisfactory grade in courses in ethnic studies taught in or on behalf of other departments and disciplines that adhere to the minimum qualifications for ethnic studies disciplines as delineated in the California Community Colleges Chancellor's Office's Minimum Qualifications for Faculty and Administrators in California Community Colleges.

Contact: Paul Alexander, San Diego City College, Area D

#### **9.04 F20 Clarify and Strengthen the Ethnic Studies General Education Requirement**

Whereas, the current wording in Title 5 §55063 (b) (2), which states that "Ethnic Studies will be offered in at least one of the areas required by subdivision (1)," is written in such a way that it does not clearly define ethnic studies, allowing for different interpretations and inconsistent applications of this requirement across the state of California;

Whereas, Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups—Native Americans, African Americans, Asian Americans, and Latina/o American—offered through various disciplines including ethnic studies, chicana and chicano studies, Latina and Latino studies, African-American studies, black studies, Asian-American studies, Native-American studies, Africana studies, Mexican-American studies, indigenous studies, Filipino studies, la raza studies, and Central American studies;

Whereas, Ethnic studies disciplines are listed in the California Community Colleges Chancellor's Office's Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook under "Disciplines Requiring a Master's Degree," ensuring that the professors who teach courses within these disciplines meet the required minimum qualifications; and

Whereas, Courses offered from ethnic studies disciplines engage students in dynamic and rigorous instruction through discipline-specific theoretical lenses that teach them about the history, expressions, and contributions of the diverse cultures that make up California and the U.S. and also how to engage in

a critical analysis of these cultures in relation to each other and to society overall in order to understand and address how they are impacted by such things as systemic racism and classism;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes and recommend that Title 5 §55063 (b) (2) be removed from the California Code of Regulations; and

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office through existing processes to establish an ethnic studies general education requirement for California Community colleges by adding a fifth area to Title 5 §55063 (b) (1) entitled (E) Ethnic Studies.

Contact Paul Alexander, San Diego City College, Area D

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## District Academic Senate (DAS) Report to LRCFT

Wednesday November 18, 2020

### Credit for Prior Learning (CPL)

- DAS approved the new CPL LRCCD regulation. This new regulation will now move to [Chancellor's Cabinet](#) on Dec 7<sup>th</sup>.

### ASCCC Fall Plenary

- Please review the [adopted resolution packet](#) of 28 resolutions which will now guide the work of the ASCCC.

### DETC-Cameras On/Optional Guidelines [supporting document]

- At the Distance Educational Technology Committee meeting Thurs Nov 19<sup>th</sup> there will be continued discussion and hopefully a final recommendation about CCCO Cameras-on recommendations agreed upon at the meeting.

### Academic Freedom

- At ASCCC Fall Plenary Resolution 10.01 was passed which adopted the paper "[Protecting the Future of Academic Freedom in a Time of Great Change](#)"
- Recommendations from that paper should be a discussion item at SUJIC.

### Future Events

- Next DAS meetings- Dec 1<sup>st</sup>, Jan 19<sup>th</sup>, Feb 2<sup>nd</sup> [First and Third Tuesdays 3-5pm]
- [LRCCD Board of Trustees](#)
  - Meeting, Wednesday November 18, 2020 5:50pm; Wed Dec 16<sup>th</sup>
- [ASCCC Part Time Institute](#) (virtual)-Feb 18-19, 2021 \*FREE\*



## DAS Call To Action

The four Los Rios Colleges and the District Academic Senate support the Academic Senate of California Community Colleges (ASCCC) Fall 2019 Plenary Resolution “[Support Infusing Anti-Racism/No Hate Education in Community Colleges](#)” . Specifically, to the following Resolved statements from that resolution:

- *denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;*
- *take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and*
- *infuse Anti- Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.*

To achieve this, our Academic Senates are committed to:

1. Include a discussion of anti-racism/no-hate education on agendas. Remembering that we do not have to have an answer to start a conversation.
2. Prioritize culturally responsive curricular redesign with our curriculum committees.
3. Acknowledge, without assigning blame, that the structure of our colleges 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 structural and historical biases that exist.

## DRAFT Decision tree to reduce/remove webcam requirement

### Rationale for Decision Tree

In response to the [CCCCO 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:**
  - 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.
  - Students may not have computers with enough computational power to enable virtual backgrounds.
  - Students may not have sufficient internet bandwidth to allow them to have a camera on.
- **Invasion of Privacy:**

- 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.
- 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**
  - 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.*
  - 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/cameras-damned-karen-costa/>)

### Decision Tree

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

- A. If a class is **synchronous**
  - Consider using the text/chat feature of a platform during a live stream/presentation
  - Keep in mind that on some platforms, the text/chat content is not persistent, such platforms include Zoom and Google Meet
  - Canvas chat is persistent
  - Discord and (paid) Slack have persistent chat that also supports screen shots (copy-and-paste), file upload/share
- B. If a class is **asynchronous**
  - Consider the persistent text/chat feature of a platform (Canvas has a chat feature)
  - 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**
  - If possible, consider scheduling only parts of a class to require audio/video real-time interaction, reduce the duration of video interaction time
  - If only audio is needed, consider the use of phone calls (Zoom can be set up to allow phone-in participation without video)
  - Encourage students to look into background blurring or replacing tools
  - Most platforms have audio noise reduction options
- B. If the audio/video content **does not need to be interactive**
  - Consider having content pre-recorded instead of broadcasted in real-time
  - For simplicity, Canvas has 100GB allocated per class
  - Students can also upload to Google Drive and share a link

### Resources for Faculty

- Best practices for faculty who will require cameras on
  - Clarify in class schedule, pre-term welcome letter, and syllabus
  - 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?
  - 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
  - Zoom: [virtual backgrounds](#)
  - 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):
  - [XSplit VCam](#) - only for Windows
- Inexpensive/free do-it-yourself solutions to remove background:
  - 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.
  - Commercial product to install on chair and block the background: [Webaround Big Shot Gen2 Portable Webcam Background, 56 Inches, Chroma Key Green](#)