**District Academic Senate (DAS) Meeting Minutes**

**Tuesday, April 4th, 2023 - 3:00 -5:00 pm**

Teleconference meeting locations:

**Los Rios District Office Main Conference Room**

**ARC: ARC Administration Building Conference Room**

**CRC: Learning Resource Center (LRC) -125**

**FLC: FL2-145**

**SCC: Student Center 105**

<https://lrccd.zoom.us/j/84695861936?pwd=alhnSjMwTTAyRndOL1J0aTZNNHNSdz09>

Meeting ID: 846 9586 1936 Passcode: LosRios

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Campus | Role | Present |
| Alisa Shubb | ARC | District Academic Senate President | x |
| David McCusker | ARC | District Academic Senate Secretary | x |
| Carina Hoffpauir | ARC | Academic Senate President | x |
| Brian Knirk | ARC | Academic Senate Vice President | x |
| Veronica Lopez | ARC | Academic Senate Secretary | x |
| Alisa Shubb | ARC | Academic Senate Past President | x |
| Scott Crosier | CRC | Academic Senate President | x |
| Lisa-Marie Mederos | CRC | Academic Senate Vice President | x |
| Jacob Velasquez | CRC | Academic Senate Secretary | x |
| Greg Beyrer | CRC | Academic Senate Past-President | x |
| Eric Wada | FLC | Academic Senate President | x |
| Danielle Beck | FLC | Academic Senate Vice President | x |
| Lisa Danner | FLC | Academic Senate Secretary | x |
| Paula Cardwell | FLC | Academic Senate Past President | x |
| Sandra Guzman  | SCC | Academic Senate President | x |
| Dawna DeMartini | SCC | Academic Senate Vice President | x |
| Amy Strimling | SCC | Academic Senate Secretary | x |
| Lori Petite | SCC | Academic Senate Past President | x |
| Bill Simpson | ARC | District Curriculum Coordinating Committee (DCCC) | x |
| Morgan Murphy | FLC | District Educational Technology Committee (DETC) | x |
| Ea Edwards | CRC | District Equity & Student Services Committee (DESSC) |  |
| Jason Newman | CRC | Los Rios Colleges Federation of Teachers (LRCFT) | x |
| Kandace Knudson | SCC | Instructional Accessibility Committee |  |
| Georgine HodgkinsonKalinda Jones | CRCFLC | Prison Reentry Education Program Committee (PREPC) | x |
| Tamara CheshireKeith Heningburg | FLCSCC | Ethnic Studies Faculty Council | xx |

## Preliminaries

1. Welcome / Call to order

2. [Land Acknowledgement](#_heading=h.30j0zll): Los Rios Land Acknowledgment read

3. Approval of Agenda: Approved

4. Approval of Minutes: Approved

5. Introduction of Guests: Dipali Buch, Brian Pogue

6. **Public Comment Period** (up to 3 minutes per speaker): None at this time

7. DAS President’s Report

Chancellor’s Cabinet met 3/27: [Agenda](#bookmark=id.1fob9te)

DAS President reassigned time meeting scheduled for 4/10 with Mario, Jamey, and Brian.

SUJIC:

* Still working on Equity-Minded Professional Learning (EMPL) MOU - removing "preapproved" language
* 5 year grant-based PREP Counselor
* Faculty Hiring
	+ LTT audit (report of how many LTTs hired this year per college across district will come to Academic Senates) - Meeting with Tammy, Jamey, and Sonya. Shared that Academic Senates need to be in the loop on LTT hiring
	+ Request for Exec Chancellor to publish/announce in September how many allocations Los Rios will have for FT faculty hiring
* Ethnic Studies Council Chairs meeting with Deputy Chancellor Nye about the need to grow Ethnic Studies class offerings to meet current and future student demand. Noted that due to demand for Ethnic Studies instructors, there is not a robust adjunct pool.

Faculty Tenure Celebration - May 12 at District Office

## Consent Items (Any member of the DAS may request an item be removed for further discussion and separate action.) - None at this time

## Decisions (10-15 minutes per item)

1. DAS recommendation to continue Proctorio contract for one fiscal year

Shared that at CRC academic senate, many faculty expressed concerns about the end of online proctoring. CRC senate voted to support continuing use of Proctorio until there is an equitable alternative.

Is DAS interested in recommending that we approve use of Proctorio for another year?

Shared that DE and LMS coordinators believe low-information, high-stakes, time-limited assessment is of limited utility in online teaching.

Concern for instructors who have relied on Proctorio.

Concern that some students are humiliated/discomforted by use of Proctorio.

Noted that authentic assessment style quizzes could utilize Proctorio. Voting to recommend approval of Proctorio does not necessarily mean endorsing low-information, high-stakes, time-limited assessment.

Approximately 90 instructors (not known if duplicated or unduplicated) currently utilize Proctorio.

Shared that if we have disabled the parts of Proctorio that humiliate/discomfort students, then uncomfortable not offering faculty any online proctoring options.

Shared that at SCC, one faculty member has come forward saying they need this tool. Have heard more concerns from faculty stating that the tool is unethical and should not be continued.

Shared that this is a decision that gives us more time for communication and to collaborate to design professional development to help instructors consider alternative assessment options. While unhappy with the parts of Proctorio that may hurt students, feel that we need this time.

Concern that waiting another year will not change anything. Developing authentic assessment options that don’t rely on online proctoring requires lots of time.

Regardless of decision, recommended that we (DAS and DETC) need to prioritize communication with faculty.

Noted that a vote for, would represent not only those who currently use Proctorio, but also those who may in the future use it, and those who would like to see it available for their colleagues.

Suggested that this has not been framed in this way at local senates and that we should bring it to local senates.

Inquiry as to whether this needs to be a district decision. In order to contract with Proctorio, if we want to have the tool, we do need to do it as a district.

Motion to support extension of Proctorio for one year while looking for alternatives in hopes of finding an equitable service for the purpose of online proctoring. Seconded.

Motion approved by roll call vote.

Yes: Carina Hoffpauir, Brian Knirk, Veronica Lopez, Scott Crosier, Lisa-Marie Mederos, Jacob Velasquez, Eric Wada, Danielle Beck, Dawna DeMartini, Lori Petite, Alisa Shubb.

No: Greg Beyrer, Lisa Danner, Paula Cardwell, Sandra Guzman, Amy Strimling.

1. [UDL/AS Coordinator Job Descriptions](#bookmark=id.2et92p0)

Positions would be housed at the individual colleges, would report to the local dean, and performance review would take place locally.

“Under the direction of the Associate Vice Chancellor of Instruction” will be changed to “Under the direction of the local dean, with collaboration with the Associate Vice Chancellor of Instruction.”

Motion to support the revised UDL/AS job descriptions. Seconded. Approved by roll call vote.

Yes: Carina Hoffpauir, Brian Knirk, Scott Crosier, Lisa-Marie Mederos, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite, Alisa Shubb.

Abstain: Veronica Lopez.

1. DAS President re-affirmation

Bylaws Section 1: The DAS President shall serve a two-year term, beginning after the last regularly scheduled DAS meeting in the spring. The second year of the President’s term is subject to confirmation by the majority vote of the members of the DAS. The confirmation vote will occur in April of the first year of a President’s term. If the President is not confirmed, the officers of the college Academic Senate in the current rotation will select a replacement. If the college is not able to appoint another DAS President, the next college in the rotation according to Article V, Section 3 shall appoint a DAS President. A college’s term in the rotation is considered complete when its appointed DAS President serves a minimum of one year Section 2: If the sitting President is not confirmed to serve a second year as outlined in Article 3, Section 1, the Secretary and any other ex-officio members of the DAS will continue to serve until the next regular change of officers.

DAS president reaffirmed by roll call vote.

Yes: Carina Hoffpauir, Veronica Lopez, Scott Crosier, Lisa-Marie Mederos, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite.

## Reports (5 minutes per report + 5 minutes for questions)

1. Student parking *(Executive Vice Chancellor Mario Rodriguez)* 4:00pm

Plan is to reinstate parking fees.

Suggested that this is not a policy change. There was a grant that allowed the district to waive fees. Since that grant is running out, the district is no longer able to waive those fees. Other districts are doing the same. Those that are not charging parking fees are in areas where they are significantly better funded per student. Revenue from parking fees is restricted to costs related to parking lots (restriping, police presence, patrols).

Inquiry as to whether a sliding scale model has been considered. Response is that regulations likely do not permit a sliding scale, but will double check.

Is there an opportunity to revisit issuing parking for guests for free? Parking passes for guests were once free but are no longer available. Response is that they are happy to reconsider. Suggested that it may not be beneficial to have guests who are visiting a college to for the foundation and who may eventually financially support the school, pay for parking.

Inquiry as to whether there might be other funds that could cover parking costs. Response is that there are no grants that would assist with this. Could perhaps find money elsewhere, but it’s money that has already been allocated and reallocating it would compromise those other endeavors.

Suggested that parking is a very small portion of the costs that students pay and that it may be more fruitful to look at other ways to cut costs.

In the past district revenue for parking for one semester was close to $1.25 million.

Not aware of data linking parking fees to student success, likely because parking fees are such a small portion of student costs.

Shared that for some students even an additional cost of a few dollars can be a barrier to success.

## Discussions (10-15 minutes per item)

1. California State Auditor’s report[: *Increasing Full-Time Faculty and Diversity Remains a Challenge*](https://bsa.ca.gov/pdfs/reports/2022-113.pdf)

Report stated that Los Rios could not demonstrate that money went to creating new FT faculty positions.

Suggested that report was not done in good faith. Grants would have funded approximately 50 new faculty and district has hired 150 new faculty. Money went into the LRCFT bucket. Nothing the district did was improper.

Number of faculty hires is not negotiated with LRCFT. District makes decisions on number of hires.

Perception of senators has been that there has been very little FT faculty hiring. Inquiry as to whether there is a written rebuttal to the audit. Response that district was hiring even when enrollment was declining prior to the pandemic. Hiring did not take place during the pandemic.

Noted that we are one of the highest districts in the state on the 75%/25% FT to PT ratio.

Noted that district did not receive any findings. Does not believe a written rebuttal would be helpful when we received no findings.

Asked if we could get, if not a written rebuttal to the audit, some written information together for DAS. Document will be created where questions can be gathered for Mario.

Shared that we are going on 4 years with faculty who have retired or left, not being replaced.

Inquiry if we can get FT to PT ratio disaggregated by campus.

Concern about lack of transparency/communication.

1. Review of data on student & instructor-initiated drops/withdrawals

[DAS Drop Types Reports 2023-03-16](#bookmark=id.2s8eyo1)

[PowerBI link to Withdrawal by drop reason](https://doirweb.losrios.edu/Reports/powerbi/LRCCD/LR%20Drop%20Reasons%20-%20HEPRD%20-%20LRCCD?rs:embed=true) (Note, you must be logging in through the Los Rios internal network, either at the office or by GlobalProtect VPN in order to access PowerBI)

Very small number of instructor-initiated drops. Significant disproportionate impact on Black students.

Comment that there is a lot to learn from this report and a lot to be concerned about.

Suggested that this is an impetus to continue work on revising attendance policies.

Concern that the language “may” in the current attendance policy opens the door for implicit bias.

Suggested that the ball is in our court to propose policy different from what we currently have.

1. Collegial Consultation

[ARC Senate Resolution on District Leadership Concerns](https://docs.google.com/document/d/18hZBfww27-2lquP08PBltrAXNJHObWioJVSjeiJZ1xk/edit?usp=sharing)

[FLC Senate Resolution: Recommendation to the Los Rios Board of Trustees](https://docs.google.com/document/d/1ciV8_BS1m8xE4vGGOvCrgZpe6GjpSHEw7v6Jep0ppfI/edit?usp=sharing) to Investigate Collegial Consultation and Participatory Governance Procedures.

FLC resolution has a specific request for DAS to bring these issues to light for the board of trustees.

Suggested that options could include asking the board in writing not to renew the Chancellor’s contract or to ask the board to convene a special committee to review concerns and conduct a full investigation.

Suggested to write the strongest board reports possible. Perhaps portions could be read at Board of Trustees meeting.

Suggested that we can also contact the board outside of board reports. Multi-pronged approach could be helpful.

Concern shared that resolutions state the concern is with “district leadership.” Unsure if we have been clear that our concerns are with what is happening at the top of the organization. Support for making it clear to the board that our concern is with what is taking place at the highest level of the organization.

Suggestion that given that we have raised these concerns for the last five years, we may be at a point where we’re ready to tell the board we have no confidence in our leader.

Suggested that we find time to discuss this in depth.

Noted that [SCC white paper](https://docs.google.com/document/d/1BTbQTT4xrbqxh6whn1f6AAypXgYr36U2/edit?usp=sharing&ouid=105543737585314241560&rtpof=true&sd=true) did make several formal recommendations.

Suggested that we could invite our board to a special meeting. Interest expressed in this possibility. Would need to be well prepared for this meeting with a planned presentation and with documents sent to the board before the meeting. Would also need to be prepared with an ask for a specific action. Inquiry as to whether this would be a public meeting.

Suggested that we could ask the board to conduct investigations, ask specific questions, prior to considering renewing the contract.

Noted that the board has a legal duty to us, and their designee is not fulfilling their legal obligations.

While it is important that post-exit interviews take place with past presidents, we need to make sure that those interviewed have real freedom to discuss concerns openly.

## Items from Colleges for District Academic Senate Consideration

ARC passed unanimously a [resolution](https://docs.google.com/document/d/1WuQTvsi2iD7SjO50r5vlW6iie7dJhGz8hbii9ELZfug/edit?usp=sharing) supporting a .75 status for priority enrollment for learning community students.

## Committee Reports (as time permits, written reports will be posted to Canvas supporting material section and included in subsequent meeting minutes)

* District Curriculum Coordinating Committee (DCCC) – *Bill Simpson* [Report](#bookmark=id.17dp8vu)
* District Educational Technology Committee (DETC) – *Morgan Murphy* [Report](#bookmark=id.3rdcrjn)
* Instructional Accessibility Committee  *- Kandace Knudson* [Report](#bookmark=id.26in1rg)

**Future Returning Items:**

* Learning Communities priority registration
* Revisions to Los Rios Regulation [R-3412](https://losrios.edu/shared/doc/board/regulations/R-3412.pdf) (Participatory Governance/Academic Senate)
* Student-facing information on Academic Conduct across Colleges
* Operationalizing Equity-minded Professional Learning (mandatory equity training)

## Upcoming Meetings / Events

* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, April 12th 5:30pm (DO Board Room)
* District Academic Senate Meeting: Tuesday, April 18st 3-5pm (DO Main Conference Room)

* [ASCCC](https://asccc.org/calendar/list/events) Spring Plenary – April 20-22 DoubleTree by Hilton Hotel Anaheim - Orange County
* District Academic Senate Meeting: Tuesday, May 2nd 3-5pm (Teleconference locations)

## Land Acknowledgements

[Los Rios Community College District Indigenous Land Acknowledgment Statement](https://losrios.edu/about-los-rios/our-values/indigenous-land-acknowledgment)
“In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.
Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.”

[ARC Indigenous Land Statement](https://arc.losrios.edu/student-resources/native-american-resource-center#:~:text=We%2520acknowledge%2520the%2520land%2520which,Maidu%252C%2520and%2520Miwok%2520tribal%2520nations.&text=Despite%2520centuries%2520of%2520genocide%2520and,both%2520Federally%2520recognized%2520and%2520unrecognized.)

“We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.”

[CRC Land Acknowledgement](https://crc.losrios.edu/about-us/our-values/equity-and-diversity/land-acknowledgment)

“We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present.”

[FLC Land Acknowledgement](https://flc.losrios.edu/about-us/our-values)

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

[SCC Land Acknowledgement](https://scc.losrios.edu/student-resources/native-american-student-success/land-acknowledgement)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”

**Supplemental Materials**

CHANCELLOR’S CABINET MEETING

*Agenda*

Monday, March 27, 2023

3:00pm

**District Office Board Room**

|  |  |
| --- | --- |
| 1. Call to Order  | Brian King  |
| 2. Finalize Agenda & Minutes of Meetings\* a. December 12, 2022   | Brian King  |
| 3. Amendment to Regulation 9211 - Salary Schedule Development\*   | Jake Knapp  |
| 4. Upcoming Campus Climate and Public Safety Reforms\*   | Jake Knapp  |
| 5. Regulation 2222 - Excessive Absences\*   | Jake Knapp  |
| 6. Other Proposed Regulatory Amendments Currently Under Review   | Jake Knapp  |
| 7. Adjournment   | Brian King  |

 *\*Attachment*

**CHANCELLOR’S CABINET MEETING**

**Minutes**

**Monday, December 12, 2022**

**3:00pm**

1. **CALL TO ORDER**

Chancellor King called the Zoom meeting to order at 3:05pm.

1. **FINALIZE AGENDA & MINUTES OF MEETINGS**

The December 12, 2022 meeting agenda and the November 28, 2022 minutes were approved.

1. **PROPOSED REVISIONS TO R-2212: SPECIAL ADMIT STUDENTS AND DUAL ENROLLMENT** Deputy Chancellor Nye and General Counsel Knapp thanked LRCFT and the Academic Senate for their thorough review of the proposed revisions to regulation R-2212 *Special Admit Students and Dual Enrollment* since the last Chancellor’s Cabinet meeting. The proposed revisions have now been thoroughly vetted through all constituent groups, and there were no additional questions from members of Cabinet. The regulation is now approved by consensus and will be effective immediately.

1. **ADJOURNMENT**

Chancellor King adjourned the meeting at 3:30pm.

# 1.0 Base Salary

1.1 The management/confidential employees’ salary schedules shall be reviewed periodically and revised in parallel with other salary settlements upon the recommendation of the Chancellor and at the discretion of the Los Rios Community College District Board of Trustees.

# 2.0 Salary Schedules

2.1 Every management employee will be given the appropriate up-to-date salary schedules. Master salary schedules will be kept in the Office of Human Resources.

 2.2 Longevity increments will be awarded as follows:

1. Management

 After ten (10) years of full-time service 4% Increase

 After fifteen (15) years of full-time service 4% Increase

 After twenty (20) years of full-time service 2% Increase

1. Confidential

 After ten (10) years of full-time service 4% Increase

 After fifteen (15) years of full-time service 4% Increase

 After twenty (20) years of full-time service 2% Increase

 After twenty-five (25) years of full-time service 2% Increase

2.3 Eligibility for Longevity Across Units - In Accordance with Section 3540.1 of the Government Code, employees of the Los Rios Community College District are categorized into the following units: White Collar; Blue Collar; Supervisor; Management/Confidential; and Faculty. Each unit is represented within the parameters of the law either by an exclusive representative or by an association.

2.3.1 The District provides a longevity service increment to such unit members at ten, fifteen, twenty, and/or twenty-five years of service with the District, or a combination of service increments in accordance with approved agreements. For represented employees, eligibility for the longevity service increment is defined in each of the collective bargaining

agreements with Los Rios Community College District. For management/confidential employees, the eligibility requirement is prescribed in Section 2.2.

|  |  |
| --- | --- |
| 2.3.2  | If a management/confidential employee transfers from another employee unit within the district, cumulative years of regular paid service credit which were earned by the employee at this district under another unit or collective bargaining contract are retained and shall be combined with other qualifying service years to determine overall eligibility for longevity service credit as a manager or confidential employee.  |
| 2.3.3  | When a management employee at the level of Associate Vice Chancellor (Range A), Vice Chancellor/College President/Chief Contract Manager (Range B) or Deputy Chancellor/Executive Vice Chancellor (Range C) is hired to the District, Human Resources will consider equivalent full-time service outside of the District in determining eligibility for longevity service increment credit. Service in the following classifications at another employer, or service in classifications with substantially similar duties or responsibilities, count toward all longevity service thresholds: Chancellor, Deputy Chancellor, Executive Vice Chancellor, Vice Chancellor, College President, Chief Contract Manager, Associate Vice Chancellor, or General Counsel.  |
| ~~2.3.2~~  |   |

# 3.0 Salary Placement Upon Promotion

3.1 When a management employee is promoted to a position which is allocated to a higher salary range, the individual will be placed on the new range at a level which provides a salary increase of4% above present placement. Under extenuating circumstances, the Chancellor may authorize a higher step.

3.2 If the management employee being reassigned is eligible at the time of reassignment for a service increment, such increment will be granted on the old range before computing the placement change as prescribed in Section 3.1.

3.3 When an employee who is receiving a longevity increment is promoted to a higher-paid position, the new step placement will be computed as follows:

1. The employee’s current salary range/step before promotion without benefit of longevity will be identified;
2. The appropriate step on the range assigned to the new position on the applied salary schedule will be determined based on the method described in Sections 3.1 and 3.2 using the salary step and range identified in Section 3.3(a) without longevity;
3. Additional longevity steps or percentage increments as they apply will then be granted on the new salary range in accordance with the employee’s eligibility for longevity benefits.

# 4.0 Annual Step Movement

4.1 A management employee will advance to the next higher step on the salary range assigned to his/her position classification until the top step of the range is reached on either July 1 or January 1, providing the following conditions are met:

4.1.1 The employee must have served 75% of the required working days; i.e., 195 working days including holidays, paid sick leave, vacation, and other paid absences or leaves.

4.1.2 Employee’s report of performance evaluation must show a rating of “Competent” or “Satisfactory” or better.

|  |  |
| --- | --- |
|  | LRCCD  |
| Adm. Regulation Adopted:  | 2/21/78  |
| Adm. Regulation Revised:  | 6/13/79; 6/20/79; 2/18/81; 6/16/82; 12/9/83; 8/8/84; 10/21/87; 4/6/88; 7/1/88; 9/1/88; 9/25/90; 9/13/94; 10/26/98; 4/24/00; 3/28/05; 9/23/13; 10/23/17  |
| Adm. Regulation Reviewed:  | 10/23/17  |
| Board Policy:  | [P-9211](https://losrios.edu/docs/lrccd/board/policies/P-9211.pdf)  Draft 3~~7~~/22~~14~~/2023~~1~~  |

**MEMORANDUM**

February 01, 2023 

ESS 23-02 | Via Email

**TO:** Chief Executive Officers Chief Business Officers

Chief Instructional Officers

Chief Student Services Officers

Academic Senate for the California

Community Colleges

**FROM:** Marty Alvarado

 Executive Vice Chancellor, Equitable

Student Learning, Experience, and Impact

**RE:** Campus Climate and Public Safety Reform

The purpose of this memorandum is to update you on the development of strategies to implement the Board of Governors’s Campus Climate and Public Safety regulations. The regulations were passed in response to the salient acts of racial injustice experienced by communities spanning the country, and align with the following Vision for Success Goals:

o Vision for Success Goal #5 – Reduce Equity Gaps, and o Visions for Success Goal #6 – Reduce Regional Achievement Gaps.

## 1. Campus Climate / Campus Safety Workgroup

With the finalization of the recommendations from the Chancellor’s Reimagining Campus Policing Taskforce (Taskforce) and adoption of regulations by the Board of Governors, the Chancellor’s Office will now establish the Campus Climate / Campus Safety Implementation Workgroup (Workgroup). The Workgroup will support campus level implementation efforts by communicating, coordinating, and collaborating with statewide associations and outside experts to develop and evaluate implementation strategies and support a culture of continuous improvement.

**2. Implementation Expectations**

California community college districts and campuses are expected to review the publishe[d regulations](https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/15-day-text-of-campus-climate-and-public-safety-regulation-a11y.pdf?la=en&hash=E5358709556A180059C2244151B94F7C2388893E) an[d recommendations](https://files.eric.ed.gov/fulltext/ED617020.pdf) and update their local authority policies and procedures as needed to address regulatory changes within 180 days from the regulatory effective date of November 24, 2022. As the Workgroup completes stages of the implementation strategies the Chancellor’s Office will capture the guidance in a living resource and share it to the system. Community college districts and campuses are encouraged to be informed on updates to the guidance resource and to proactively incorporate locally appropriate versions of the strategies into their local policies and procedures. Implementation of the regulations should begin now, but districts and campuses may work in alignment to the published strategies as they are made available. The first stage of the resource is expected to be made available

**A11Y 1/31/23**

**Title 5 Emergency Withdrawal and Pass/No Pass**

November 1, 2022

Summer 2023. Districts that do not demonstrate meaningful progress in the implementation of these regulations may be subject to Chancellor’s Offic[e enforcement](https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/15-day-text-of-campus-climate-and-public-safety-regulation-a11y.pdf?la=en&hash=E5358709556A180059C2244151B94F7C2388893E#page=2) measures.

**Regulatory Requirements:**

Districts will be required to submit and adhere to a plan and timetable to

1. Align policy and regulations related to on campus policing with best practices
2. Increase transparency of system and campus reporting on campus policing data and incidents to students and the public
3. Develop policy on recruitment and hiring to promote diversity among campus police
4. Develop policy for the removal of police officers found to be unsuitable for on-campus employment
5. Inform strategies for state-level support and resources that will enhance campus efforts to reform campus & community police practices and police personnel workforce reforms

## 3. Background

The nation has been roiled by recorded acts of police brutality which have heightened awareness of the racial injustice associated with policing. Since California community college campuses are microcosms of our communities, the California Community Colleges established an 18-member task force representing a diversity of stakeholders and campus executive leaders to review data and policies to ensure that campus safety interactions do not reflect—and perpetuate—the racialized patterns of conduct that has been experienced throughout communities spanning the country.

Over a period of 12 months, the task force reviewed California community college’s campus public safety policies and practices and developed a set of 20 actionable recommendations for the California Community Colleges that intend to build out long-term and sustainable change across the system to ensure an inclusive learning environment where public safety interactions contribute to the success of all students.

**4. Resources for Institutional Support**

* Statewide Implementation Strategies Resource coming Summer 2023
* [Campus Safety Regulations](https://www.cccco.edu/-/media/CCCCO-Website/Office-of-General-Counsel/15-day-text-of-campus-climate-and-public-safety-regulation-a11y.pdf?la=en&hash=E5358709556A180059C2244151B94F7C2388893E)
* [Call to Action: Reimagining Campus Policing Task Force Recommendations](https://files.eric.ed.gov/fulltext/ED617020.pdf)

Questions regarding this memorandum may be directed to the Educational Services and Support inbox at edservices@cccco.edu. When emailing please place ‘**Campus Safety Memo Question**’ in the subject line.

cc: Marty Alvarado, Executive Vice Chancellor, Equitable Student Learning, Experience & Impact

Rebecca Ruan-O’Shaughnessy, Vice Chancellor, Educational Services and Support

Sandra Sanchez, Interim Vice Chancellor, Workforce and Economic Development

Mia Keeley, Dean, Educational Services and Support

LaCandice Ochoa, Dean, Workforce and Economic Development

 ADMISSIONS AND RECORDS Attendance Requirements R-2222

 Attendance Requirements and Reports 1 of 1

# 1.0 Nonattendance at First Class

1.1 Students who fail to attend the first session of a class may be dropped by the instructor.

# 2.0 Excessive Absence Defined

2.1 A student may be dropped from any class when that student's absences exceed six percent (6%) of the total hours of class time.

2.2 Instructors shall state in each course syllabus what constitutes excessive absence for that course.

# 3.0 No Shows

3.1 Students who have not attended at least one of the first three sessions of a class will be dropped as a no show following the third session of the class. (Ca. Code of Regs, tit. 5, § 58004)

3.1.1 If a class is scheduled for only one session per week, then students who have not attended at least one of the first two sessions of a class will be dropped as a no show following the second session of the class.

LRCCD

|  |  |
| --- | --- |
| Adm. Regulation Adopted:  | 11/19/80  |
| Adm. Regulation Revised:  | 2/10/82; 1/24/96; 6/12/00; 9/8/08  |
| Adm. Regulation Reviewed:  |   |
| Board Policy:  | [P-2222](https://losrios.edu/docs/lrccd/board/policies/P-2222.pdf)  |

**Draft UDL/AS Job Descriptions as of 7 Feb 2023**

Universal Design for Learning and Accessibility Support Coordinator

Description:

The Universal Design for Learning and Accessibility Support Coordinator (UDL/AS Coordinator) will provide additional leadership and support in distance education, universal design for learning, and accessibility at the College and District. The candidate for coordinator will be experienced in utilizing the UDL framework and assisting and training faculty in applying UDL principles to their online courses. Additionally, the coordinator will be experienced in training faculty in creating accessible online content and remediating documents, videos, and other web content in compliance with Section 508 of the U.S. Rehabilitation Act that requires digital assets to be accessible to users with disabilities.

Under the direction of the Associate Vice Chancellor of Instruction, the UDL/AS Coordinators (from ARC, CRC, FLC, and SCC) will be responsible for creating and facilitating online modules/courses to assist faculty at their appointed college in creating accessible course content and remediating digital assets. In addition, the UDL/AS Coordinators will be responsible for facilitating the Foundations of Canvas Course Design and coordinating the activities of the Accessibility Team (A-Team) for Los Rios. The UDL/AS Coordinator will also assist Distance Education and/or Instructional Design Coordinator(s) at their respective colleges, training faculty in UDL principles and in creating accessible course content through workshops, training courses, and small group meetings.

Additionally, the UDL/AS Coordinator will be responsible for participating on the Learning Management System (LMS), Distance Education (DE), and Instructional Accessibility (IAC) Committees and other committees or workgroups requiring expertise in UDL and/or accessibility. The coordinator is also responsible for fulfilling other duties as assigned.

Duties and Responsibilities:

* Serve as primary contact for faculty and staff regarding questions related to UDL and accessibility of distance education courses and web-enhanced course content.
* Assist faculty in developing variety and flexibility within course design and teaching practices to foster culturally responsive learning experiences and addressing multiple diversities.
* Facilitate the Foundations of Canvas Course Design, a 15-hour introductory training to assist faculty in creating online course material that is well organized and accessible.
* Develop and facilitate a series of online trainings with colleague UDL/AS Coordinators in creating accessible course content and remediating documents and other digital assets.
* Develop additional training materials, training exercises, and job aids to assist faculty in applying UDL principles to their courses.
* Review instructional content within Canvas for UDL and accessibility and compliance.
* Present at college and district meetings and committees to encourage the adoption of UDL principles and promotion of accessible content and available trainings.
* Work with distance education and/or instructional design coordinator(s) at the college in pursuit of the college’s vision for distance education.
* Assist faculty in the review of online course content to meet online course design standards and provide guidance and training to faculty to bring their courses within Web Content Accessibility Guidelines 2.0 (WCAG).
* Coordinate and promote participation in accessibility contracts and grant-funded projects as needed.
* Assist with the collection of data for assessment of training outcomes.
* Field questions from faculty about training and compensation options available at the college and district.
* Assist faculty in developing variety and flexibility within course design and teaching practices that foster culturally responsive learning experiences and promote multiple teaching and learning modalities.
* Promote development and implementation of policies, procedures, strategic planning, and standards that support effective delivery of distance education instruction and alignment with UDL principles and accessibility standards.

**LRCCD Course Drops/Withdrawals Report**

**LRCCD Office of Institutional Research - Report generated on 2023-03-22**

# Methodology

* Data on all course enrollments was pulled for all Los Rios students enrolled during the Fall 2022 and Spring 2022 terms. The data was sourced from OIR’s “real time” RDS\_HEPRD database on 2023-03-22.
* Course enrollments are sorted into five categories. “Instructor-Initiated Drops” are course drops occurring prior to course census (no letter grade) that are initiated by the instructor. “Student-Initiated Drops” are pre-census drops that are initiated by the student. “Instructor-Initiated Withdrawals” are post-census drops, initiated by the instructor, that result in a letter grade of W, EW, or MW. “Student-Initiated Withdrawals” are the same, but initiated by the student. Finally, “Other Enrollments” include all other enrollment types, including administrative drops and enrollments ending in a letter grade.
* All counts and percentages are based on duplicated student enrollments. This means that a single student may contribute more than 1 enrollment to a given count if they have more than one course enrollment in a given category.
* The data is disaggregated by term, college, and race/ethnicity. The race/ethnicity categories match federal OMB guidelines.

# Summary of Findings

* Instructor-initiated drops make up a relatively small proportion of all Los Rios course enrollments (~5% in Spring and Fall 2022). In Spring 2022, there were 13248 instructor initiated drops/withdrawals, including 6873 pre-course-census drops and 6375 post-census withdrawals. For Fall 2022, there were 17590 instructor-initiated drops/withdrawals, with 10298 pre-census drops and 15225 post-census withdrawals.
* The percentage of instructor-initiated drops/withdrawals is far lower than that of studentinitiated drops/withdrawals. Student-initiated pre-census drops make up nearly 30% of all course enrollments for both Spring 2022 and Fall 2022.
* The percentages of drops/withdrawals are relatively consistent across the four Los Rios colleges.
* African American students have a significantly higher percentage of instructor-initiated drops/withdrawals (~4-5%) than all other race/ethnicity groups. Most other groups have percentages between 2 and 3 percent. There is little evidence for a disproportionate impact on Hispanic/Latino students.

# Results

**Districtwide Enrollment Counts**

LRCCD Course Enrollment Counts by Term

Spring 2022 & Fall 2022 − RDS\_HEPRD @2023−03−22

278128

325879

0

100000

200000

300000

Fall 2022

Spring 2022

Term

Enrollment Count

LRCCD Course Enrollment Counts by Term and Type

Spring 2022 & Fall 2022 − RDS\_HEPRD @2023−03−22

6873

6375

175214

75812

13854

10298

7291

189367

103698

15225

0

50000

100000

150000

Fall 2022

Spring 2022

Term

Enrollment Count

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| a |
| a |
| a |
| a |
| a |

Instructor−Initiated DropStudent−Initiated DropEnrollment TypeInstructor−Initiated WithdrawalStudent−Initiated WithdrawalOther Enrollment |

Table 1: LRCCD Course Enrollments by Term & Type

|  |  |  |  |
| --- | --- | --- | --- |
| Term | Enrollment Type | Enrollment Count | % |
| Spring 2022 | Instructor-Initiated Drop | 6873 | 2.47 |
| Spring 2022 | Instructor-Initiated Withdrawal | 6375 | 2.29 |
| Spring 2022 | Other Enrollment | 175214 | 63.00 |
| Spring 2022 | Student-Initiated Drop | 75812 | 27.26 |
| Spring 2022 | Student-Initiated Withdrawal | 13854 | 4.98 |
| Fall 2022 | Instructor-Initiated Drop | 10298 | 3.16 |
| Fall 2022 | Instructor-Initiated Withdrawal | 7291 | 2.24 |
| Fall 2022 | Other Enrollment | 189367 | 58.11 |
| Fall 2022 | Student-Initiated Drop | 103698 | 31.82 |
| Fall 2022 | Student-Initiated Withdrawal | 15225 | 4.67 |

**Drop/Withdrawal Percentages by College**

LRCCD Pre−Census Drop Percentages by College and Enrollment Type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.0425.862.3229.143.2225.582.9428.820102030ARCCCRCCFLCCSCCCCollege% of All Course EnrollmentsSpring 2022 − RDS\_HEPRD @2023−03−22 |

|  |  |  |
| --- | --- | --- |
| Enrollment Type

|  |
| --- |
| a |
| a |

Instructor−Initiated DropStudent−Initiated Drop |

 |

LRCCD Pre−Census Drop Percentages by College and Enrollment Type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.4531.244.0933.182.8829.123.632.890102030ARCCCRCCFLCCSCCCCollege% of All Course EnrollmentsFall 2022 − RDS\_HEPRD @2023−03−22 |

|  |  |  |
| --- | --- | --- |
| Enrollment Type

|  |
| --- |
| a |
| a |

Instructor−Initiated DropStudent−Initiated Drop |

 |

LRCCD Post−Census Withdrawal Percentages by College and Enrollment Type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.824.332.235.682.575.652.965.21024ARCCCRCCFLCCSCCCCollege% of All Course EnrollmentsSpring 2022 − RDS\_HEPRD @2023−03−22 |

|  |  |  |
| --- | --- | --- |
| Enrollment Type

|  |
| --- |
| a |
| a |

Instructor−Initiated WithdrawalStudent−Initiated Withdrawal |

 |

LRCCD Post−Census Withdrawal Percentages by College and Enrollment Type

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.014.122.045.122.355.112.674.91012345ARCCCRCCFLCCSCCCCollege% of All Course EnrollmentsFall 2022 − RDS\_HEPRD @2023−03−22 |

|  |  |  |
| --- | --- | --- |
| Enrollment Type

|  |
| --- |
| a |
| a |

Instructor−Initiated WithdrawalStudent−Initiated Withdrawal |

 |

**Instructor-Initiated Drop/Withdrawal Percentages by Race/Ethnicity**

LRCCD Instructor−Initiated Drop Percentages by Race/Ethnicity

4.9

1.8

1.9

2.3

2.7

3.3

2.9

2.4

0

1

2

3

4

5

African American

Asian

Filipino

Hispanic/Latino

Multi−Race

Native American

Pacific Islander

White

Race/Ethnicity

% of All Course Enrollments

Spring 2022 − RDS\_HEPRD @2023−03−22

LRCCD Instructor−Initiated Drop Percentages by Race/Ethnicity

5.1

1.9

2

2.8

2.8

2.5

3.9

3.6

0

1

2

3

4

5

African American

Asian

Filipino

Hispanic/Latino

Multi−Race

Native American

Pacific Islander

White

Race/Ethnicity

% of All Course Enrollments

Fall 2022 − RDS\_HEPRD @2023−03−22

Table 2: LRCCD Instructor-Initiated Drops by Term & Race/Ethnicity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Race/Ethnicity | Term | Enrollment Type | Enrollment Count | % |
| African American | Spring 2022 | Instructor-Initiated Drop | 1139 | 4.875647 |
| Asian | Spring 2022 | Instructor-Initiated Drop | 795 | 1.795515 |
| Filipino | Spring 2022 | Instructor-Initiated Drop | 173 | 1.912236 |
| Hispanic/Latino | Spring 2022 | Instructor-Initiated Drop | 1874 | 2.331194 |
| Multi-Race | Spring 2022 | Instructor-Initiated Drop | 523 | 2.698798 |
| Native American | Spring 2022 | Instructor-Initiated Drop | 45 | 3.253796 |
| Pacific Islander | Spring 2022 | Instructor-Initiated Drop | 83 | 2.902098 |
| White | Spring 2022 | Instructor-Initiated Drop | 2081 | 2.357726 |
| African American | Fall 2022 | Instructor-Initiated Drop | 1465 | 5.053815 |
| Asian | Fall 2022 | Instructor-Initiated Drop | 964 | 1.871917 |
| Filipino | Fall 2022 | Instructor-Initiated Drop | 201 | 1.976790 |
| Hispanic/Latino | Fall 2022 | Instructor-Initiated Drop | 2658 | 2.787742 |
| Multi-Race | Fall 2022 | Instructor-Initiated Drop | 645 | 2.810213 |
| Native American | Fall 2022 | Instructor-Initiated Drop | 43 | 2.530900 |
| Pacific Islander | Fall 2022 | Instructor-Initiated Drop | 137 | 3.934520 |
| White | Fall 2022 | Instructor-Initiated Drop | 3741 | 3.601236 |

LRCCD Instructor−Initiated Withdrawal Percentages by Race/Ethnicity

4.2

1.6

1.7

2.5

2.8

2.2

3.2

2

0

1

2

3

4

African American

Asian

Filipino

Hispanic/Latino

Multi−Race

Native American

Pacific Islander

White

Race/Ethnicity

% of All Course Enrollments

Spring 2022 − RDS\_HEPRD @2023−03−22

LRCCD Instructor−Initiated Withdrawal Percentages by Race/Ethnicity

4

1.3

1.9

2.5

2.6

2.5

2.7

1.9

0

1

2

3

4

African American

Asian

Filipino

Hispanic/Latino

Multi−Race

Native American

Pacific Islander

White

Race/Ethnicity

% of All Course Enrollments

Fall 2022 − RDS\_HEPRD @2023−03−22

Table 3: LRCCD Instructor-Initiated Withdrawals by Term & Race/Ethnicity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Race/Ethnicity | Term | Enrollment Type | Enrollment Count | % |
| African American | Spring 2022 | Instructor-Initiated Withdrawal | 973 | 4.165061 |
| Asian | Spring 2022 | Instructor-Initiated Withdrawal | 696 | 1.571922 |
| Filipino | Spring 2022 | Instructor-Initiated Withdrawal | 157 | 1.735382 |
| Hispanic/Latino | Spring 2022 | Instructor-Initiated Withdrawal | 2037 | 2.533960 |
| Multi-Race | Spring 2022 | Instructor-Initiated Withdrawal | 544 | 2.807162 |
| Native American | Spring 2022 | Instructor-Initiated Withdrawal | 31 | 2.241504 |
| Pacific Islander | Spring 2022 | Instructor-Initiated Withdrawal | 92 | 3.216783 |
| White | Spring 2022 | Instructor-Initiated Withdrawal | 1741 | 1.972514 |
| African American | Fall 2022 | Instructor-Initiated Withdrawal | 1149 | 3.963709 |
| Asian | Fall 2022 | Instructor-Initiated Withdrawal | 692 | 1.343741 |
| Filipino | Fall 2022 | Instructor-Initiated Withdrawal | 193 | 1.898112 |
| Hispanic/Latino | Fall 2022 | Instructor-Initiated Withdrawal | 2411 | 2.528685 |
| Multi-Race | Fall 2022 | Instructor-Initiated Withdrawal | 596 | 2.596724 |
| Native American | Fall 2022 | Instructor-Initiated Withdrawal | 43 | 2.530900 |
| Pacific Islander | Fall 2022 | Instructor-Initiated Withdrawal | 93 | 2.670879 |
| White | Fall 2022 | Instructor-Initiated Withdrawal | 1984 | 1.909878 |

**District Curriculum Coordinating Committee Report**
The committee met on Mar. 24, 2023.
∙ All of the curriculum proposals were approved.
∙ The committee approved a new HVAC designator for SCC.
∙ The committee approved a new DCCC handbook.
∙ The committee approved an updated set of instructions for processing Math and
Writing Competency requests.
∙ The committee reviewed and discussed recommendations for best practices from the
Catalog Implementation Workgroup.
∙ The committee discussed the need to create an AB 928 workgroup, which will probably
be put together before the end of the semester.
∙ The committee discussed its options for meeting in April and decided to continue using
the Brown Act teleconferencing rules.
The next DCCC meeting will be held Apr. 28, 2023.
Next year’s meeting schedule will be: 8/25, 9/22, 10/27, 12/1, 1/26, 2/23, 3/22, 4/26
Respectfully submitted by Bill Simpson, DCCC Chair.

Catalog and Related Processes Timeline



# **DETC - 02/21/23**

## Zero Cost Textbooks

There was a report on the ZTC progress with an improvement of 167-800 ZTC course sections.

## R-3412

EdTech looked at and approved the [edits to R-3412](https://docs.google.com/document/d/1odbivf1mcaQaWGy2AhM_8PnEepQ4WMkalsEgYYDUuk0/edit) as they were on Mar 23, 2023.

## Proctoring

Discussion centered around how to message faculty about the removal of Proctorio from Canvas. There was also a discussion about finding an alternative tool. This discussion led back to the workgroups that were formed in the last 3 years.

[Language drafted from the LMS Coordinators on the removal of Proctorio](https://docs.google.com/document/d/1gdJb7cDz-pH2CbFQtPS-6gkjRMPRiao2i3jmdDcWmdc/edit?usp=sharing) from the Los Rios Canvas install was reviewed and approved.

## Canvas Usage Numbers

A brief report on the [Canvas usage numbers](https://drive.google.com/file/d/1jev1LtDeILg3w0KkZTPeiBuupu-FHW01/view?usp=sharing)

LRCCD Instructional Accessibility Committee

# Update for District Academic Senate

April 4, 2023

Submitted by Co-Chair Kandace Knudson

The IAC met March 28, 2023.

## A-Team

The current Fast Track Accessibility team will be continuing its work 2023-2026, collaborating closely with the new UDL coordinators to do document remediation work with online teaching faculty. Final details of this work will be shared as they are developed in the Fall.

## IAC Annual Report to DAS

The IAC annual report will be provided to DAS for its May 2 meeting.

## Captioning Project

The (Rev) captioning project in its current iteration, funded via HEERF, is completed and efforts are now directed to alternate means of captioning. Future requests for captioning will be directed through the state Distance Ed Captioning and Transcription grant, which is in the process of transitioning to a new grantee and subject to subsequent process changes. Other reliable sources of captioning—AI- and human-based—will be shared by the IAC in late Spring or Early Fall as they are identified and tested.

## 2023-2024 Accessibility Resources

Significant progress was made during 2022-2023 to establish resources to support the accessibility of instructional materials. These include UDL coordinators, Accessibility (document remediation) Team (“A-Team”), limited OER remediation, video captioning, faculty accessibility training, and continued IAC planning and resource-development.

## Participation in IAC

The IAC is always seeking additional classroom faculty collaborators. Please reach out to Kandace or Tammy Montgomery if you’d like to join us (second or 4th Tuesdays 2-4 p.m.).