



**Los Rios Community College District
District Academic Senate
2017-2018**

DAS President... Carlos López
 ARC President... Gary Aguilar
 CRC President... Ellen Arden-Ogle
 FLC President... Paula Haug
 SCC President... Gayle Pitman

District Office
 Main Conference Room
 Tuesday, February 5, 2019
 3:00 pm – 5:00 pm

Approved Minutes

Roster			
Carlos Lopez	FLC	DAS President	X
Dan Crump	ARC	DAS Secretary	X
Gary Aguilar	ARC	AS President	X
Alisa Shubb	ARC	AS Vice President	X
Janay Lovering	ARC	AS Secretary	X
Tressa Tabares	ARC	AS Past President	X
Ellen Arden-Ogle	CRC	AS President	X
Lisa Marchand	CRC	AS Vice President	X
Teresa Aldredge	CRC	AS Secretary	X
Julie Oliver	CRC	AS Past President	X
Paula Haug	FLC	AS President	X
Tina Royer	FLC	AS Vice President	X
Francis Fletcher	FLC	AS Secretary	X
Gayle Pitman	SCC	AS President	X
Lori Petite	SCC	AS Vice President	
Sandra Guzman	SCC	AS Secretary	
Troy Myers	SCC	AS Past President	X
Dyan Pease	SCC	District Curriculum Coordinating Committee (DCCC)	
Alice Dieli	ARC	District Educational Technology Committee (DETC)	X

Angelena Lambert	SCC	District Matriculation & Student Success Committee (DMSSC)	X
Robert Perrone		Los Rios Colleges Federation of Teachers (LRCFT)	
Guests:			
Lisa Danner	FLC	Equity Coordinator	

Preliminaries

1. Call to Order at 3:00pm
 - Introduction of Guests
 - Approval of the Agenda---approved.
 - Approval of Minutes (December 4 and 18)---approved.
 - Announcements--- Francis---update from District Accreditation Committee
 - Public Comment (3 minutes per person as time permits)

Information Items

1. Recap of Collegial Consultation IBA facilitation (Lopez)

The IBA meeting was facilitated by Dennis Smith (SCC faculty retiree) with Chancellor King, Vice Chancellor Nye, the four college/ DAS presidents and Julie Oliver representing the CRC senate leadership.

Comments from attendees:

It was a productive day, they came wanting to make it successful and were open to conversation.

Discussed the legalisms of collegial consultation, but quickly moved past that. The

The district and students will benefit from dialogue.

Wide agreement that there should be no surprise---that set the tone on how to communicate.

Difference between “collegial consultation” and “conversation.”

Important to have informed decisions.

Talk about things and “we’ll let you know at 10+1 implications.”

Made some positive movement forward.

Need to clarify DO interpretation of 10+1. Need to keep pressure on collegial consultation.

Some issues need to be codified in District policies and regulations.

Outcomes:

- 1) More structure at the meeting (e.g. agendas developed by both Chancellor and DAS President) with Chancellor and Vice Chancellor.
- 2) Leaving with clear action plan, and roles and responsibilities. Need to be more productive and less confusing. Troy---Brian’s style is to toss out an idea and wait for response. If we say it is worth thinking about, he seems to feel that senate presidents have giving the affirmative. No, he needs to be formal about asking senate to consider
- 3) Request for senate presidents to go through IBA training.

2. Low-to-No Cost Textbook Task Force Formation

This task force was requested of Lopez by Associate Vice Chancellor Tammy Montgomery. Major goals will include implementation of SB 1359 (designation in schedules of classes of course sections which have learning materials---usually textbooks---with no cost to students) and discussion on use of low- and no-cost materials in courses.

Action:

College senate presidents to provide Lopez names of two faculty from each college for membership on the task force.

Decision Items

1. Faculty Hiring Manual Revision Update (Lopez)

This is first reading.

CRC---we need to take another look at. Think we have had feedback, but we want to see if it has been discussed/reflected in the current draft.

ARC---shared at January ARC AS meeting. Conversation turned to implementation, especially interview committees---concern about requirement for diversity (specifically race/ethnicity) from department. If the department doesn't have diverse faculty, then it must go out of the department for faculty appointees.

Aguilar noted that he has no document to confirm diversity of possibly appointees. Question---how do we verify diversity? The District HR Office (Victoria Rosario) is the only location in the district that has official diversity information. Lopez will forward question to Victoria. Completely in agreement that all in colleges are trying to figure how to get this all to work. It was noted that the conversations about diversity are about the 3-5 faculty members and not the entire committee of 6-10 members. Seems that the conversations are limited to the faculty participants. Clearly states that the interview committee (not just faculty) should reflect the demographics (gender and racial/ethnic) of the LRCCD service area.

FLC---do the Equity Officers look at the composition of the committees? It was noted that is the responsibility of the interview committee chair.

SCC senate has already approved. It was noted that we are technically bound by the current hiring manual, but we can use the proposed manual as a "good test drive." Discussions about value of bringing in a faculty member who is not from the discipline (in addition to equity rep).

Lopez---trying to get a temperature.

Other comments/questions:

Can the number of faculty be increased if there is not enough diversity in the department? Possibly using the position of "external expert" to increase the number of faculty.

We also need to look at language in the manual in regard to multiple hires in the same department. Do you have more members on the committee or does one committee recommend more candidates?

Demographic information---some faculty have declined to state gender and/or race/ethnicity.

Diversity is not just race.

Intent is to lessen implicit bias.

Lopez will request another meeting of the Hiring Manual Committee.

Training for committee members needs to be clarified, especially for chair and equity rep---being more clear on expectation.

In regard to a question about revision of the hiring of adjuncts, Lopez responded that it is now dependent on the outcome of the sections for FT hires. He will email presidents to see if they want to continue with current membership.

Lessons learned:

We need to do a timeline (i.e. backing out of dates) for items/issues that have a specific deadline (e.g. need to go on Board agenda by a certain date for Board approval)

Need for regular reporting-out to DAS and college senate presidents by faculty representatives of district committees and workgroups.

Action:

Lopez to ask Rosario how college senate presidents can ascertain diversity of faculty for appointment to interview committees.

2. District Curriculum Coordinating Committee recommendation regarding Reading Competency (Pease)

DCCC accepted the recommendation of the District Reading Competency Committee that completion of the local AA/AS degrees would satisfy the reading competency for the local degrees and is recommending that DAS accept the recommendation and notify VC Nye.

Motion: to suspend rules to consider as an action item. Shubb/Arden-Ogle MSU

Motion: to affirm recommendation of DCCC Shubb/Pitman MSU

Discussion Items

1. Los Rios Online Education Consortium (LROEC) Concept Update (Haug)

Haug presented a counter proposal with input from the college distance education (DE) coordinators and other faculty (see Attachment C):

- Subcommittee of DETC, with the DE Coordinator and a classroom faculty from each college, plus DSPS and student services representatives.
- Equity piece---how can LOERC serve our Disproportionately Impacted students? We know that equity is an issue in online education.
- Concern about district enrollment management---would like to be involved in discussions of shift in FTE.
- Wide differences (between colleges) in training and compensation. Nye is already on this.

Is the subcommittee of DETC to have permanent status (as opposed to adhoc)? Many of the issues have ongoing needs. Doesn't have to just be faculty. Concern if the workgroup gets too big---need to be nimble.

Action:

College senate presidents to present to their senates for comments.

2. AB 705 Implementation Support and Coordination Team Updates

Lopez reported that the team met last week and the latest is that Phil Smith is continuing to work on Guided Self Placement (GSP). He walked them through most recent version. It will be up to discipline experts to fill suggest the specific language. Lot of progress made---we had agreement. GSP cannot have questions--- makes it seem like an assessment. For English placements, students will most likely select a transfer course or transfer course with corequisite. It is more complicated with Math.

Marchand is on the statewide ESL workgroup and reported that their work will not be concluding this year.

3. Vision For Success Local Goal Alignment Update

The college and district representatives met last Thursday and will be meeting next week with IEPI (February 11), also meeting on February. The final product will need to be presented to the Board in March.

4. District Technology Accessibility Committee Update (Aguilar)

Focus is looking at ICT (information & communications technology), specifically for the websites and LMS. Our online presence needs to be accessible. Codify into Board P&Rs (through Chancellor's Cabinet). A statement on accessibility for each syllabus (ARC has a template) with a request from committee that DAS encourage all faculty to include the statement..

5. Revision of Regulation 5123 to include district-wide Equivalency Committee for current employees.

Lopez has created a Google Doc with initial suggested text for this committee. The need for this was brought up in the process of transitioning reading faculty to other disciplines.

Lopez will share proposed draft with Nye and Sherry.

Action:

DAS members to review Google Doc and provide comments.

Deadline of Thursday, February 14.

6. Request for Committee Chair Compensation (Haug)

Haug especially noted that matriculation activities at FLC have been absorbed into student success and equity initiatives without needed compensation..

It was noted that we need to specify types of positions that have grown in responsibilities and there is need for more compensation.

To consider:

Check with Tony Giusti who led the prior discussions to get more reassign time for senate activities.

Need to show how this goes above the 5-hour-a-week college service.

Is this a Senate Union Joint Issues Committee discussion item because of compensation?

Action:

Haug will provide a list of responsibilities as justification for request.

Reports

1. Meeting with Chancellor/ Vice Chancellor Nye

How does the district provide support for getting courses approved for the OEI Rubric? Possible idea---new faculty---with a 20% teaching/80% coordinator division of responsibilities.

2. College Academic Senate President Reports---Fletcher reported that representatives of all four colleges met February 1 to practice Accreditation Midterm Report presentations for the February 13 meeting of the Board of Trustees.

3. District Curriculum Coordinating Committee (Pease)---see Attachment A

4. District Matriculation & Student Success Committee (Lambert)---committee membership proposal will be brought to the next DAS meeting.

5. District Educational Technology Committee (Dieli)---see Attachment B Alice’s report. Dieli also reported on the need for continued faculty participation---difficult to get faculty to show up. In addition, there is the need for student services administrators (e.g. counseling, EOPS, DSPS). She noted that DETC currently meets once a month on Thursdays, from 3:00 to 5:00pm, four times a semester.

Action:
College senate presidents to provide Lopez with names for the at-large faculty positions.

6. Academic Senate for California Community Colleges (May)

Crump reported that the ASCCC is hosting Faculty Diversification Regional meetings---Bakersfield College (February 21), Yuba College (February 25), and Norco College (February 28)---and encouraged senate presidents to consider sending representatives.

7. Los Rios College Federation of Teachers (Presidents/Perrone)

Adjourned at: 5:01pm

Future Events

Next DAS meeting – February 19, 2019 Main Conference Room, DO

- LRCCD Board of Trustees Meeting, February 13, 2019, DO
- ASCCC Area A Meeting, March 23,
- ASCCC 2019 Spring Plenary Session, April 11-13, Westin San Francisco Airport
- ASCCC 2019 Career and Noncredit Institute, April 25-27, San Diego
- ASCCC 2019 Faculty Leadership Institute, June 13-16, Sacramento
- ASCCC 2019 Curriculum Institute, July 10-13, Hyatt San Francisco Airport

ATTACHMENT A:

DCCC Report to the District Academic Senate, February 5, 2019

1. **Curriculum:** All courses and programs on the January 25, 2019 DCCC agenda were approved. New courses and programs and deletions will appear on the February Board of Trustees agenda.
2. **Competency Committees:** The DCCC has submitted the following courses to the Math Competency Committee for review: STAT 480 (ARC), MATH 372, 373, 355, and 356 (SCC). In addition, the DCCC has asked the Math Competency Committee to review a suggested revision to R-7241 regarding Math Competency.
3. **New Designators/Thematic Blocks/Families:** N/A
4. **Collaboration Requests:** All collaboration requests were reviewed. Progress is monitored by the Curriculum Chairs at each college.
5. **SOCRATES Advisory Group (SAG):** N/A
6. **District Report:** Jamey Nye and Lynn Fowler have been working to create a list of courses across the district where the courses are considered the same by Los Rios, but the articulations differ with our transfer institutions. This has become a big issue and negatively impacts our students, especially with the increase in online education. The DCCC has appointed Lynn Fowler, Alisa Shubb, Dyan Pease, and Jamey Nye to take a look at how we might move forward as a district to fix this issue for our students. This workgroup will create a Project Charter GE Articulation Alignment to explore how best to move forward on this issue.

Respectfully Submitted, Dyan Pease, DCCC Chair

ATTACHMENT B:

District Educational Technology Committee Report to the District Academic Senate February 5, 2019

Notes from the District Educational Technology Committee meeting on January 24, 2019.

DO IT Updates

- AVC-IT** - It was noted that the second level impression groups for the new Associate Vice Chancellor of Information Technology would take place on Friday. It is hoped the new AVC will start on March 1st. The committee took the opportunity to thank the Interim CIO, whose contract with the district ends February 12th.
- Office 365 -Exchange Online** – The district is in the process of migrating all accounts to Exchange Online and completion should be by mid-March. Many upgrades are complete, with work still in progress to finish upgrades to network/firewalls, data center at DO and FLC, and cameras district-wide. A wireless assessment took place at SCC, and DOIT will hold a districtwide wireless assessment. Work on AB705 implications continues.

College/DO LMS/DE Updates

□ **ARC** – Accessible Course Creation Academy will begin on February 22nd. They are offering an Online Rubric Academy, and they have a goal of getting more than 20% of the courses they currently offer online badged and accepted into the OEI Course Exchange by 2020. It was noted that they hope to offer faculty a stipend for the work involved in aligning courses with the OEI’s rubric. ARC Online 2.0 will identify courses missing from pathways in order to generate the courses and/or convert the courses to online. ATLAS is a development tool that will house the pathways that are available and will assist in building new pathways. ATLAS will be shared with other LRCCD campuses in order to build out the district’s offerings. District-wide course inventory is being reviewed to see where holes can be filled by generating or converting courses to an online format. Students logging on will see their home campus options first, but then the inventory of the entire district will be displayed so that students can complete all courses required for a degree within Los Rios. It was noted that in order to obtain an ADT, twelve units must be taken at the “home” college for residency and the remaining 48 units can be taken anywhere in the district. 70% of students need their program of study adjusted when they petition to graduate because they will begin one program, then change to another. A robust GE offering at each college might ensure that students would be able to meet the home residency requirement at their home school. A question was asked about the possibility of issuing a Los Rios degree, but it was noted that the individual colleges, not the Los Rios district, are accredited. Aligning ADTs and making programs more similar at each campus will make it easier for students to navigate and complete their degree at any campus. It was noted that if we want our students to stay in Los Rios and not take courses at other campuses in the OEI, we need to have enough courses available for them to finish their programs.

It was noted that ARC has been a leader in this area because they had a goal to increase their online presence, wanted to offer degrees 100% online, and wanted student support services available online. This topic was discussed at Exec meetings with the college presidents present, and the district as a whole wants to replicate what ARC is doing. The technical piece is needed. Other structures are in the process of being created.

Student demand is driving toward more online options. Student completion is the goal, but is only 20% of the funding formula. Eighty percent of the funding formula is based upon enrollment. It was noted that online courses meeting C-ID can replace courses that are missing from programs. The desire for some faculty to NOT teach a particular course online (i.e. Public Speaking) can be overcome by students taking the courses at another campus that does offer it online and/or though taking it through the OEI, so this is not a barrier for students.

It was noted that VPIs at each college currently shift FTE to meet offer the courses students demand; and this will continue in the future for both online and on ground courses. Growth is online, so it needs to be scaled. Historically, FTE has been allocated toward courses that are productive and can be filled, and this will most likely continue. New FTE isn’t allocated toward online courses; it is shifted from underperforming courses to those courses that are in demand. Teaching online is voluntary, but one possible barrier to more online courses is the limitation set forth in the LRCFT contract that a faculty may only teach up to 60% of their contract online unless there is a mutual agreement to teach 80%.

□ **CRC** – thanked the developer at ARC who shared the certificate for completion. CRC is using it with the online learning tutorials to help students complete courses successfully; it was noted that CCC Digital Learning Day is approaching and it will again conflict with the Ed Tech Committee meeting.

□ **FLC** – It was noted that there was an equity focus for convocation and that many faculty attended workshops related to accessibility and the use of ALLY for courses.

□ **SCC** – It was noted that they are using the local peer review process, and three courses have been submitted to the OEI and two are pending. Currently there are no incentives for faculty to get their courses reviewed for inclusion in the OEI, and it is estimated that it takes 80 hours to get a course ready, and the course may still require additional review once it's sent back from the OEI. The desire to set a uniform stipend for this work, across the district, was noted as was ARC's plan to use an instructional designer to take part of the load from faculty. If an instructional designer is available to assist a faculty, then the stipend for faculty could be less and based upon their input of the instructional content. SCC has expanded its help desk services by using student help. The implications of having faculty reviewing other faculty's classes and potentially negatively impacting the approval of the course were noted.

□ **DO - LMS** – 52,000 unique students and 1800 faculty are using Canvas and there are over 4000 courses being taught in some way in Canvas. We are part of the original seven colleges in the OEI and are going through the pilot/proof of concept phases. They are now in the acceptance testing phase and are doing work before the OEI sends it out for wider testing. A quick search done at this meeting results in inaccurate course information. It was noted that the information for the OEI is being retrieved through a data feed and could be inaccurate, but once the testing is done, the students will be directed to a site with the accurate information pulled directly from PeopleSoft. Faculty will be able to tell the difference between Los Rios students and students enrolled from other districts. The OEI cannot go live without our data, and the trust relationship is not yet established. Students should be able to see all courses including courses at different districts/campuses when the logon. Transferring of Promise, financial aid information and fee information is also being tested to ensure accurate information is being transferred in order to not negatively impact students.

Course Evaluations are continuing in Canvas. It was noted that the student response rate for course evaluations dropped to about 56 percent which is still higher than the old system.

The committee would like to see ALLY be turned on for all courses in Spring but any negative impacts on a faculty's evaluation must be eliminated, the workload implications of getting faculty to an acceptable level of accessible material must be recognized, and there must be a budget plan to support the additional work. It was noted that just turning on ALLY with existing documents generates the same document in alternate formats automatically without any additional work on the part of faculty, which is good for students. Faculty will also need to be informed that there are areas for improvement in their content and that training and assistance are available. It was noted that remediation information is already drafted from the accessibility audit and generating an MOU with the faculty can alleviate fears of ALLY negatively affecting their evaluation. It was suggested that demonstrations of ALLY be provided to alleviate faculty concerns and show the immediate gains for students. It would be good to have a decision on this before March for IT purposes. There was a recollection that the Technology Accessibility Task Force also recommended that this feature be enabled, but encountered collective bargaining issues.

Discussion Items

□ **Revisions to Ed Tech Committee Members** – This semester, the Ed Committee is reviewing the goals and vision for the committee along with considerations for the composition of the membership to better align with the purpose and areas of responsibility. Board Regulation 3412 related to Ed Tech Committee purpose, areas of responsibility, and committee composition was reviewed. The composition of the committee currently includes three faculty from each campus, but filling the positions has been difficult and there is not enough representation from student services. Attendance of faculty at Ed Tech meetings is critical. Suggestions for additional areas of responsibility were noted as were areas more appropriately served by other groups. A shell could be created in Canvas to keep the committee updated.

- **Online Education in the District** - discussed during College updates
- **ALLY Implementation** – discussed during DO-LMS updates

Respectfully submitted,

Alice L. Dieli, ARC Faculty Instructional Development Coordinator, DETC Co-Chair