Los Rios Community College District
District Academic Senate
2017-2018

DAS President…Julie Oliver
ARC President…Alisa Shubb
CRC President…Greg Beyrer
FLC President…Paula Haug
SCC President…Lori Petite

Zoom Confer
Tuesday, March 31, 2020
4:00 pm – 5:00 pm

Approved Minutes

Julie Oliver	CRC	District Academic Senate President	X
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	X
Paula Haug	FLC	Academic Senate President	X
Eric Wada	FLC	Academic Senate Vice President	X
Lisa Danner	FLC	Academic Senate Secretary	X
	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
Dyan Pease	SCC	District Curriculum Coordinating Committee (DCCC)	X

Alice Dieli	ARC	District Educational Technology Committee (DETC)	X
Karen Tercho	SCC	District Matriculation & Student Services Committee (DM&SSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X
Guests:			

Alex Knudsen	Dana Wassmer	Jamey Nye	Nathan Miller
Andrea Atkins	Daniel Paulson	Jennifer Kraemer	Olga Prizhbilov
Anthony Giusti	David Shrope-Austin	Jon Osterhout	Oranit Limmneeprasert
Belinda Lum	Dennis Holden	Kalinda Jones	Robert Perrone
Brian King	Dipali Buch	Kathleen Carbary	Rose Giordano
Brian Noel	Gail Dartez	Kathryn Mayo	Stacey Burrows
Cheri Fortin	Georgine Hodgkinson	KC Boylan	Summer Cavalier
Connie Zuercher	Hilary Mroczka	Marianne Harris	Ted Foster
Craig Davis	Ian Wallace	Martee Squire	Tim Finnecy
Dana DeMercurio	James Telles	Michelle Brock	Zachary Ebie

Preliminaries

1. Call to Order---called to order at 4:00pm.
2. Introduction of Guests---listed above
3. Approval of the Agenda---approved.
4. Approval of March 3, 2020 Minutes—approved.
5. Public Comment---Jon Osterhout (ARC head football coach)---referred to several emails that he has sent on the ARC listserv and had comments/concerns about the athletics courses, especially with the SPORT 332 lab course, especially in regard to the need for accessing athletic facilities on campus. If there is a potential movement to changing restrictions throughout the state about such access, why are we not considering? He also expressed concern about the blanket statement from Chancellor King re: access and noted procedures and protocols for Sac State athletic program during the summer.

DAS President's Report
6. Review of meeting notes and weekly recaps, and answering of any clarification questions.

Oliver noted that her report is basically noted in Discussion Item #9.

Decision Items (15 minutes per item)

7. District Accessibility Implementation Committee [Second Reading]
Consider approval of proposed committee purpose, scope, and membership. (see supporting materials)

- SCC---overall, broad support from the senate; consider student voice; need to have membership that can cover issues such as the following perspectives and concerns---e.g. use of equations (especially in math and the sciences), art and art history, skill-based (especially CE and allied health)---that can be difficult to remediate to make accessible.
- ARC---affirmative support.
- CRC---discussion---broad support, concerns on how the work will be compensated (for remediation); how do we appropriately remediate material if it isn't done by content experts in the field?
- FLC---supports proposal and appreciates membership language to allow flexibility in membership.

Action:
The motion was approved.
M/S/U, Haug/Beyrer

Oliver noted the concerns brought up in the discussion and will bring them forward.

8. GE Patterns [First Reading]
Consider approval of GE Pattern LRCCD policy language change proposed by the District Curriculum Coordinating Committee (DCCC). (see supporting materials)

Agreement on intent, but confusion on language how it differentiates between General Education (GE) and local graduation requirements. Concern that graduation requirements on top of the GE pattern. It appears that students that use the CSU Breadth or IGETC as a GE pattern still need to follow a heavy unit load for local graduation requirements (including PE, American Institutions and multicultural studies).
Pease noted that some courses can be double-counted. There is a benefit for financial aid purposes; 46 districts already allow the use of CSU Breadth or IGETC as the GE pattern for the local degree.

- ARC---voted in the affirmative.
- CRC---will students need to complete two patterns? What are the local requirements that still remain? This seems to be adding units for the students (against the intent of Guided Pathways and the Student-Centered Funding Formula).
- FLC---robust discussion. Senate does support, solely for the financial aid benefits. Concerns expressed that it is incompatible with our Vision for Success goals (to reduce total number of units), possible violation of Title 5, and feel that it is encumbering students.
- SCC---not yet on agenda.

Oliver noted that this is a first reading of this proposal.
There appears to be conflicting viewpoints on how it will affect students. She sees the need for outside dialogue for clarifications (maybe an FAQ document) and requested that concerns be sent to her (oliverj@crc.losrios.edu) or Dyan Pease (chair of DCCC, peased@scc.losrios.edu).

Action:

Submit questions/concerns to Oliver and she and Pease will work on a response, possible an FAQ, to address the issues.

Discussion Items (15 minutes per item)

9. COVID-19/Remote Operations
Discussion of the state of the district and colleges working remotely because of COVID-19.

A proposal for Fall (the "white paper") was shared at Chancellor's Cabinet on Monday and Oliver shared it in an email to faculty this morning. Since then, there have been potential changes---based on LRCFT negotiations and DAS input.

- Lectures and labs will be scheduled on-ground, but courses will need to be "Canvas-enhanced" so that we can switch to remote at a moment's notice.
- There will be extra professional development opportunities on use of Canvas.
- Strong possibility of COVID-19 resurgence in the Fall.
- How best to schedule for Fall?
- This new idea will force every student and instructor to have "some" level of use of Canvas.
- Want to do it much smoother than has been done before.
- Different discussion about compensation and workload standards---that is the role of LRCFT.

Nye:
- Continuing to get feedback.
- Fully engaged with DAS, many thanks to senate presidents, and appreciate discussions with LRCFT.
- Canvas-enhanced does not necessarily mean a weekly contact in Canvas---talking about Canvas-enhanced as we have "web-enhanced" in the past. Need to talk about what would be included in Canvas-enhanced.
  Questions of Nye:
- Will student services be on-ground in the Fall? Also wondering about library services.
  - Will want to continue on-ground as much as possible.
- Do we anticipate that we will not be operating under the Blanket Distance Education Addendum from the state Chancellor's Office?
  - Assumption is that there will be a blanket DE addendum for Summer and Fall terms.
- Don't we need to start the Fall remotely?
  - We want to start on-ground, but be able to go remote ASAP. There is the possibility that we might have to start remote.
- Glad to hear that additional professional development will be provided---hope that FastTrack coordinators can be redirected to reaching all faculty, not prioritizing FastTrack courses.
  - Happy to have that conversation. He hears interest to have faculty ready to be Canvas-enhanced.
- What about students who lack computer and wifi access? Concern about increasing DI.
  - We want students to be prepared on Day 1 to go remote/online. We scrambled this semester, but would like to have identify students (by, or before, Day 1) who need laptops and other equipment. "Seamless and immediate transition to online, if necessary," Would like to deal with these issues upfront.

- Is there any survey of student needs? Have there been discussions with student leaders? SCC students have communicated with SCC student leaders with some guidelines.
- SCC-concern about campus wifi access. LRCCD Police are reportedly kicking people off campus.
- Hard-to-convert classes---if we start online, but things get better, can we go back to on-ground?
    - We would absolutely (also including "impossible to convert") want those sections to be offered on-on-ground. Hard-to-convert would not be scheduled. We are trying to be strategic with labs (e.g. scheduling in a compressed time frame, maybe 8 weeks instead of 16 weeks)---District is interested in that. Need for consultation with faculty/department chair and dean and VPI for these distinct situations. (Oliver---need to look at cross-talking among departments in each of the colleges.
- When will decision be sent out broadly?
    - Had been talking about tomorrow, but believe it has been pushed back to Friday. Reminder that Summer and Fall schedules have been decoupled---Summer has a registration date of April 14 and May 11 registration date for Fall.
- If a faculty wants to convert all courses to online modality, would we be able to teach all courses online? Contract currently limits to 80%.
    - Nye---would need discussion and negotiation with LRCFT; also discussion with faculty/department chair and dean to see what is best for the department offerings.
- Is there the possibility of on-ground lecture and online labs?
- If a course in the Fall has an on-ground lab and lecture is online, will there be an opportunity for faculty to determine if lab can be online instead of on-ground?
    - Would be a conversation between faculty/department and dean.

Additional DAS comments:
- Concern about student success and 10+1 issues---what are doing for students, now and in the future? Another DAS member noted that varies for each college---SCC is conducting tutoring with Zoom, and holding online Puente club meetings---students are being actively engaged.
- LRCFT will giving a donation to the Los Rios Foundation for students---it is the funding that would have been donated for various graduation activities.
- DAS still has plenty of work to do.
- If you want your course to have online modality of instruction, please submit through the college curriculum process. It was noted that, at SCC, if the addition of DE is the only thing that is changed on the course outline of record, it can come through as an FYI/Consent item (with a DE subcommittee review).

Comments on Zoom chat:
- What about students who lack computer access and/or wifi access? This shift is increasing and will increase our disproportionately impacted (DI) gaps
- In today's SCC Senate meeting, there were questions about Wifi access on campus, and whether or not students were allowed to be on campus to access internet.
- LRCCD is reportedly kicking students off campus. We were told wifi was available there.
- (homeless students in particular)...one contacted me to say she was kicked off campus although it is her access to internet.
- Students were trying to gain wifi at ARC parking lots to have a quiet place from their homes but the gates were locked.
- Some state schools and universities are setting up wifi hot spots in parking structures for their students. Can our campuses do this for students? Students stay in their cars, but use the wifi.
- In addition to laptops, students need access to Hotspots.

- FYI: Xfinity is offering free access to anyone during this crisis: https://corporate.comcast.com/stories/how-to-find-open-xfinity-wifi-hotspots
- Just texted President Gutierrez and he said WiFI is available on campus and students are being allowed to use it.
- I have heard at least two incidents of students being escorted off SCC campus
- Can we ensure that the message gets to campus police? I don't think there is consistency. The student referred above is one that I've worked with as well.
- Parking Lots can be safe and quiet place for students to study, perform their speeches, perform their arts. Most students are having issues with quiet places with younger siblings home learning and parents working from home.
- What are we doing now to help our students who don't have a quiet space to study at home? We have made the assumption that all they need is a computer and wifi.
- What is the status of facility access to general public and our students on campus?
- Did we conduct a student survey to see what the needs are for our students?
- How are we utilizing our student leaders to help transition students for this change?
- Is there funding available to hire student leaders if we set up peer to peer mentoring?
- As these discussions are taking place, are students from our DI populations being consulted or having their interests represented as these plans/decisions are being made?
- Can we look at some data from spring semester to see how this change has affected our students of color?
- How is the online/hybrid 'planning' being articulated to departments? Some faculty are hearing the 'must' / 'have to' go online and must turn in a plan.
- Regarding science labs and other courses that are harder to convert: If the pandemic compels us to start online but conditions improve to where classes could be offered in-person, are there plans in place to allow such a conversion mid-semester?
- I'd really like to see discussion of the 'hard to convert' courses considering the limited time left.
- Would compressing "hard to convert" lab classes have to go through official curriculum review?
  - No, they would not have to go through curriculum
  - Compressing classes is a scheduling matter, not a curriculum matter.
  - It's like teaching summer 8 week sessions when you usually teach a full semester
- As a CE (CTE) faculty member, I would like to express the unique aspect of our curriculum as it relates to skills based classes including internships. I would like bookmark these classes as "hard to convert." I am wondering what ways the unique aspects of CE (CTE) curriculum is being considered?
- We know that the alternative to remote instruction during shelter in place is no instruction, but many faculty are and will struggle if they have no background in online/Canvas. I don't know how many, but, of course, we are doing what must be done; many faculty will need significant support to go "canvas enhanced" and that includes special training. Luckily, we have summer to prepare but the support needs to be there and it needs to be as robust as we can make it.
- What about compensation for adjuncts who spend time getting trained for online instruction?
- As training is considered, it would be good to have them done in small chunks. If people are feeling stressed out about the transition, long sessions with a lot of information may not work so effectively.
- What about faculty untrained to teach online who are due for peer evaluations by department chairs/peer faculty?
- Can the discussions please include libraries, in addition to student services (counseling).
- Will there be a lifting of the contractual restrictions to online classes .6 or .8 with approval?

10. Meetings with Chancellor, Deputy Chancellor, etc.

11. College Academic Senate Presidents

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

13. District Matriculation & Student Success Committee (Tercho)

14. District Educational Technology Committee (Dieli)---see Attachment B.

15. Other meeting reports-AB705, Calendar, Hiring Manual, etc.

16. Academic Senate for California Community Colleges (Crump, Wada)

17. Los Rios College Federation of Teachers (Newman)

Adjourned at 5:03pm.
Next meeting---April 21.

****
SUPPORTING MATERIALS:

Agenda Item #7

Proposed District Accessibility Plan Implementation Committee
BACKGROUND AND NEED (Why is the committee necessary?)
In March of 2019, the LRCCD Technology Accessibility Task Force released a series of recommendations guiding the colleges towards meeting the following standards and guidelines related to accessibility of Information and Communication Technology (ICT):
• Sections 504 and 508 of the Rehabilitation Act of 1973;
• Title II of the Americans with Disabilities Act;
• Accessibility standards described in the Web Content Accessibility Guidelines (WCAG), version 2.0, levels A and AA (or the most current approved version);
• Title 5 § for distance education courses offered by the colleges.
LRCCD offers almost 10,000 course sections containing over 760,000 ICT content items, the majority of which require remediation in order to be compliant with Section 508 of the Rehabilitation Act of 1973. Remediating existing course materials has been documented to be extremely time-intensive and presents faculty workload issues not addressed in the LRCFT contract. Remediating existing course materials to ensure accessibility also requires expertise in fields such as Assistive Technology, Information Technology, and Instructional Design.
PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)
This committee will work to better understand the scope of the work required to create and remediate ICT, with a specific focus on instruction materials. The committee will also identify the types of resources needed.
The committee will:
Inventory the scope of work required to meet accessibility standards and guidelines.

Identify areas that faculty should be responsible to meet accessibility standards.
Identify needed training resources for faculty to meet accessibility standards and guidelines.
Identify areas of higher-level ICT accessibility issues that should not be completed by faculty.
Identify the workload impacts required to meet accessibility standards and guidelines.
PROPOSED MEMBERSHIP
Faculty (13)
Faculty Co-Chair (DAS Member)
DE Coordinator, OCDC, Universal Design Coordinator, or faculty with experience in online course development and/or course accessibility (two faculty from each college)
DSPS Faculty (two representatives)
LRCFT Faculty (two representatives)
College Classified (4)
College Administration (4)
District (4-5, including co-chair)
Total 25-26

Agenda Item #8

GE Pattern Choice Recommendation
At the March 3 meeting of the District Academic Senate, the District Curriculum Coordinating Committee (DCCC) reported the following:
● GE Pattern Choice: The DCCC has voted to recommend the following section be added to Board P-7241:
2.3.8 Students may elect to complete these General Education Requirements by following any one of the following:
the General Education pattern approved at the College;
the CSU-GE Breadth pattern;
the Intersegmental General Education Transfer Curriculum (IGETC).
Regardless of the GE pattern selected, all local graduation requirements must be successfully completed.

Clarification from Dyan Pease, DCCC Faculty Chair:
The DCCC wants to emphasize that this change would NOT change college graduation requirements (E.G. Area III (a)).
The main purpose is to allow students to choose one pattern and stay with it, regardless of type of degree (non-ADT) – not having to keep two GE patterns "in sync"; and second to allow students who are earning an AA/AS and transferring to choose a Transfer GE pattern and have it funded by Financial Aid.
A good example is Computer Information Science. Due to the inability of SCC to make necessary curriculum unit changes, the department does not have a transfer degree. This is an issue statewide since many of the math and science courses necessarily have high unit levels. So, students earn the AS degree and then transfer. These students should be able to choose the GE pattern that works for the institution to which they plan to transfer.
The DCCC voted on whether or not to forward this to the DAS and the support to do so was overwhelming. There were no dissensions or abstentions.

ATTACHMENT A:

Los Rios Community College District DCCC Report to the District Academic Senate
March 31, 2020
1. Curriculum: Courses and programs on the March 27, 2020 DCCC agenda were reviewed and approved. New courses and programs and deletions that were approved at DCCC will appear on the next Board of Trustees agenda.
2. Competency Committees: The Math and Writing Competency Chairs have been appointed for 2020 – 2022. Math: Ron Breitenbach (CRC); Writing: Heather Hutcheson (CRC)
3. New Designators/Thematic Blocks/Families: SCC presented first reading on associated thematic blocks for the EDT designator.

4. Collaboration Requests: Open collaboration requests in the District were discussed. Progress is monitored by the Curriculum Chairs at each college.

5. GE Alignment Project: Work is underway for curriculum chairs and AOs at the four colleges to work with faculty on GE alignment and articulations.

6. SOCRATES Advisory Group (SAG): No report

7. District Report: No report

8. GE Pattern Choice: The DCCC has voted to recommend the following section be added to Board P-7241: 2.3.8 Students may elect to complete these General Education Requirements by following any one of the following: the General Education pattern approved at the College; the CSU-GE Breadth pattern; the Intersegmental General Education Transfer Curriculum (IGETC). Regardless of the GE pattern selected, all local graduation requirements must be successfully completed.

Please note the last sentence: Regardless of the GE pattern selected, all local graduation requirements must be successfully completed. This proposed language does not change the local graduation requirements. Please emphasize this when discussing at your colleges. DAS will have first reading on March 31, 2020.

Respectfully Submitted, Dyan Pease DCCC Chair

• •

ATTACHMENT B:

Letter for Faculty from DETC to accompany Ally Implementation across Canvas

This is the final version with input from DE/IDC/LMS Faculty Coordinators from SCC, FLC, CRC, and ARC and approval by the District Educational Technology Committee.

Dear Faculty,

Due to the work of the District Technology Accessibility Task Force, with the recommendations of the District Educational Technology Committee and the statewide adoption of Ally to facilitate alternative formats for our students in the midst of our sudden transition to the all classes all online, Ally will be implemented in our Canvas classes effective _____

Upon implementation, students will see an arrow next to attached and embedded files that will allow them to preview the file in Canvas when available, download the file, or choose alternative formats that may suit their learning preference including tagged PDF, HTML, ePub, eBraille, and/or audio. This document called Ally Quick Start for students will provide information for them.

From the faculty view, Ally will provide indicators and instructions to help you remediate any inaccessible documents when you are ready. There is no action needed on your part at this time. A District Accessibility Implementation Committee will be working to identify areas of responsibility, support, and training needed for the remediation of inaccessible documents.

If you would like more information on how to remediate documents, the Ally website includes this section called Ally for LMS Help for Instructors. This website provides detailed instructions on how to access Ally Feedback and how to find instructions to remediate accessibility issues for different types of files.

Members of the District Educational Technology Committee, 3-26-2020