

REPORT TO BOARD OF TRUSTEES
SUPERINTENDENT/PRESIDENT KEVIN TRUTNA, ED.D.
JULY 16, 2020



1. STUDENT AND EMPLOYEE ACCOMPLISHMENTS

Dr. Thomas Heaney is very happy to announce his creation of online history games. He reports to establishing relationships with several designers and publishers of historical board games and acquired permission to program these board games as web games for use in high school and college history classes online. Dr. Heaney completed coding and development and release of one games (on the French Revolution), with a second game about the First Arab-Israeli War (Israeli Independence) which is planned to be released later this month. The supporting material to help instructors use the games can be found at <https://www.frc.edu/history/games>.

Athletic Director Merle Trueblood has fulfilled his term on the CCCAA Management Council, working as the administrative representative in charge of the north and south soccer regionals, semifinals, and ultimately the State men's and women's soccer championships for the last six years. Merle led the State Soccer Coaches association by writing new soccer bylaws, organizing an oversight board with voting procedures and terms, facilitating the organization to become a 501(c)(3) nonprofit with a treasurer, bank accounts, and budgets. There are currently 159 men and women's soccer teams in the CCCAA.

Merle was the first Golden Valley Conference Athletic Director to serve on the CCCAA Management Council. This opened doors for other GVC members to be voted onto the Management Council and represent the north for years to come. Merle wrote that it has been an honor and privilege to serve and he is appreciative of the support from FRC to fulfill the commitment on a statewide leadership position.

Also serving as the Chair of the CCCAA/Gender Equity Committee for the past six years, Merle was a statewide resource for all 115 schools in reference to Title IX athletic issues, including required documents for state and federal reports. Annually, Merle was in charge of reviewing each California Community College R-4 form for accuracy and compliance, which included a written review to each college CEO/President. As chair, Merle also provided advice and input for colleges that were in or out of compliance. The Gender Equity committee was made up of one or two members of each conference in the state, and each person gave input concerning their conference accolades, needs, and concerns. This information was used to develop a best practice that was shared statewide and was used to develop new proposed bylaws for Gender Equity/Title IX issues. Merle wrote that serving on this committee was the most rewarding as the state made significant strides to get all colleges into Title IX compliance, which in turn helps student athletes.

In addition to the above work, Merle served as a member of the Post Conference Review Committee, Policies Committee, Inclusion and Diversity Committee, and the Bylaw 2 Subcommittee, all of which were meaningful at the state level and helped get Feather River College Athletics and the Golden Valley Conference statewide recognition.

The entire athletics community, and the countless athletes who benefited from his work share in thanking Merle for his six years of service statewide.

Terry Baumgartner writes that the baseball team had 12 players commit to play at the four-year level next year with their scholarships totaling over \$250,000 for this group.

Dr. Kim Beaton has been busy training and helping faculty with online content creation in anticipation of some online components for fall instruction. She has:

1. Created a self-paced module on how to create a hybrid course in Canvas
2. Developed a presentation for Higher Education teaching in prisons titled "Creating a Correspondence Course"
3. Revised the Distance Education plan for equity inclusion

2. SUPERINTENDENT/PRESIDENT ACTIVITIES REPRESENTING FRCCD

- a) June 23, July 7 – Statewide CEO meeting
 - b) June 24 – CCCAA Board meeting
 - c) June 24 – FRC Foundation meeting
 - d) June 25 – meeting with trustees **Dr. Dana Ware** and **Guy McNett**
 - e) June 26, June 30 – meeting with **Andrew Woodruff**, Plumas County Public Health Director
 - f) June 29 – Meet & Confer meeting with FRC Confidential Unit
 - g) June 30 – AALRR COVID legal issues webinar
 - h) July 6 – Plumas County JIC meeting
 - i) July 7 – Special FRC Board of Trustees meeting
 - j) July 8, 9, 10 – UC Davis Wheelhouse Fellowship meeting
 - k) July 9 – campus opening plan walkthrough with **Andrew Woodruff**, Plumas County Public Health Director and **Jerry Sipe**, Plumas County Environmental Health Director
 - l) July 15 – meeting with **Brian Marshall**, Standard & Poor’s Rating Agency
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3. SURVEY CAMPUS AFTER END OF SEMESTER REGARDING COVID CLOSURE MID-SEMESTER

The following survey was conducted at the end of the Spring Semester and will be used to improvement where needed. Thank you all for providing such detailed feedback.

What went well or what worked from your perspective?	What are your suggestions for improvement if we had to deal with a similar situation in the future?	What additional resources or information would you need, that you did not have access to, if a similar situation happens again this fall semester?
Quick transition, VPN and computer loans, zoom, frequent communication	Established plans and protocols, implement some things sooner I.e telework agreement, determine ways to keep employees working	Unsure
The immediate communication and feedback.	Anticipated possible outcomes to be discussed sooner.	none
As strange as it sounds, working from remote locations improved communication within my office. Having official staff meetings several times a week with all of us was a bonding experience. In our office it's easy to go all day without seeing each other. It made me realize that I need to do a better job of getting staff together on a regular basis.	I would like more notice that we might be leaving campus. I know that it was the Governor's decision, but a little more prep time would have been nice, even if it turned out that we didn't have to leave. It would also be helpful to come to campus once a week to access files.	We have paper files, so coming back and attempting to enter file notes has been a nightmare. I fear that things have gotten lost in the transition. It would have been helpful to have a working FRC laptop instead of using my personal computer.
Flexibility between employees, faculty, and students	Perhaps work-related expectations	Training on software and/or methods of communication
Instructors adapted to online well. Campus focus on students was exceptional.	I think instruction and student services went well. I think we could have been a little more proactive with helping classified employees understand and adapt to changes by better communication so they didn't feel so lost...	I am assuming that we would not have to close campus completely again. I think there needs to be better communication between supervisors and employees of their expected duties, and work schedules. I think we can plan this better, to ensure campus and student needs are met while making employees feel supported.
It was a tough situation. I don't think anything really worked well but a lot of special people put in extra effort to benefit the students.	Certain departments were very difficult to contact and unresponsive to email. It's like they weren't working at all during the shutdown.	If there are stay at home orders, people need to actually work from home. The most difficult part was not having people available who should have been. Perhaps supervisors should take attendance.

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Providing VPN access to the majority of staff	Widely communicating how each colleague is best available to be contacted by students	Student files
Faculty seemed to transition quickly. Not all students were good at responding to advisors.	A day's notice if possible.	Access to my work computer from home.
Daily/weekly updates from Dr. Trutna	Clearer communication on expectations of job duties with restrictions of office equipment/home resources	printer/scanner/fax/office supplies/up-to-date laptop/student files/preferred method of employee contact for other employees
Email communication with students worked well. Also, communication with my supervisor was excellent	Have more supplies on hand including Lysol wipes, hand sanitizer, gloves and masks. Keep students out of offices asap. Mask wearing should be required sooner	Updated laptops for students, PPE.
Working from home with zoom/phone calls. IT really stepped up to the plate!	Employees need to be more prepared for online instruction. Should be required that all know how to use Canvas and can utilize it.	
1. Quick response to limit the exposure, even if it was not a popular decision. 2. Keeping in mind that students are the priority. 3. Allowing staff to continue working from home without the loss of pay.	1. Have all staff and faculty trained on how to convert to online formats (communicating through Zoom, TextNow.com, Canvas, etc. 2. Allow for working from home, when possible, to maintain a healthy workplace. 3. Have needed sanitizing supplies on hand	Wish we had a nurse on staff to monitor initial health concerns
VPN to allow access to network and computer from home.	The timing on the decision to move to DE was hard on everyone. Students left books in dorms thinking they would be back after spring break, it did not give instructors much time to pivot to DE. I'm not sure how it could be done better. Perhaps decide early in the semester if classes will resume in person after Thanksgiving break.	I had what I needed to do my job. Weekly updates are good.
The support for transition	Department leads with more information	nothing

What went well or what worked from your perspective?	What are your suggestions for improvement if we had to deal with a similar situation in the future?	What additional resources or information would you need, that you did not have access to, if a similar situation happens again this fall semester?
<p>I thought it all went well considering the circumstances. The school did a great job of making a timely decision and I feel the faculty and students adjusted fairly well to the new learning style.</p>	<p>My suggestion would be for all of us to have more compassion for our students. I didn't realize how some students would be affected by this crisis which included not having internet at times. Even though it went well overall some faculty probably had a hard time adjusting to this new learning style as well and so we need to be compassionate with our faculty as well.</p>	<p>I wouldn't need additional resources or information at this time.</p>
<p>I felt that students made good use of the online forum to reach out to me personally with questions or concerns. I delivered class with an open timeline so students could access the material at any time of day and night rather than meet at a specific "zoom classroom hour". Student work was overall better, they had less distractions and I believe that extra time went into their school work.</p>	<p>I think FRC did a fairly good job moving forward with this first time uncertainty. Certainly making the call earlier would help. Another thing was I had planned for classes every week online. I didn't take into account flex days and didn't cancel classes. Then I was changing my syllabus to accommodate for the class time I hadn't expected to teach.</p>	<p>Expectations of teaching schedule. I would like access to FRC tech service for my personal computer since that's what I use at home. I would take home my printer. I need guidance on lab classes and how to make it meaningful for students. More access to videos for classes.</p>
<p>Communication from administration</p>	<p>Turn-around time for getting courses ready felt really frantic. Suggesting getting a week of classes ready for on-line instruction might have felt more manageable.</p>	<p>I lack consistent internet access at home, which is a challenge, but not FRC's responsibility (and I was given access to my office). While everyone is different, perhaps a suggested "one, two, three" process for teaching on-line would have helped.</p>
<p>Many students and faculty adapted quickly to virtual delivery of instruction and campus services. The resource webpages developed by the library for faculty and students that went online during Spring Break received a lot of traffic and were well-received.</p>	<p>I think it was handled very well, and anecdotal feedback from students indicated the same.</p>	<p>Enhanced custodial support. Enhanced support from security.</p>

What went well or what worked from your perspective?	What are your suggestions for improvement if we had to deal with a similar situation in the future?	What additional resources or information would you need, that you did not have access to, if a similar situation happens again this fall semester?
<p>I thought that the college's decision process went pretty well, and information was effectively broadcast to staff and students. Some students of course struggled with access to computers and the internet, but the main issue I saw was students lacking time management discipline. While students on campus will attend lectures regularly, without a specific time/day, students didn't log in and watch assigned video lectures in some cases for weeks on end.</p>	<p>I wish there was a clear, reliable system that would reach all students. This is probably a pipe dream, but some students were very slow to catch on to the various announcements.</p>	
<p>The timing with the snowstorm and spring break was lucky because it gave us time but it also meant that instead of having a break I had to work like mad all spring break. A lot of colleges extended the spring break by a week - I wish we had done that. I think it was also confusing to the students to have 3 online days right before break - in the end what I tried to do in these 3 days with only 2 days of prep was a lost cause instruction-wise.</p>	<p>Make a decisive decision faster. Not even knowing until halfway into spring break whether online was here to stay was really stressful especially when it seemed obvious that we weren't going to be able to come back f2f at all after break. I understand that this was unprecedented and an extremely serious decision, but the 'staggered' approach ended up adding so much stress.</p>	<p>Again, I understand the uncertainty - but feeling like I have to prepare for f2f, hybrid, 100% online or anything in-between is extremely stressful. The Labster platform requires huge amounts of broadband. I couldn't assign it. I talked to a couple of students who were in another lab and they said the same thing.</p>
<p>The communication from student support services via the app and emails were great. If instructors already were using Canvas then this transition worked well.</p>	<p>Require all instructors/classes to have an online presence on Canvas. Have infrastructure and equipment for recording and delivering good lecture material (not only Zoom). Training in online pedagogical practices in addition to the technical side of Canvas.</p>	<p>Better distance learning support and clear expectations for instruction</p>
<p>The work from home didn't work for me, my internet is too slow.</p>		

What went well or what worked from your perspective?	What are your suggestions for improvement if we had to deal with a similar situation in the future?	What additional resources or information would you need, that you did not have access to, if a similar situation happens again this fall semester?
There seems to be no good way to stay in contact with students when it comes to campus-wide announcements. My students reported that they often saw, but did not read, emails from the Dean or President. In my classes, my students saw short announcements and emails through canvas.	It may be that we could disseminate information in short blasts through canvas courses, as that is where students' attention was focused.	nothing in particular
I am with Upward Bound, and we have been able to keep a lot of our students engaged and participating via phone meetings and zoom.	None that I can think of.	I think internet accessibility resources for students to continue would be a good resource to have.
My transition went pretty well. My supervisor was supportive and helpful. Instructions were clear.	Maybe one day or half day of warning before being told not to come on campus would have been helpful. That way I could have gotten what I needed sooner and more easily.	I would be ready
Interacting with students via email worked well if they looked at their emails.	Being allowed into the office at least once a week. We do not have digital files so I think being allowed into the office once a week would be critical.	I used a student laptop from our office which had limitations. I made it work but it was difficult at times. If we were to have to shelter in place again, it would be nice to know sooner so documents could be transferred to a flash drive.
I was able to meet with Students using Zoom, provide the Otter.ai Assistive Technology Tool, and able to provide Alternate media services from my home computer.	A better laptop to check out would be good. I ended up having to use my own personal computer at home since the laptop since the laptop I am provided by the college is old.	A new laptop.
Use of Canvas as instructional delivery.	Many students do not have access to either computers or zoom. Adjunct faculty need more training on both Canvas and Zoom.	I found myself spending about triple the time to rewrite lectures, identify what critical points the students need to know, and what type of delivery method was appropriate. Between the students and myself we found work-arounds when we encountered problems, especially in Canvas. I would suggest providing adjuncts with more training.

What went well or what worked from your perspective?	What are your suggestions for improvement if we had to deal with a similar situation in the future?	What additional resources or information would you need, that you did not have access to, if a similar situation happens again this fall semester?
Good information about preparing to move to distance-learning.	I felt like there was good support on how to transition to Canvas, but there wasn't as much support for how to teach students virtually during an unprecedented upheaval of our national life. Most of the strategies I adopted came from online posts.	A school wide statement of values in crisis. A Zoom faculty meeting to learn how others are adapting curriculum to the situation would have been really helpful.
Lots of students dropped for various reasons. To the extent that they shared, I'd say many lacked decent study environment and/or technology. Students who stayed with me mostly did well.	Perhaps communicate directly with parents of the need to support appropriate working conditions for their student. Don't treat it like a vacation and make the kids work jobs unless really necessary.	I could use occasional access to office supplied. Otherwise, tech at home is OK, so long as the power doesn't go out.

4. RESOLUTION REJECTING RACISM AND SUPPORTING DIVERSITY AT FEATHER RIVER COLLEGE

WHEREAS, the Feather River Community College District (“FRC” or “District”), through its policies and values as a District, rejects racism and supports diversity within the District;

WHEREAS, the FRC Board of Trustees has adopted various policies regarding and supporting diversity at the District, including: Key Principles; Value Statements; Board Policies 3050 (Code of Ethics), 3410 (Nondiscrimination), and 3430 (Prohibition of Harassment); and Administrative Procedures 3050 (Code of Ethics) and 3430 (Prohibition of Harassment);

WHEREAS, the FRC Board of Trustees is committed to governing by and enforcing the ideas reflected within its adopted policies;

WHEREAS, the FRC Board of Trustees believes that diversity among the District’s community of students, staff, parents/guardians, and community members is integral to the success of the District’s vision, mission, and goals;

WHEREAS, the FRC Board of Trustees prohibits unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender

identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics;

WHEREAS, the FRC Board of Trustees prohibits harassment based on race, color, national origin, ancestry, religious creed, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation of any person, military and veteran status or the perception that a person has one or more of these characteristics;

WHEREAS, the FRC Board of Trustees adopted a Code of Ethics which offers a series of values to collectively serve as a Statement of Ethics, which is meant as the articulation of collective ethics and to guide the ethical deliberations of each member of the FRC community;

WHEREAS, pursuant to the adopted Code of Ethics, the FRC Board of Trustees values: a respect for persons; collegiality and individual responsibility; commitment to doing no harm and promoting increased individual self-worth, dignity and safety; the right to learn and work in a safe environment free of discrimination; honesty and openness; respect of differing opinions; supporting decisions made by the majority while respecting the rules of democracy and providing constructive analysis free of personal prejudices and biases; freedom which includes investigating and describing their values and beliefs, exploring and discussing controversial points of view, and advocating what they believe is in the best interest of the college; students right to be free from indoctrination and other forms of miseducation that fail to respect the autonomy of the student; and a sense of place;

WHEREAS, the FRC Board of Trustees is also committed to celebrating individuals, including the uniqueness of the individual by affirming that personal identity and cultural heritage are the base from which each person may aspire to any height;

WHEREAS, the FRC Board of Trustees affirms and recognizes the right of individuals to freely express their opinions and speech under the First Amendment;

WHEREAS, the FRC Board of Trustees intends for these policies to support the District's goal of rejecting racism and supporting diversity;

WHEREAS, the FRC Board of Trustees desires to continue to advance its goals and policies to support diversity;

WHEREAS, the FRC Board of Trustees affirms its responsibilities under The Accrediting Commission for Community and Junior Colleges standards, specifically to act in a manner consistent with its policies and bylaws, and to regularly assess its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary and to uphold a code of ethics and conflict of interest policy, and individual board members adhere to the code.

NOW THEREFORE, BE IT RESOLVED that, to meet the FRC beliefs and commitments, the Board will implement the following actions:

- Continue to denounce and combat incidents of racism and hate that occur within the District;
- Continue to promote and support diversity amongst students and District staff;
- Continue to create and support a safe environment and community for all students;
- Engage students and District staff to learn how the District can further advance these goals;
- Continue to adopt policies that are consistent with the District’s goal of supporting diversity; and
- Continue to protect and recognize the rights of students and District staff.

BE IT FURTHER RESOLVED, the FRC Board of Trustees vows to reflect upon its policies values and goals to ensure its commitments to all members of the District’s community.

BE IT FURTHER RESOLVED, the FRC Board of Trustees vows to make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds.

PASSED AND ADOPTED by the Board of Trustees of the Feather River Community College District, Quincy, California at a public meeting thereof duly called and held on July 7, 2020, by the following vote:

AYES: Elliott, McNett, Sheehan, Ware, Student Trustee Wilson
 NAYS: N/A
 ABSENT: Saxton
 ABSTAIN: N/A

I, Dr. Dana Ware, Board President of the Board of Trustees of the Feather River Community College District, do hereby certify that the foregoing is a full and correct copy of a Resolution adopted by the Board at a duly called and conducted meeting held on July 7, 2020.

FEATHER RIVER COLLEGE STUDENT LEARNING OUTCOMES

1. Communicate effectively	2. Demonstrate critical thinking skills	3. Locate, evaluate, and apply information	4. Demonstrate a sense of personal and professional ethic	5. Develop a clear sense of self, purpose, and ability to achieve goals	6. Demonstrate relationship skills through interpersonal communication, compromise, teamwork and collaboration	7. Value their education, understand its privilege, and become responsible citizens
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