

DAS President Communication

Week 1 Recap

Fall 2020

Week 1 Meetings Attended by DAS President

Tuesday August 25th

- District AB705 Workgroup Meeting 3pm [Handout included at end of this document]

Wednesday August 26th

- King & Oliver Weekly Meeting 10am
- Anayah & Oliver District Equity and Student Success Committee (DESSC) Check-In 2pm
 - Discussed role of faculty co-chair and relationship to DAS.
 - Communicated with new faculty co-chairs for DCCC (Wada) and DETC (Trench) prior to start of semester.
- LRCFT Exec Meeting 3pm

Thursday August 27th

- Nye & Oliver Weekly Meeting 1pm
- Nye, Montgomery & Oliver Accreditation Meeting 3pm
 - Montgomery shared documents, timelines, and other accreditation information before her retirement.
- ARC Senate Meeting 3pm (late arrival 3:45pm)

Friday August 28th

- LRCCD Town Hall with Hotep & Olivo 9am [[Recording](#)]
- [District Curriculum Coordinating Committee](#) (DCCC) 2:30pm

Week 1 Actions

- District Committee Appointments

Week 2 Recap

Week 2 Meetings Attended by DAS President

Tuesday September 1st

- SCC Senate 12pm
- DAS Leadership Meeting with King & Nye 1pm [Notes included at end of this document]
- District Academic Calendar Meeting 2pm
 - Proposal to move spring break between first and second 8-week sessions starting spring 2023. Decision to be made at October meeting.
- [District Academic Senate](#) Meeting 3pm

Wednesday September 2nd

- California Community College Chancellor's Office (CCCCO) Webinar 9am
 - Leveraging Guided Pathways during COVID-19
 - Join the [CCCCO Vision Resource Center](#) to gain access to all webinar information including recordings.
- King & Oliver Weekly Meeting 10am
 - Discussion of an early spring 2021 [Collegiality in Action](#) session for Board of Trustees, administration, and DAS.
- LRCFT Exec Meeting 3pm [DAS report included at end of this document]

Thursday September 3rd

- Nye & Oliver Weekly Meeting 1pm

Week 2 Actions

- District Committee Appointments
- DAS Mission and Constitution Review Task Group Appointed-Lovering, Crosier, Danner, Knudsen, Oliver
- LRCCD Equivalency Process Review Task Group Appointed-Gaudard, Aldredge, Wada, Guzman, Oliver, Knapp, and other HR representatives

Week 3 Recap

Week 3 Meetings Attended by DAS President

Tuesday September 8th

- District Accessibility Plan Implementation Committee 2:30pm
- FLC Senate 3pm

Wednesday September 9th

- King & Oliver Weekly Meeting 10am
 - Continued planning for early spring Collegiality in Action session.
 - Board Action Template Planning document to be discussed at BOT meeting. May be found in BOT Sept 9th agenda.
 - Planning process for Hotep and Olivo moving forward.
- LRCFT Negotiations Team & DAS Leadership 2pm
 - Request for LRCFT to negotiate changes to the performance review process and documents to align with antiracism and equity "Call to Action" and [Board of Trustees Resolution No. 2020-09](#).
 - California Education Code §87663 (f) *"In those districts where faculty evaluation procedures are collectively bargained, the faculty's exclusive representative shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures."*
- [LRCCD Board of Trustees](#) Meeting 4:30pm

Thursday September 10th

- Nye & Oliver Weekly Meeting 1pm

- Interest in creating connection between equity work and AS705 discipline work with help of Hotep and Olivo.
- Discussion of career and technical education program and Strong Workforce process for evaluation of programs in the district. Creation of CTE programs requires demonstrated regional need and CCCCCO approval. Theresa Milan is running the Career Education Council and will provide data on current LRCCD programs. Always a desire to have a diverse array of CTE programs in LRCCD.

Week 3 Actions

- District Committee Appointments

Week 4 Outlook

Week 4 Meetings Scheduled for DAS President

Monday September 14th

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

Tuesday September 15th

- DAS Leadership Meeting with King & Nye 2pm
- District Academic Senate Meeting 3pm

Wednesday September 16th

- CCCCCO Webinar 9am
- King & Oliver Weekly Meeting 10am
- LRCCD Equivalency Review Task Group Meeting 1pm
- LRCFT Exec Meeting 3pm

Thursday September 17th

- Nye & Oliver Weekly Meeting 1pm
- ASCCC Executive Committee Meeting 1:30pm

Friday & Saturday September 18th-19th

- ASCCC Executive Committee Meeting 9am

Report Back Needed from DAS Leadership

- A few open seats on District Committee Membership Lists. Looking for faculty to appoint.

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 SCC 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.

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 a 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; no right to schedule any required synchronous times for students when course is asynchronous.
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District Academic Senate (DAS) Report to LRCFT

Wednesday September 2, 2020

Performance Review

- Request for LRCFT to negotiate changes to the performance review process and documents to align with antiracism and equity “Call to Action” [See Supporting Materials] and [Board of Trustees Resolution No. 2020-09](#).
- California Education Code §87663 (f) *“In those districts where faculty evaluation procedures are collectively bargained, the faculty’s exclusive representative shall consult with the academic senate prior to engaging in collective bargaining regarding those procedures.”*
- Meeting to be set up between LRCFT Negotiating team and DAS Leadership team to discuss interests.

Constitution and Mission Review

- DAS task group has been formed to review the DAS mission and constitution with an equity focus and make recommendations.

Equivalency Process

- DAS task group has been formed to review with an equity focus the current process and make recommendations. Group will be co-chaired by Julie Oliver DAS and Jake Knapp DO-HR.

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 jointly by DCCC, DAS and DO as soon as possible.

Faculty Hiring 2020-2021

- Because of Los Rios hiring freeze, no Academic Senate led 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.

Future Events

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