

District Academic Senate (DAS) Meeting - Agenda

Tuesday, March 15, 2022

3-5 pm

Zoom Information

- Join Zoom Meeting
<https://rccd.zoom.us/j/96845456244?pwd=U1p6Uzd2ZXVqb3ZlR1U5eGk4bmYrUT09>
- Meeting ID: 968 4545 6244
- Passcode: 738934
- One tap mobile
 - +16699006833,96845456244# US (San Jose)
 - +12532158782,96845456244# US (Tacoma)
- Dial by your location
 - +1 669 900 6833 US (San Jose)
 - Meeting ID: 968 4545 6244
- Find your local number: <https://rccd.zoom.us/u/avmTFy48J>
- Join by Skype for Business
- <https://rccd.zoom.us/skype/96845456244>

Preliminaries

- Call to order
- Land Acknowledgement [listed at end of agenda]
- Welcome

Public Comment (up to 3 minutes per person as time permits)

The public may comment on any items within the DAS's jurisdiction, even if the items are not on the agenda, only during this portion of the meeting. However, the law prohibits action by the DAS on non-agenda items. Speakers are limited to up to three minutes. If you wish to speak to a particular item on the current DAS agenda, your comments will be taken up at the time the DAS takes up that item.

Consent Considerations

A member of the DAS may request that an item be removed for further discussion and separate action.

- DAS March 15, 2022 Agenda
- DAS March 1, 2022 Minutes
- Adoption of Findings Related to Public Meetings Pursuant to AB 361:

BACKGROUND:

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.

On September 16, 2021, Governor Newsom signed AB 361, which amended the Brown Act to provide local legislative bodies the ability to conduct virtual meetings under certain circumstances. The legislation included an urgency clause, which made it effective immediately.

AB 361 allows local legislative bodies to conduct virtual meetings during a state of emergency proclaimed by the Governor under certain conditions, including when “the state of emergency continues to directly impact the ability of members to meet safely in person.”

If the state of emergency is ongoing, the local legislative body must adopt certain findings by majority vote every thirty days in order to continue using the virtual meeting rules under AB 361.

RECOMMENDATION:

It is recommended that the District Academic Senate (DAS) adopt the finding “the state of emergency continues to directly impact the ability of members to meet safely in person.”

DAS President’s Report (10 minutes)

Review of meetings and answering of any clarification questions.

Decision Items (15 minutes per item)

None

Discussion Items (15 minutes per item)

1. Diversity, Equity, Inclusion, and Accessibility (DEIA)
 - a. Time for reflection on how to infuse DEIA work into everything associated with academic and professional matters.
2. DAS Constitution and Bylaws
 - a. The appointed work group will share their proposal for edits to the DAS documents which address the specifics of decision making. Feedback from the body will be requested.
3. [ASCCC Resolutions](#)
 - a. The resolution packet to be discussed at Area meetings next week will be reviewed and discussed in preparation for Area A on Fri Mar 18th.
 - b. Please note delegates must complete the “Delegate Change Form” and return to ASCCC before Mar 31st to be eligible to vote.
4. Faculty Hiring/Human Resources
 - a. There will soon be a request for a work group to be formed to brainstorm an ideal faculty hiring process. With no barriers or limitations what would we like our process to look like?
 - b. HR will be evaluated by an outside party for feedback on how to improve HR functioning.
5. Resolution: Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners
 - a. Sharing of any feedback from the district and college levels regarding the resolution. (see supplemental materials for resolution)
6. DAS Travel Allotment
 - a. Each college academic senate is allocated nine trips each academic year for attendance at ASCCC events, including Plenary. Is there an interest in asking for an increase of that allocation?

Reports (5 minutes per item, as time permits)-Please submit written reports to DAS President and Secretary.

- Meetings with Chancellor, Deputy Chancellor, etc.
- College Academic Senate Presidents-ARC, CRC, FLC, SCC
- District Curriculum Coordinating Committee (DCCC) (Hicks)
- District Equity & Student Success Committee (DESSC) (Anayah)
- District Educational Technology Committee (DETC) (Trench)
- Other meeting reports
 - AB705 (Oliver)
 - Accreditation (DACC) (Oliver)
 - Adjunct Hiring Manual (Crosier)
 - Accessibility (DAPIC)(Knudson)
 - Budget (Myers)
 - Calendar (Oliver)
 - Constitution & Bylaws Revision
 - Ethnic Studies Council (Cheshire/Heningburg)
 - Prison & Reentry Program
 - Other...
- Academic Senate for California Community Colleges (ASCCC)

Future Agenda Items

- Hyflex/Syncflex/Asyncflex Modalities
- District Accessibility Plan Implementation Committee (DAPIC)
- Los Rios Colleges Online (LRCO)

Future Events

- Future DAS meetings
 - Spring 2022-Apr 6 & 20, May 3
- [LRCCD Board of Trustees](#)
 - Regular Meeting, Wednesday, Mar 16, 2022, 5:30pm
- [ASCCC events](#)-many other events and institutes are listed on the website
 - Area A Friday March 18, 2022 (virtual)
 - Plenary April 7-9, 2022 (hybrid)

Supplemental Materials

Discussion Item # 4: Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners

Whereas, the District Academic Senate (DAS) is committed to all the colleges becoming more equitable institutions, 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, nontransparent manner, resulting in inequitable and inconsistent educational experiences for students across different Los Rios Community College District (LRCCD) colleges and classes;

Resolved, that the District 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 course-by-course, discipline-by-discipline, and college-by-college 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

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

Arias, JJ & Walker, Douglas M. 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.

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–.

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.

LRCCD Collective Bargaining Agreement with LRCFT (“Contract”) Article 4.5.1 Strategic Enrollment Management Project Team.

Schedule Development Guidelines. February 2020

LRCCD Policy 7131 and Regulation 7131: Class Size

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.

Land Acknowledgements

[ARC Indigenous Land Statement](#)

“We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.”

[CRC Land Acknowledgement](#)

“We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present.”

[FLC Land Acknowledgement](#)

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

[SCC Land Acknowledgement](#)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”