

Tuesday, March 16, 2021
 3:00 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
Lisa-Marie Mederos	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
[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)	Excused
Bernadette Anayah	FLC	District Equity & Student Services Committee (DE&SSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X
Guests			
Keith Heninburg	SCC	Faculty, History & Ethnic Studies, Co-chair of LRCCD Ethnic Studies Faculty Council	X
Tamara Cheshire	FLC	Faculty, Anthropology, Co-chair of LRCCD Ethnic Studies Faculty Council	X
Teresa Aldredge	CRC	Faculty, Counseling, LRCFT College President	X
Craig Davis	SCC	Faculty, Geography	X

Preliminaries

1. Call to Order at 3:01pm.
2. Welcome and Introduction of Guests
3. Approval of the Agenda---approved.
4. Approval of March 2 minutes---approved.
5. Public Comment (3 minutes per person as time permits)

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

1. District Curriculum Coordinating Committee (DCCC)-Second 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.*

Action:

Motion to approve.

MSU, Beyrer/Shubb

2. District Curriculum Coordinating Committee (DCCC)-Second 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.*

Action:

Motion to approve.

MSU, Shubb/Petite

3. Impact of Class Size-First Reading

Formally request action on the resolved statements found in the ARC resolution "Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners".

- Local senates can take this ARC resolution back to local senates for input and can use it as a model to draft for a DAS resolution, i.e. perfect the motion. Oliver will put up a Google Doc with the ARC resolution and DAS members can add comments/suggestions/changes.
- Be cautious of what goes into a DAS resolution/statement to make sure there are not unintended consequences for one or more of the colleges, e.g. class size at one college might not be appropriate at another college.
- It was emphasized that this resolution is about establishing a process.
- It was noted that the overall goal/premise is whether we want a districtwide group to look at class size---this can be accomplished by either a resolution or a statement.
- Interest in adjunct representation in the workgroup.
- Absolute need for union input.
- Concerns how decisions might affect productivity.
- Productivity and state Student-Centered Funding Formula

Discussion Items

4. Antiracism and Equity

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

Oliver reported that she attended a presentation by Lasana Hotep recently and encouraged others to attend one of the repeat presentations in April and May. In response to a question about any college or district having a good anti-racism action plan, he suggested the one from West Valley College--- <https://www.westvalley.edu/social-justice/index.html>. She also reported that Cynthia Olivo will giving an equity training presentation---Si Se Puede: Affirming Latinx Students Through Intentional Practices for Success--- <https://inside.arc.losrios.edu/inside-calendar/si-se-puede-affirming-latinx-students-through-intentional-practices-for-success>

ARC Academic Senate is re-examining the faculty hiring prioritization process---this is a different environment with different goals, one example being the desire at all four colleges for Ethnic Studies (ES) departments with full-time faculty. ARC Academic Senate is hosting a panel this Thursday to demystify the senate and a lesson learned is to have intentional invitations to attend the panel.

CRC academic senate has been discussing on infusing anti-racism and equity work in everything being done on campus and goal is to list all the ways that have come up and share with DAS colleagues.

FLC senate leadership is reaching out to faculty to serve on senate. FLC has approved an Ethnic Studies council. One question that has come up in the ES discussions in regard to approval of courses for CSU GE approval---do other General Education (GE) requests have to go through such a council? Is this an extra approval step? Pros and cons on the question.

The SCC Ethnic Studies faculty have put together an advisory group and is now working as a group of the senate. Last week, the senate approved a resolution in support of equity-focused professional development for the faculty performance review process. It was also noted that two of the First-Year-Experience (FYE) sections have an ethnic emphasis. They were favorably evaluated and reviewed with a recommendation to expand to five sections for the Fall.

5. Reopening Planning

Share any concerns or input regarding the Los Rios CCD reopening planning.

District and college leadership met with faculty (senate and union) leadership yesterday and shared a lot of information and feedback. Today there were several meetings of district and college administrators and district and college senate leadership

Impossible to Convert/Complete Programs” (those that we have been entirely or mostly unable to offer at all in the past year) are expanded to include five additional programs, bringing the total to 27. These programs will proceed on-ground regardless of the status of social distancing requirements, with significant safety planning to ensure that students, faculty, and staff are safe.

Difficult-to-Convert (hard science labs, ESL, the arts, and affinity cohort programs like Umoja, Puente, and TRIO) will possibly be put into an on-ground schedule and will transition to online if social distancing is required in the weeks leading up to the start of the Fall term..

New category---Math and English. To support the districtwide focus on equity and completion, a substantial number of new course sections in math/statistics/quantitative reasoning and English (ENGWR only) will be scheduled for on-ground instruction. The sections will proceed as on-ground sections regardless of the status of social distancing requirements. Class caps for these sections will be lowered as they are scheduled, but raised if social distancing is no longer required prior to the start of classes.

Federal Stimulus money will be used in Fall to keep hard-to- convert sections and the English and Math sections at lower class caps.

Additional programs are also being considered based on recommendations that come through Department Chairs, Academic Senate, Deans, and Vice Presidents of Instruction, and all will be discussed at Chancellor's Cabinet before a decision is finalized about their scheduling.

Action:

College senate presidents to contact VPIs (hopefully before Chancellor's Cabinet on Monday) on possibility of other courses/programs to be included.

- Any possibility of pushing back registration/enrollment date from April 5? Oliver noted there is no great desire to change that.
- Concerns about communication and faculty involvement. Recognize that it is a rapidly changing environment. Seems to be some positive movement. Have asked for a schedule that is more flexible. Increased inventory of on-ground and hybrid sections.
- Do the VPIs and others have a list of what departments wants to have courses considered? Oliver responded that deans have not yet been informed (District wanted to first have dialogue with senate leadership), but noted that that criteria will still be tightly developed for such courses and she also emphasized the importance for senate presidents to work with their VPIs
- Mask/no mask issue. Will it be like enforcing the smoking policy? Masking/not masking might be a future issue for DAS to take up.

6. Program Placement Council (PPC)

Review of edits made to PPC operating guidelines.

Torence Powell and Oliver met with music faculty members last week and came to some agreements. PPC convergence on Friday went well.

Operating guidelines need major changes:

- Draft is on the DAS agenda.
- Steps were more clearly delineated.
- Want to come up with a template for a college coming up with a program---varies widely right now.

7. Los Rios Colleges Online (LROC)

Discussion of the development of the four fully online programs.

- Business Administration AS-T at American River College
- Health Information Technology AS at Cosumnes River College
- Communication Studies AA-T at Folsom Lake College
- Administration of Justice AS-T at Sacramento City College

Was formed after a semester-long process (Spring 2020) between college presidents and college senate presidents. One of the goals was to get a fully-online program at each of the colleges.

Additional support for students---especially student services components---looking at overload assignments for counselors

- Haug noted that she was surprised that they were informed about some requirements that were new to them. Concerns about 8-week format. English 300/33 is currently not being offered in 8-week at FLC. Also the Communication Studies department has concerns about a public speaking course as an 8-week offering. It was noted that ARC has created an 8-week Oral Communications section. Length of time does not appear in Course Outline of Record. She noted that the response was to use the model of Arizona State University (ASU) model which uses shorter-week schedules, but Haug noted that ASU students - only take one course in each 8-week session. We are looking at three challenging courses in the first eight weeks (especially the Golden Four in the first 8 weeks)! FLC will go forward with the notion that these are guidelines/recommendations, not requirements.

- It is not faculty making the decisions about the 8-week program.
- Who gets to make these calls? Placement of courses within programs is a 10+1 purview of the faculty.
- Can we offer some of these courses in a 16-week model? District seems reluctant.
- Seems like they want to structure this in the cohort model
- Efficacy of synchronous offerings doesn't seem to be based on research of community college students.
- Haug doesn't recall any discussion of a college success course.
- Need to advocate that the delivery of curriculum is directly to skill and knowledge acquisition. These discussions should be held with discipline faculty.
- To what extent is there discussion about counselors advising using sections at other colleges to complete the degree?

Action:

Oliver will contact co-chairs of the LROC workgroup (Torence Powell and Dyan Pease) and share the DAS dialogue.

8. Comprehensive Student Survey [TIME CERTAIN: 4:30pm]

Betty Glycer-Culver, Director of Institutional Research, will be joining us to talk about the development and implementation of a student survey.

DAS gave feedback to Glycer-Culver that she will incorporate into the draft and bring back to DAS.

Reports (5 minutes per item)

- Meetings with Chancellor, Deputy Chancellor, etc.

Senate presidents meeting with Chancellor King and Deputy Chancellor Nye on March 16:

Student Services

- Chancellor's executive staff-realize lots of improvement needed to improve quality
- College presidents are leading the conversations
- Financial Aid and Admissions & Records-centralize these two areas, work to increase FA awards as a goal, reinvent new structure, more remote services
 - o Constituencies will be involved as these discussions move forward
 - o Don't repeat mistakes recently made with tutoring

Reopening Fall 2021

What might be added to on ground schedule while maintaining access?

Need to operationalize by next Mon Mar 22nd for 'go live' and priority registration. Final decisions at Chancellor's Cabinet on Monday.

College to college alignment will be done

- Hard to convert programs (scheduled on ground but will shift back to online if distancing still required)
 - o Science, art, music, ESL, ...
- Impossible to complete/impossible to convert (scheduled on ground will remain on ground if distancing still required)
 - o Subsidized lower caps
 - o Some additional courses/programs added to the list
- Other on ground targets to consider (scheduled on ground will remain on ground if distancing still required)
 - o Math and English-lower caps subsidized with stimulus funding, but will be raised if distancing not

required

- Targets for equity goals, gatekeeper courses

Questions:

- ECE-are there courses that have not been able to be offered
- Child Development Center; prioritize serving students who are taking on ground classes (not our conversation to have; not important to instructional schedule)
- MET-impossible to convert courses within program
- UMOJA, Puente, A2MEND...conversations about offering courses to these cohorts
- Summer trends in right direction, will more changes happen? Will more FTE be available for more on ground? A small amount and cancelled course FTE

- No idea what the demand for on ground will be for students.
- LRCFT negotiations earlier were for protection of employee safety and health

Budget-stimulus

- Communication to everyone tomorrow with more details about these funds
- Clear guidelines shared for how these may be used

- College Academic Senate Presidents
- District Curriculum Coordinating Committee (DCCC) (Wada)
- District Equity & Student Success Committee (DESSC) (Anayah)---see Attachment A.
- District Educational Technology Committee (DETC) (Trench)---report via Oliver---the Test Proctoring Task Force submitted their list of recommendations to DETC and we are awaiting feedback and final approval at our next meeting on March 25th.
- Ethnic Studies Faculty Council---bringing a resolution about ethnic studies departments at each of the colleges. Asking for feedback from DAS (Oliver noted that it will be on the April 6 DAS agenda). The Council has worked on developing processes, updated a curriculum flowchart, and created a template for evaluating new curricula as well as revised curricula. They are discussing an ES summit. Instituted some workgroups---getting ready for submission to college curriculum committees. Using the example of the ES department at SCC as a model for the other colleges. They will be attending the CCC ES meeting this Friday. Also attended the C-ID (Course Identification Number) meeting. Faculty members across the state upset about the Social Justice Studies C-ID---they will be working on creating a TMC for Ethnic Studies. Movement with 5C (state curriculum committee) to move language forward to make ES a statewide competency for CCCs---hope for implementation of Fall 2022.
- Other meeting reports:
 - o AB705 (Oliver)
 - o Accreditation (Oliver)
 - o Adjunct Hiring Manual (Crosier)
 - o Accessibility (DAPIC)(Knudson)---asked college senate chairs to forward survey request
 - o Calendar (Oliver)
 - o College Bookstores (Crump)
 - o Equivalency Task Group (Oliver)
 - o Prison & Reentry Program (Crosier)
 - o Other...
- Academic Senate for California Community Colleges (Oliver)---Area A meeting (March 26) and Spring Plenary (April 8-10) Sessions will be virtual.
- Los Rios College Federation of Teachers (LRCFT) (Newman)

- Adjourned at 5:00pm

Future Events:

- Future DAS meetings-April 6 and 20, May 4
- LRCCD Board of Trustees Meeting: Wednesday, March 17, 2021 5:30pm
- ASCCC Area A Meeting (virtual), Friday, March 26
- ASCCC Spring Plenary Session (virtual), April 15-17

ATTACHMENT A:

The Los Rios District Equity & Student Success Committee met on 03.15.2021 2:30 - 4:30 PM

I. Sub-committee and workgroup updates and membership

Digital Equity Subcommittee

The approach for the work of this subcommittee will be not only from lens of access and equipment but will also address providing the support needed by instructors, students, and other employees; including college Distance Ed committees and those who are working directly with students at college level; addressing retention of students whom we lose due to tech issues and lack of access.

UnDocu Students workgroup

This group is meeting actively and has valuable information on helping DACA students and changing legislation

II. Status of Equity consultants (Hotep & Olivio) Equity Consultants Report (from BJ to District Academic Senate) Full list of equity trainings offered by consultants

III. Discussion about tutoring services and how welcoming (or not) these services are for Black/AA students - DESSC would be the perfect space to have this conversation.

IV. Campus Self-Assessment on Racism (BJ). Equity work being done to impact the culture of the campus - which colleges are successful? 1. West Valley College: Antiracism and Inclusion Action Plan 2. Social Justice at West Valley

V. Obstacles to equity and student success

Dual Enrollment/Advanced Ed Workgroup: African American students are not taking advantage of advanced ed opportunities. Concerning because these opportunities are strongly linked with student success. Work group members were asked to reach out to campuses in terms of outreach to these student populations.

It was noted wraparound supports are currently not sufficient in terms of an intensive effort to bring a lot of high school students in.