

District Academic Senate (DAS) Meeting

Tuesday, March 2, 2021

3:00 pm – 5:00 pm

ConferZoom

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96845456244?pwd=Y2dtYVRDZEplWGsrcHNhL3hHVGVdUzZ09>

Password: 220304

Or iPhone one-tap (US Toll): +16699006833,96845456244# or +12532158782,96845456244#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 968 4545 6244

International numbers available: <https://cccconfer.zoom.us/j/abHitcAmuK>

Or Skype for Business (Lync):

SIP:96845456244.220304@lync.zoom.us

Agenda

Preliminaries

- Call to order
- Welcome and Introduction of Guests
- Approval of the Agenda
- Approval of Feb 16, 2021 Minutes
- Public Comment (3 minutes per person as time permits)

DAS President's Report (10 minutes)

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

Decision Items (15 minutes per item)

1. District Curriculum Coordinating Committee (DCCC)-First Reading
 - **Proposal to modify P-7214.** The proposal from DCCC is to amend P-7214 to allow C- grades from other institutions to count for local degrees only if the C- grade was degree-applicable at the institution from which the C- grade was earned. [see supporting materials]
2. District Curriculum Coordinating Committee (DCCC)-First Reading
 - **Proposal to remove college Credit by Exam unit/residency requirement.** The DCCC recommends the removal of any unit or residency requirement found in college catalogs or other college documents as there is no such requirements in LRCCD Policy and Regulations.

Discussion Items (15 minutes per item)

1. Antiracism and Equity
 - Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters.

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.

2. **ARC Resolution on the Impact of Class Size**
 - Review the resolution passed by ARC Academic Senate and share any feedback from the other colleges. [see supporting materials]
3. **Supporting PD for Online Teaching and Learning**
 - Interest in using some of the federal coronavirus one-time funding for incentives for faculty training and PD opportunities related to online education-accessibility, effective online teaching practices, equity, etc.
4. **[Reopening Planning](#)**
 - Share any concerns or input regarding the Los Rios CCD reopening planning.
5. **[District Committee](#) Appointments for 2021-2022**
 - Plan for a process for collecting recommendations for district level committee appointments for the 2021-2022 academic year.

Reports (5 minutes per item, as time permits)

- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Wada)
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
 - AB705 (Oliver)
 - Accreditation (Oliver)
 - Adjunct Hiring Manual (Crosier)
 - Accessibility (DAPIC)(Knudson)
 - Budget (Myers)
 - Calendar (Oliver)
 - College Bookstores (Crump)
 - Equivalency Task Group (Oliver)
 - Ethnic Studies Council (Cheshire/Heningburg)
 - Prison & Reentry Program (Crosier)
 - Other...
- Academic Senate for California Community Colleges (ASCCC)
- Los Rios College Federation of Teachers (LRCFT) (Newman)

Future Events

- Future DAS meetings-Mar 16th, Apr 6th, Apr 20th, May 4th
- [LRCCD Board of Trustees](#) Retreat March 5-6, 2021; Meeting, Wednesday, March 17, 2021 5:30pm
- [ASCCC Area A](#) (virtual) Fri March 26
- [ASCCC Spring 2021 Plenary](#) (virtual) April 15-17
- [ASCCC events](#)-many other events and institutes are listed on the website

Supplemental Materials

Decision Item #1

2.1 Number of Units

2.1.1 Satisfactory completion of a minimum of sixty (60) units of collegiate work with a “C” (2.0) grade point average in a curriculum which the District accepts toward the degree, provided that twelve (12) units must be earned in residence at the College recommending the degree.

(FOWLER: the above refers to the combination of coursework in the major, GE, and electives as necessary, to total 60 semester units. 2.0 GPA allows for “D” grades”)

1.3.1.1 All reference to “units” in this policy is to “semester units.”

2.1.2 Units of credit are assigned to courses based on the “Carnegie unit,” which assigns one unit of credit for three (3) hours of work by the student per week. Usually this means one (1) hour of lecture or discussion led by the instructor and two (2) hours of outside preparation by the student. In laboratory courses, three (3) hours of work in the laboratory are normally assigned one (1) unit of credit which may include some additional preparation outside of class time.

2.2 Major Field of Study

2.2.1 Satisfactory completion of a minimum of eighteen (18) units in a major field of study or an area of emphasis from those specified in the catalog of each College with a minimum grade of “C” or the equivalent (FOWLER: “or the equivalent” means “P” as defined in Los Rios – i.e. at least a “C”) for any class (change to course) in a major field of study ADD:”, and a minimum cumulative grade point average (GPA) of at least 2.0.”

ADD: "For courses completed at colleges or universities outside of the District, a grade of "C-" is acceptable if the "C-" grade was used to fulfill a requirement in the major field of study at the college or university at which the course was completed."

[FOWLER: 2.2.1 references only courses in the major field of study or area of emphasis. C or equivalent or C-minimum Excludes a “D” grade from coursework used in the major field of study.]

Discussion Item #2

Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners

Whereas, American River College (ARC) is committed to becoming a more equitable institution, and equitable education requires building relationships with students and providing individualized learning experiences to meet diverse needs; and

Whereas, quality learning experiences and effective teaching strategies in online and face-to-face classes require active and interactive learning opportunities and multiple, diverse measures for assessing student learning; and

Whereas, there is a relationship between class size and/or instructor:student ratio and instructor ability to implement these best practices in equitable, effective and quality education; and

Whereas, despite Los Rios Community College District (LRCCD) Regulation 7131, 2.1 stating “Each College of the Los Rios Community College District shall determine the optimum class size for each course or subject area based on effectiveness of instruction and efficiency of operation”, class size appears to be determined in an arbitrary, inconsistent, non-transparent manner, resulting in inequitable and inconsistent educational experiences for students across different Los Rios Community College District (LRCCD) institutions and classes;

Resolved, that the American River College Academic Senate requests, pursuant to Los Rios Community College District Policy 7131 authorizing the Chancellor or designee “to develop Administrative Regulations for setting class size guidelines for all area classes within a division”, that a task force be convened to develop recommendations for establishing a standing governance body whose purpose shall be to set guidelines for determining optimum class sizes on a course level basis.

Resolved, that the resulting governance body includes representatives from the Academic Senates, Los Rios College Federation of Teachers (LRCFT), and administration from all four Los Rios colleges as well as appropriate district administrative leadership.

Resolved, that the resulting governance body develops processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes on a foundation of equity based decision making, with an emphasis on faculty ability to implement best practices in equitable, effective education.

References

ARC [Mission, Commitment to Social Justice](#) and [Strategic Goals](#)

[ARC Institutional Equity Plan](#)

ARC Disproportionate Impact (DI): African American, LatinX, Native American Project Team [Executive Summary](#)

Linton, C. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin Press. Association of College and University Educators (ACUE) [Effective Practice Framework](#) The American Council on Education Course in Effective Teaching Practices California Community Colleges Online Education Initiative, [Course Design Rubric](#), April 2020.

Horning, Alice. “The Definitive Article on Class Size.” WPA. *Writing Program Administration*, vol. 31, no. 1-2, Council of Writing Program Administrators, 2007, p. 11–.

J J Arias & Douglas M. Walker, 2004. "Additional Evidence on the Relationship between Class Size and Student Performance," *The Journal of Economic Education*, Taylor & Francis Journals, vol. 35(4), pages 311-329, October.

LRCCD [Policy 7131](#) and [Regulation 7131](#): Class Size

[LRCCD Collective Bargaining Agreement with LRCFT \(“Contract”\) Article 4.5.1](#) Strategic Enrollment Management Project Team. [Schedule Development Guidelines](#). February 2020

Academic Senate for California Community Colleges (ASCCC). [Setting Course Enrollment Maximums: Process, Roles, and Principles](#). Spring 2012.

Los Rios CCD Academic Senate Call to Action

Approved Tuesday November 17, 2020

The four Los Rios Colleges and the District Academic Senate support the Academic Senate of California Community Colleges (ASCCC) Fall 2019 Plenary Resolution "[Support Infusing Anti-Racism/No Hate Education in Community Colleges](#)". Specifically, to the following Resolved statements from that resolution:

- *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, our Academic Senates are committed to:

1. Include a discussion of anti-racism/no-hate education on agendas. 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 houses 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 with an equity lens.
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 structural and historical biases that exist.