

**Zoom Confer**  
Tuesday, October 6, 2020  
3:00 pm – 5:00 pm

**Approved Minutes**

Julie Oliver	CRC	District Academic Senate President	Excused
Dan Crump	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Janay Lovering	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	X
Tressa Tabares	ARC	Academic Senate Past President	X
Greg Beyrer	CRC	Academic Senate President	X
Scott Crosier	CRC	Academic Senate Vice President	X
Teresa Aldredge	CRC	Academic Senate Secretary	X
Julie Oliver	CRC	Academic Senate Past-President	
Paula Haug	FLC	Academic Senate President	X
Eric Wada	FLC	Academic Senate Vice President	X
Lisa Danner	FLC	Academic Senate Secretary	
[NONE]	FLC	Academic Senate Past President	
Lori Petite	SCC	Academic Senate President	X
Sandra Guzman	SCC	Academic Senate Vice President	X
Kandace Knudson	SCC	Academic Senate Secretary	X
Troy Myers	SCC	Academic Senate Past President	X
Eric Wada	FLC	District Curriculum Coordinating Committee (DCCC)	X
Jena Trench	CRC	District Educational Technology Committee (DETC)	X
Bernadette Anayah	FLC	District Equity & Student Services Committee (DE&SSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X
<b>Guests</b>			
LaQuisha Beckum	ARC	Faculty	X
Cristian Picazo	SCC	Student/Distance Education Student Advocate	X
Alexis Tarleton	SCC	Student/Distance Education Student Advocate	X
Kim Harrell	CRC	Associate Vice President, Instruction	X
Teresa Lopez	CRC	Classified Professional	X

Preliminaries

1. Call to Order at 3:03pm by Troy Myers as President Oliver is participating on an IEPI-PRT team site virtual visit today.

2. Welcome and Introduction of Guests

*California Title 5 §53200 "10+1" 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures, as related to faculty roles 7. Faculty roles and involvement in the accreditation process 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon.*

3. Approval of the Agenda---approved.
4. Approval of September 15 minutes---Beyrer/Shubb. (M/S/C, abstain---Gaudard)
5. Public Comment--Based on a request from Lasana Hotep and Cynthia Olivio (consultants hired by the District to help in coordinating and aligning equity work underway at the four colleges, including the colleges' Student Equity Plans and the commitment to measurable targets to improve outcomes for Black and LatinX students), Oliver and other faculty leaders identified faculty who could be considered as Equity Champions. Oliver then asked these faculty to share their reflections on inclusion, anti-racism, and equity work in 2-3 minute videos. She has received several videos already and is sharing one today from LaQuisha Beckum, a professor at ARC. Oliver plans to start each DAS meeting with one of these videos. Oliver has also set up a Padlet reflective space for responses.

#### DAS President's Report

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

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

#### Decision Items

7. Credit for Prior Learning (CPL) LRCCD Board Policy & Regulation [First Reading]

DCCC Chair Eric Wada reviewed the California Community College Chancellor's Office (CCCCO) timeline for approval for CPL policy and regulations and reviewed the draft documents with DAS. [see Supporting Materials]. The process for Los Rios Policies calls for two readings for approval so this changed the timeline for the policy vetting. The initial plan was to have the draft policy language reviewed at DCCC for two readings and then DAS and the Board. Unfortunately, the timeline is somewhat compressed and the language is being presented to DAS at this time. This language has also been forwarded to the senate presidents and curriculum committee chairs at each of the colleges. Input will be gathered at DCCC and then go to DAS. Wada noted that Harrell and several CRC faculty are on the statewide group for CPL. He expressed many thanks to Kim for her knowledge and organization for putting this together.

The policy is as broad and inclusive as we could make it. Harrell noted that the draft policy calls for an automatic process for referring students who have military service and industry certification, and that Los Rios General Counsel Knapp will be looking at the possibility of adding some more language to that. In response to a query, Harrell noted that she does not believe these CPL requirements are directly tied to the proposed Competency-Based Education regulations that were a first-reading at the state Board of Governors meeting in September. Students will not be required to have completed 12 units of residency before receiving CPL credit.

It is timelier for the local senates to discuss the policy (as opposed to the regulation) in order to have the policy adopted by the BOT. If there is discussion about regulations, it is requested that feedback be directed to DCCC through the curriculum chairs (by October 23). The regulations will come to Chancellor's Cabinet.

### Discussion Items

#### 8. Antiracism and Equity

*Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters. Review and discuss the edits to our Call to Action document [supporting document]*

The theme for the ASCCC Fall Plenary Session---is there an opportunity to write/support resolutions to be presented for discussion at the Area A meeting? It was noted that Oliver put together a Google Doc for DAS to collect information for resolutions.

Comment on language in Call to Action.

- Concern about 'me-too-ism' in the statement. How many groups do we include without diluting the experiences of Black students?
- Concern at SCC about Native Americans being "lost" in these discussions. Strong proponents for including Native American and Latinx along with Blacks.
- When will Call to Action be an action item?
- Actions will benefit all our students. Culturally sensitivity and equity-mindedness in syllabus will benefit all students.
- Timing is now, to support curriculum and operational procedures to address Black issues.
- Focusing on combatting anti-blackness is not antithetical to the broader issue.

#### 9. Undocumented Student Week of Action (October 19-23)

Guzman was unable to make presentation, but there is a [link to activities](#).

#### 10. District Education Technology Committee (DETC)

DETC faculty co-chair Jena Trench led a discussion on the following two items:

- Zoom privacy concerns
- Equity concerns with Proctorio

At DETC, we have been hearing about Zoom and Proctorio concerns.

- Zoom privacy guidelines being developed by the CRC DE/IT that will be presented at CRC Academic Senate. Concern about possible FERPA violations. Working with General Counsel on guidelines. Are other colleges dealing with any zoom privacy issues?
- Trench will share document once it has been presented to the CRC Academic Senate.

- It was noted that the SCC Associated Student Government president has reached out and will be bringing something to SCC Academic Senate with use of Zoom (including privacy).
- Other concerns---children running around and being recorded (no informed consent).
- Is there a FERPA difference between student work and student records? We need clarification---has FERPA been updated since its inception (e.g. for use of video)?
- Trench has shared some Los Rios policies that define student records.
- CCC Chancellor's Office (CO) is also working to address this issue.
- Are we talking about some things that faculty do not have control over?
- It was noted that some of these things show the involvement of the General Counsel. This seems serious---are faculty doing something wrong that needs to be stopped?
- Need to differentiate between faculty action and other things like hacking by those outside the class. We do not want to obstruct instruction.
- [Guidance for Recording Class Sessions with TechConnect \(Confer\) Zoom-@ONE](#)
- [DRAFT CRC-Protecting Students' Privacy on Zoom](#)
- [CRC Online Test Proctoring Survey](#)

#### Proctorio (proctoring program)

- Somewhat restrictive nature, can lead to "scary" situations for students, marginalize students and discourage students.
- Test proctoring software must be on Chrome browser, cannot use Canvas mobile app.
- Bandwidth can affect Proctorio.
- Other behavioral issues, e.g. anxiety.
- Can create a lot more work for instructors.
- Can flag students based on erroneous facial/body characteristics
- Can make faculty feel better that they can monitor students. Students have stated they feel "totally miserable."
- Faculty need to choose Proctorio settings carefully
- [UCD alternatives to the use of proctored exams](#)
- Small survey of SCC students, comments shared

#### 11. Follett and College Bookstores

Crump shared information on the transition to Follett running all the college bookstores (see Attachment D).

- Comments included concerns that there is felt to be pressure on adopting certain materials and a "hard sell" on adopting early. Worried that relationship is "going sour."
- Crump will create a Google Doc for senate leaders to relay concerns they have heard from faculty.

## 12. Los Rios Community College District (LRCCD) Policies and Regulations

ARC looked at some of the P&Rs with a 10+1 lens to see if we could look at possible changes to the following:

- Attendance P-2222 and R-2222
- Finals in Grading Practices and Standards P-7252
- Student Clubs (requirement for faculty advisor) R-2312
- Textbook Selection Procedure R-7134
- Maximum and Recommended Academic Load R-7211

ARC does not have any specific language we are proposing, we are looking to see whether there would be broad interest/consent to move forward with some revisions we think would better reflect an equity mindset. Here are the basics of ARC's interests:

- P&R- 2222 - we think expecting students to attend all classes and permitting drops at 6% is unrealistic given our student's lives and we should have a more forgiving attendance policy (we don't have a specific number we are going for however)
  - P-7211 - we question whether this policy allows faculty the option of restructuring grading in order to forgo the high stakes assessments we know harm students - additionally, we know that finals week itself is problematic for many students. Our interest is to allow more latitude for a variety of assessments and flexibility around scheduling those assessments to align better with student schedules
  - R-7134 - we think the period of adoption (1.2.1) is unreasonably long and inflexible and discourages the use of open access materials and other digital materials
  - R-7211 - (this one requires more research - faculty would like to explore whether there is an opportunity to extend benefits of scholarships, grants, holding offices, etc. to students taking fewer than 12 units)
  - R-2312 - ARC faculty would like to change this regulation from requiring a *faculty* advisor to allowing any Los Rios employee to serve as a club advisor.
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- Sometimes, the reaction is "well, it's in policy." Maybe these are examples of issues that we could seek changes in the state Education Code and Title 5 regulations.
  - Attendance---"may" leads to inequities.
  - Finals---are finals needed? Can we make other assessments as opposed to a high-stakes final? Also, time of final might be different than the scheduled time of class.
  - Student clubs---why does it need to be a faculty advisor? Can we take this to Chancellor's Cabinet for a regulation change?

- Let's also see what other colleges and districts are doing.

Reports (5 minutes per item)

- Meetings with Chancellor, Deputy Chancellor, etc.

DAS Leadership Meeting with King and Nye

Monday, October 5, 2020

BOT Retreat

- LRCCD Equivalency Process-update on the task group working on revisions to the district process.
- Trips/Travel MOU-update on district support of AS for travel to ASCCC events; also plans to update the old 1990 MOU on this topic
- Collegiality in Action Wed Jan 27th 3-5pm-ASCCC and CCLC will be joining Los Rios for a participatory governance, AB1725, collegial consultation session
- Los Rios Community College District (LRCCD) Policies and Regulations
  - o At Oct 6th meeting, DAS will be reviewing and discussing opening the following up for revision:
    - Attendance P-2222 & R-2222
    - Finals in Grading Practices and Standards P-7252
    - Student Clubs (requirement for a faculty advisor) R-2312
    - Textbook Selection Procedure R-71347
    - Maximum and Recommended Academic Load R-7211
- Equity work with Lasana & Cynthia-discussion of professional development around equitizing syllabi.
- Spring 2021 - Distribution of Materials to Students at Colleges-request from SCC faculty for written clarification on the guidelines from DO
- Jake Knapp serving as LRCCD Interim General Counsel as JP Sherry is no longer with the district. District will be working out a timeline and plan for hiring a new General Counsel for the district.
- ARC Presidential search ongoing
- College Academic Senate Presidents
  - ARC---working on P&Rs
  - CRC---will be using many issues from today as agenda items for local senate
  - FLC---packed agendas
  - SCC---first reading of calendar changes for spring break
- District Curriculum Coordinating Committee (DCCC) (Wada)---see Attachment A
- District Equity & Student Success Committee (DESSC) (Anayah)---see Attachment B
- District Educational Technology Committee (DETC) (Trench)---see Attachment C
- Other meeting reports
  - o AB705 (Oliver)---no report. Next meeting is October 13.
  - o Adjunct Hiring Manual (Crosier)---no report.

- Calendar (Oliver)---no report. Next meeting is October 22.
- College Bookstores (Crump)---Discussion Item #11
- Prison & Reentry Program (Crosier)---no report
- Accreditation (DACC) (Oliver)---met on Fri Oct 2nd and reviewed the timeline and the ACCJS Standards Function Map. Next meeting Wed Oct 28th.
- Other...
- Academic Senate for California Community Colleges (Oliver)---Area A, October 16 (virtual, 9:00-2:00); Fall Plenary Session, November 5-7 (virtual)
- Los Rios College Federation of Teachers (LRCFT) (Newman)---negotiations picking up, four issues---equity, workload, safety, and distance education.

Adjourned at 4:59pm.

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Future Events:

- LRCCD Board of Trustees Meeting, Wednesday, October 14, 2020, 5:50pm, ConferZoom
  - Retreat, October 8-9
- Fall 2020 DAS Meetings: October 20, November 3 and 17, December 1
- Spring 2021 DAS Meetings: February 2 and 16, March 2 and 16, April 6 and 20, May 4
- ASCCC Fall Area A (virtual)-Oct 16, 2020, 9:00am-2:00pm
- ASCCC Fall Plenary (virtual)-Nov 5-7, 2020

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SUPPORTING MATERIALS:



Decision Items. #7  
Draft Credit for Prior Learning LRCCD Board Policy

POLICY

Instructional Program

Credit for Prior Learning P-7137

Instructional Arrangements

- 1.0 Credit for Prior Learning
  - 1.1 Credit for prior learning is credit awarded for validated college-level skills and knowledge gained outside of a college classroom including, but not limited to, military training, industry training, state/federal government training, apprenticeships, internships, work-based learning or other industry-based experiential learning, validated volunteer and civic activities (ESS 20-300-001).
- 2.0 Procedures
  - 2.1 Procedures for students to attain credit for prior learning shall include, but not be limited to, evaluation of student-created portfolios, evaluation of industry-

recognized credential documentation and standardized exams, credit by examination, college level examination program (CLEP), college board advanced placement exam, evaluation of Joint Services Transcripts, (CCR, Title 5, §55050(a)).

### 3.0 Policy Review and Reporting

- 3.1 This policy shall be reviewed every three years by the LRCCD board of trustees (CCR, Title 5, §55050(1)).
- 3.2 The LRCCD Board of Trustees shall report disaggregated data by gender and race/ethnicity, the number of students who received credit for prior learning, the number of credits awarded per student, retention and persistence rates of students earning credit for prior learning, completion data (for certificate, degree and transfer) for students earning credit for prior learning, and qualitative assessments by students of the policies and procedures (CCR, Title 5, §55050(1)).

## Draft Credit for Prior Learning Board Regulation

### REGULATION

Instructional Program

Credit for Prior Learning R-7137

Instructional Arrangements

### 1.0 Credit for Prior Learning

- 1.1 Credit for prior learning is credit awarded for validated college-level skills and knowledge gained outside of a college classroom.
- 1.2 Students may receive college credit for prior learning through the approved alternative methods listed below:
  - 1.2.1 Achievement of a satisfactory score on the College Board Advanced Placement (AP) examination.
  - 1.2.2 Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination.
  - 1.2.3 Achievement of a satisfactory score on the College Level Examination Program (CLEP).
  - 1.2.4 Evaluation of Joint Services Transcripts (JST).
  - 1.2.5 Achievement of an examination administered by other agencies approved by the District (CCR, Title 5, §55050(c)).
  - 1.2.6 Evaluation of industry-recognized credentials.
  - 1.2.7 Evaluation of student-created portfolios.
  - 1.2.8 Satisfactory completion of an institutional examination administered by the college in lieu of completion of an active course listed in the current college catalog through a process called, “challenging a course through credit by exam.”
- 1.3 Credit for prior learning does not include knowledge and skills already assessed and awarded credit through formal education at regionally accredited in-state and out-of-state institutions.

### 2.0 Determination of Eligibility for Credit for Prior Learning

- 2.1 The student must be in good standing in the District.
- 2.2 The student must have previously earned credit from the District or be currently registered as a student.
- 2.3 Current students must have an education plan on file.
- 2.4 The course must be listed in the current college catalog.
- 2.5 The student is not currently enrolled in the course to be challenged.
- 2.6 If challenging a course through credit by exam, the student must be registered



with the District and not currently enrolled in or received credit for a more advanced course in the same subject.

### 3.0 Prior Learning Assessment Grading Policy

- 3.1 Grading shall be according to the procedures outline in LRCCD P & R 7252 except that that students shall be offered a “pass-no pass” option if that option is ordinarily available for the course (CCR, Title 5, §55050(g)).
- 3.2 Students shall have an opportunity to accept, decline or appeal decisions related to the award of credit once per assessment requested and in cases of credit by exam, pursuant to Title 5, §55021 and §55025 (CCR, Title 5, 55050(k)).

### 4.0 Transcription of Credit for Prior Learning

- 4.1 The student’s academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning (CCR, Title 5, §55050 (f)).

### 5.0 Applicability of Credit

- 5.1 Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree (CCR, Title 5, §55050 (h)).
- 5.2 Students should be advised that some 4-year colleges and universities do not accept credit granted for prior learning.

### 6.0 Automatic Referral for Credit for Prior Learning Assessment

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

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

- 7.1 A student requesting credit for prior learning through a College Board (AP) Examination must meet the general eligibility criteria in section 2.0 and the following.
  - 7.1.1 Official copies of the AP test scores are on file with the Admissions and Records Office.
  - 7.1.2 The student achieved a passing score on the college’s AP Credit Chart.

### 8.0 High Level International Baccalaureate (IB) Examination

- 8.1 A student requesting credit for prior learning through a High-level IB Examination must meet the general eligibility criteria in section 2.0 and the following.
  - 8.1.1 Official copies of the IB test scores are on file with the Admissions and Records Office.
  - 8.1.2 The student achieved a passing score on the college’s IB Credit Chart.

### 9.0 College Level Examination Program (CLEP)

- 9.1 A student requesting credit for prior learning through CLEP must meet the general eligibility criteria in section 2.0 and the following.
  - 9.1.1 Official copies of the CLEP test scores must be on file with the Admissions and Records Office.
  - 9.1.2 The student achieved a passing score on the college’s CLEP Credit Chart.

### 10.0 Credit for Military Service

- 10.1 A veteran student requesting credit for prior learning through evaluation of the Joint Services Transcript must meet the general eligibility criteria in section 2.0 and the following.
  - 10.1.1 Honorable discharge from one or more years of active duty in the US armed forces.
  - 10.1.2 Completion of one semester at the college.
  - 10.1.3 A copy of the DD-214 (member copy 4) must be on file with the Admission and Records Office.
  - 10.1.4 A completed petition for credit is on file.
- 10.2 A veteran student meeting the criteria in 10.1 may receive:
  - 10.2.1 3 units of living skills credit toward graduation requirements.
  - 10.2.2 1 unit of elective credit.

#### 11.0 Industry Recognized Credentials

- 11.1 A student requesting credit for prior learning through evaluation of industry recognized credentials shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.
  - 11.1.1 The student must submit a petition for evaluation of industry-recognized credentials to the discipline department chair or faculty designee.
  - 11.1.2 The student must provide the discipline department chair or faculty designee copies or documentation of the industry-recognized credentials that support the petition.
  - 11.1.3 The discipline faculty member shall evaluate the credentials against course content and student learning outcomes of current courses in the college catalog.
  - 11.1.4 If the discipline faculty member determines the industry-recognized credentials adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

#### 12.0 Assessment of Student-Created Portfolio

- 12.1 A student requesting credit for prior learning through assessment of a student-created portfolio shall adhere to the following procedures and meet the general eligibility criteria in section 2.0 and the following.
  - 12.1.1 The student must submit a petition for evaluation of the student portfolio to the discipline department chair or faculty designee.
  - 12.1.2 The student must provide the discipline department chair or faculty designee with the student-created portfolio that supports the petition.
  - 12.1.3 The discipline faculty member shall evaluate the portfolio against course content and student learning outcomes of current courses in the college catalog.
  - 12.1.4 If the discipline faculty member determines the portfolio contents adequately measure mastery of the course content as set forth in the official course outline of record, the faculty member shall sign the petition and forward it and the backup documentation to the Admission and Records Office for transcription of credit.

#### 13.0 Challenging a Course through Credit by Exam (CCR, Title 5 §55050 (e))

- 13.1 A student requesting credit for prior learning via challenging a course through credit by exam shall adhere to the following procedures and meet the general eligibility criteria in section 2.0.
  - 13.1.1 The determination to offer credit by examination rests solely on the

discretion of the discipline faculty.

- 13.1.2 A separate examination shall be conducted for each course for which credit is to be granted.
- 13.1.3 A student must submit a petition to the discipline department chair or faculty designee for each course to be challenged.
- 13.1.4 The examining faculty member shall determine the nature and content of the exam. (CCR, Title 5 §55050(c).
- 13.1.5 If the student completes the examination with a passing grade as determined by the examining faculty member, the examining faculty member shall sign the petition, indicating the grade for the course successfully challenged and forward it and the backup documentation to the Admission and Records Office for transcription of credit.
- 13.1.6 A student may be charged a fee for challenging a course through credit by exam which shall not exceed the enrollment fee associated with the enrollment in the course for which the student seeks credit by examination. (CCR, Title 5, §55050 (i)).

#### 14.0 Credit by Exam for High School Articulated Courses

Procedures for granting credit by exam through high school articulated courses shall be in accordance with LRCCD R-7135.

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#### Discussion Items. #8-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.

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ATTACHMENT A:

DCCC Report to DAS

6 October 2020

Emergency Closure Addendum language approved. Next steps are to implement in Socrates. Each college can then determine how to implement the addendum locally. A joint MOU affirming faculty purview over the addendum from DO administration and DCCC/DAS is forthcoming.

Credit for Prior Learning language was read and discussed. The draft Board Policy and Regulations were forwarded to Curriculum Chairs and Senate Presidents for local vetting. Our timeline requires DAS review/approval of the Policy in October. Regulations can be approved by DCCC in October then DAS in November.

DCCC is aware of the rapid developments related CSU's implementation of AB 1460 (Weber), which requires all CSU graduates to complete an Ethnic Studies course. The implications for local curriculum (particularly ADTs) will be discussed as CSU's implementation becomes clearer.

We reviewed the pending change to Title 5 to allow Competency Based Education. Each college is encouraged to carefully review the language. The written comment period closes on October 22nd.

Efforts to align IGETC and CSU-GE approval in shared courses are ongoing.

There is an interest in aligning catalog effective dates with the CSU/UC. Our current catalog is effective 1 June. The proposal would move the catalog date to 1 August. The change will more closely align with articulation deadlines.

Each college reported on efforts to discuss how curriculum development and review processes are being examined to infuse equity and anti-racism into the college curriculum and committee procedures.

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ATTACHMENT B:

**1. District Equity & Student Success Committee (DESSC) (Anayah)**

The DESSC met on Monday, September 21, 2020

The DESSC membership structure and timeline were approved by DAS on May 5, 2020. The DESSC new structure was approved at Chancellor's Cabinet. Board of Trustees approval - Jake Knapp is working with Julie Oliver to get this on the BOT agenda, if it is required. M. Dixon will update us.

M. Dixon gave a brief history of the committee and its charge to equitize the process of student success while triangulating discussion among a unique mix of faculty, administrators, classified professionals, and students. The workgroup model has been adopted in an effort and with a commitment to being more nimble about solving equity-related issues. Workgroups will form (and dissolve) as needed to resolve issues confronting students. Advanced Education is one

example of a workgroup that falls under DESSC. Communication and reporting channels exist - between DESSC and District Academic Senate.

There is a commitment to a diverse membership on the committee and the workgroups. The reality is that we will try to find the most informed people for workgroups who are working in those areas we need to address.

The following newly submitted charters for ad hoc workgroups were put forward for review and feedback:

- Call center for tech help for students
- Advanced Education
- Digital Equity

Members reviewed the charters and unanimously approved them by Monday, Sept 28th.

Other potential charters were mentioned. This work will be ongoing.

2020-21 meeting dates: September 21, October 19, November 16, December 14 / February 15, March 15, April 19, May 17: 2:30 – 4:30 pm

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## ATTACHMENT C:

### 2. District Educational Technology Committee (DETC) (Trench)

- The committee discussed faculty and student concerns about Zoom with regards to privacy/FERPA and also equity concerns surrounding the use of Proctorio.
  - The committee would like to know if similar conversations are occurring at the college-level? Are the college DE Committees and AS discussing these issues? Do they plan to? What guidelines/recommendations are being applied locally?
- DO IT/LMS reported Canvas usage data
  - Fall 2020 total course activity is up 271.88%
  - The day of highest course activity this year (14mil clicks on August 25, 2020) was up 280% from last year's highest day (5mil clicks on August 28, 2019)
    - This Fall we haven't seen a day under 6 mil clicks (even Saturdays, which typically have lower levels of activity)
- The committee also heard reports from representatives of the following groups:
  - District Accessibility Plan Implementation Committee - DAPIC (K. Knudsen)
    - Purpose: to better understand the scope of work required to create and remediate ICT (information and computer technology) with a specific focus on instructional materials. Also identify the types of resources needed.
    - Members divided up into 5 groups that will address the scope of work, faculty responsibility, training resources, and workload impacts.
  - Los Rios Colleges Online Coordinating Council (T. Powell)
    - Described the role of the coordinating council: coordinate collaborative district-wide efforts around the development and implementation of the Los Rios Colleges Online
    - Identified the two work groups that have been formed:
      - Program Development
      - Training and Professional Growth
  - Los Rios Colleges Online FastTrack OEI Rubric Academy
- The college DE Coordinators reported high summer enrollment in online teaching training (Online Teaching Institutes and Online Teaching and Learning Academy). Additional training courses are being offered this fall; most have already begun and are at or near capacity.

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## ATTACHMENT D:

### Follett Operation of College Stores (reported by Dan Crump)

- Request for Proposal (RFP) went out in November 2019
- Two bidders (Follett and Barnes & Noble). Contract awarded to Follett (April 2020).

- Turn over (of operations to Follett) date of June 1. Initially operating out of Follett facilities at Sac State.

Follett staff at four colleges:

1. ARC---Lydia Bouzida (store manager), Heather Graham (operations manager), Sharon Bishop (course materials manager)
2. CRC---Carolyn Evans (store manager), Dani Nodine (course materials manager)
3. FLC---Rachel Glasgow (store manager), Florence Anderberg (assistant store manager)
4. SCC---Chelsea Lopez (store manager), Amber Quinn (course materials manager)

They all now have Los Rios email addresses.

Rollover system used at SCC (and adopted by CRC and FLC)---basically means that they started with adoption from previous semester and started from there. ARC decided to continue system of getting current adoption submissions from faculty.

Phones---everything was going through the phone at ARC, creating a terrible bottleneck for communication. There should now be direct connections to each of the colleges. In addition, they will have a general number with referrals to each of the four colleges. Example---press 1 for ARC, 2 for CRC, 3 for FLC, and 4 for SCC.

I served as lead faculty on the RFP process for selection of a vendor (Follett and Baker & Taylor). I then volunteered (and was appointed by DAS President Julie Oliver) to serve as the faculty liaison with the District Office and Follett staff (regional and the colleges).

College Stores report to the VPAs at each of the four colleges.

Since March, I have been included on weekly meetings with the VPAs, District Office (including Mario Rodriguez, Paul Harris, Jamie Ruggles, and Maria Hyde) and the consultants for the RFP to go over a variety of issues, including textbook adoption.

There are now regular meetings between the VPAs and the store manager for their college. In addition there are meetings with the VPAs and District Office and Follett local and regional staff (and I am included on those calls).

The contract does call for an Advisory Committee. It will initially be a district committee (meeting at least once a semester).

I sent out two emails to faculty during summer reminding faculty to submit adoptions and also to check to see if the correct information was in the textbook database. I also asked them to cc me if they were communicating concerns to the College Store at their campus.

Textbook Adoption Process:

- Follett Discover (available on Canvas page for faculty members---one of the tabs on the left side of the initial page).
- You can also call or email Follett staff
- It is strongly urged to use ISBN (and make sure it is the correct ISBN)

An email message was sent from all four college stores (via VPA or Instruction Office or store itself) for Spring 2021 adoptions during the week of September 15, with a due date of October 15.

Concerns/Issues/&\*#=#

- Instructors not able to get in touch with Follett staff---not answering phones, busy signals.

- Lack of response to emails and/or voicemails.
- Incorrect editions being ordered