District Academic Senate (DAS) Meeting Approved Minutes

**Tuesday, May 16th , 2023 - 3:00 -5:00 pm**

**Los Rios District Office Main Conference Room**

<https://lrccd.zoom.us/j/84695861936?pwd=alhnSjMwTTAyRndOL1J0aTZNNHNSdz09>

Meeting ID: 846 9586 1936 Passcode: LosRios

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Campus | Role | Present |
| Alisa Shubb | ARC | District Academic Senate President | x |
| David McCusker | ARC | District Academic Senate Secretary | x |
| Carina Hoffpauir | ARC | Academic Senate President | x |
| Brian Knirk | ARC | Academic Senate Vice President | x |
| Veronica Lopez | ARC | Academic Senate Secretary | x |
| Alisa Shubb | ARC | Academic Senate Past President | x |
| Jacob Velasquez | CRC | Academic Senate President | x |
| Lisa-Marie Mederos | CRC | Academic Senate Vice President | x |
| Eric Anderson | CRC | Academic Senate Secretary |  |
| Scott Crosier | CRC | Academic Senate Past-President |  |
| Eric Wada | FLC | Academic Senate President | x |
| Danielle Beck | FLC | Academic Senate Vice President | x |
| Lisa Danner | FLC | Academic Senate Secretary | x |
| Paula Cardwell | FLC | Academic Senate Past President | x |
| Sandra Guzman  | SCC | Academic Senate President | x |
| Dawna DeMartini | SCC | Academic Senate Vice President | x |
| Amy Strimling | SCC | Academic Senate Secretary | x |
| Lori Petite | SCC | Academic Senate Past President | x |
| Bill Simpson | ARC | District Curriculum Coordinating Committee (DCCC) | x |
| Morgan Murphy | FLC | District Educational Technology Committee (DETC) | x |
| Ea Edwards | CRC | District Equity & Student Services Committee (DESSC) |  |
| Jason Newman | CRC | Los Rios Colleges Federation of Teachers (LRCFT) | x |
| Kandace Knudson | SCC | Instructional Accessibility Committee | x |
| Georgine HodgkinsonKalinda Jones | CRCFLC | Prison Reentry Education Program Committee (PREPC) | x |
| Tamara CheshireKeith Heningburg | FLCSCC | Ethnic Studies Faculty Council | xx |

## Preliminaries

1. Welcome / Call to order

2. [Land Acknowledgement](#_Land_Acknowledgements): Los Rios Acknowledgment read

3. Approval of Agenda: Approved

4. Approval of Minutes: Approved

5. Introduction of Guests: Craig Davis, Vivian Dillon, Tracey Hodge, Teresa Aldredge

6. **Public Comment Period** (up to 3 minutes per speaker)

Desire expressed that the questions on student evaluations of faculty be reevaluated.

Interest expressed in senate and LRCFT working together on student evaluation questions.

7. DAS President’s Report

Class size task group needs additional time but will be bringing a report to DAS early in fall.

DAS 2023-24 [meeting calendar](#calendar) & modality [survey](https://lrccd.instructure.com/courses/176134/quizzes/1697337?wrap=1). Suggested that DAS not meet on August 22nd and instead have a retreat on Friday August 25th. If a meeting is scheduled for August, it may be scheduled on the 29th as meeting on August 22 could conflict with a local senate meeting. Suggested that DAS president should have leeway to make a decision about whether to meet in August as we get closer to that time.

## Consent Items (Any member of the DAS may request an item be removed for further discussion and separate action.)

1. Approval of remote attendees: Approved by consent

## Decisions (10-15 minutes per item)

 9. DAS Recommendation for PREP Coordinator/Counselor tenure track critical hire *(Second Reading)*

Making a recommendation before summer would be advantageous. Otherwise, District may pursue hiring someone not in a tenure track position.

Reported that students have been continuing to ask if they will be getting access to a counselor.

Enthusiasm expressed for making this a DAS recommendation, as this would require the District to explain if they choose to deviate from this recommendation.

Approved unanimously by roll call vote.

Yes: Carina Hoffpauir, Brian Knirk, Veronica Lopez, Jacob Velasquez, Lisa-Marie Mederos, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite.

 10. Revisions to [P-2211](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.p76hco4eu7), [R-2211](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.12uctyaoguq2), [P-2242](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.dnd6gz735sv2), [P-2523](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.clqc693y4dt9), [P-2254](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.x95k03d9nwyn), [R-2821](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.x8lhp0r2gt5r) *(Second Reading)*

Reported that at ARC and SCC, all were approved by consent. At FLC, there was no feedback. More time needed at CRC to seek feedback. This item will be revisited at the next meeting.

 11. Revisions to [R-3412](https://losrios.edu/shared/doc/board/regulations/R-3412.pdf) on Participatory Governance/Academic Senate *(Second Reading)*

This would be to recommend that these changes go to general counsel to go to Chancellor’s Cabinet.

ARC and SCC approved by consent. No feedback at FLC. Not discussed at CRC.

Approved unanimously by roll call vote.

Yes: Carina Hoffpauir, Brian Knirk, Veronica Lopez, Jacob Velasquez, Lisa-Marie Mederos, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite.

 12. Adoption of District Ethnic Studies Council Resolution: [Prioritize Ethnic Studies Hires in the Los Rios District](https://docs.google.com/document/d/1FArckmPSSCzyaCRSVYgJDhtqGPNvQgWA5-8SQJTBMNQ/edit?usp=sharing) *(Second Reading)*

If adopted by DAS, the resolution would be shared at local senates with a recommendation from DAS.

Language in the resolution changed to recommend “highest possible level of support.”

Suggested that we should simply ask local senates to give due consideration of the whereas statements in the resolution by changing the resolved statement to make this the ask.

Clarified that while the District Ethnic Studies Council created and passed their own resolution, now DAS is working on what DAS will state.

Noted that much of what is stated of ETHNS faculty in the resolution would be true of counselors as well. Noted that at SCC they have lost 11 FT counselors, none of which have been replaced. ETHNS has access to DAS in a way that counselors do not have. This creates a dilemma as it becomes difficult to make this case for ETHNS and not for counselors.

Noted that ETHNS is a graduation requirement. Feared that we could be turning away thousands of students by end of next year if we don’t have enough ETHNS faculty to serve students.

Suggested that ETHNS needs the resolution to counter the oppression against ETHNS.

Concern expressed that the resolution may not have the desired outcome. Is there another way to get what we want?

Concern about the resolve statement being misdirected. Local senates do not determine what positions will get hired. Suggested to shift the focus to District Administration. Robust funding for FT hires would give us the ETHNS hires we need.

Suggested that need for prioritization by local senates of ETHNS positions is a vital part of getting these positions. Perhaps a two-pronged approach which also focuses on District Administration would be helpful, but it is important for it to be prioritized by local senates.

Suggested that District’s not seeing ETHNS hires as critical hires has made it more difficult to get these hires.

Suggested to change “associate” to “tenure-track.”

Amendment proposed to strike DAS from the first resolve statement and to add a second resolve statement that urges local senates to give all due consideration of the whereas statements during the prioritization process.

At the last meeting, the veracity of the third whereas statement was debated. Discomfort was expressed at this meeting with the idea of passing the resolution with what some believed was inaccurate information. Suggested to change 3rd whereas statement from “all colleges” to “many colleges.”

Inquiry if we can get data from the district that would help inform how the third whereas should be stated.

Asked that DAS keep in mind that current ETHNS data may not be predictive since it is not yet a transfer requirement.

Suggested that the 3rd whereas statement may not be helpful when being explored at a local level as local data would be most helpful for those discussions.

Suggested that there will be immense need in the future, but that the 3rd whereas would not be true for Fall of 2022.

Motion to support the amended resolution that has the second resolve and the striking of the third whereas.

Motion adopted by roll call vote. 13 yes votes and one no vote.

Yes: Carina Hoffpauir, Brian Knirk, Veronica Lopez, Jacob Velasquez, Lisa-Marie Mederos, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Dawna DeMartini, Amy Strimling, Lori Petite.

No: Sandra Guzman.

 13. Adoption of DAS Non-credit Exploration [Task Force Report](#noncredit) & Recommendations *(First Reading)*

Noted that original charge asked the task group to look at this through an equity lens, and that does not appear to be present in the recommendation.

Concern expressed that barriers such as whether or not LRCFT would support noncredit, were not explored. No area of the report acknowledged possible barriers. Lack of info on LRCFT support at this point is a concern.

Concern expressed about the lack of equity framework in the recommendation. Want to make sure we are doing this because it is right for students, not because there is money on the table.

Suggested that the proposal could use additional specificity as to what the phased approach would look like? Which areas would we be looking at first?

Suggested that we ask the original work group to revise the report to address the areas that were not addressed such as equity and potential barriers and fleshing out more detail about what a phased in approach would look like.

Suggested that possibly the work group did not feel they had the capacity to address the areas that were omitted, so it could be beneficial to task a new group with exploring those areas.

Suggested that the initial group should respond first before going to a second group.

Concern that there was not strong LRCFT participation and belief that strong LRCFT participation would be essential.

Support expressed for the idea of going back to the group with the feedback generated today.

## Reports (5 minutes per report + 5 minutes for questions)

## Discussions (10-15 minutes per item)

1. Initiation of District Work Experience/Sector Internship Director work group

[Work Experience & Internship Committee of the District Academic Senate Recommendation](#work_exp)

There are adjunct faculty working as sector internship directors and reporting to District. This was started without consulting with faculty. DO has never consulted with Work Experience Coordinators about best practices for working with students from DI populations. In many ways, this sector internship project is a parallel program run by District, completely separate from the existing work experience programs. Concerns raised about lack of training for those in this program District has been running.

Work experience coordinators are advocating for this workgroup.

Inquiry if District realizes that this is a huge overreach. Do they understand this is not how this should work?

Concern expressed that if this overreach goes unchecked it will continue to snowball.

Suggested that LRCFT be informed about this issue. Perhaps a grievance should be filed by LRCFT.

Desire for transparency about the funding for this sector internship program.

Concern expressed that committee should be more faculty weighted.

Noted that local senate presidents were never asked to appoint anyone to hiring committees for these positions.

Suggested that District should be asked to cease and desist this program. Can we pause this program?

Suggested that a pause should be possible but perhaps that would need to come from the workgroup so that faculty have the opportunity to make the request with sufficient detail to actually pause all the aspects that should be paused.

Motion to suspend the rules so that we can vote to bring this forward. Approved unanimously.

Motion to support the creation of the workgroup with the DAS president having the ability to amend the composition of the workgroup.

Approved by unanimous roll call vote.

Yes: Carina Hoffpauir, Brian Knirk, Veronica Lopez, Jacob Velasquez, Lisa-Marie Mederos, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite.

1. Collegial Consultation
	1. Resolution report
	2. Informational presentation to Board of Trustees

[Draft Report](https://docs.google.com/document/d/1FIxM4IO21UWLgpHOCZ7nj0PXeqQCFDwT/edit)

[Draft of new version or report with checklist](https://docs.google.com/document/d/1XCihUdf0ZykbJ3bSwJUkMHCs0VQcf7crXVD9VBvTRQc/edit?usp=sharing)

Collegial Consultation ppt not shared at prior BOT meeting because of concern that it might be a Brown Act violation because it should have been presented as an information item. It is now scheduled to be a presentation from Jamey Nye and the DAS President as an information item at the June BOT meeting.

Proposed variation of the Collegial Consultation Report would incorporate a collegial consultation checklist that would help determine if collegial consultation has taken place. May help District to understand our expectations around collegial consultation.

Support expressed for the variation with the checklist.

Noted that consultation with faculty on enrollment plans has been lacking.

Suggested that we need a written record of collegial consultation. An informal conversation in a hallway is not sufficient.

Suggested that we should reject the response from the Board president as premature because it is a response from the Board President as an individual and not something created with the feedback or input of other board members.

Suggested that it is not reasonable at this point that District does not understand what collegial consultation is. Their behavior over the years is indicative of how they want to operate. The historic frame is important.

Desire expressed for a united front of DAS and LRCFT on collegial consultation.

Concern about the optics of Jamey Nye co-presenting to BOT on collegial consultation. Suggested that the optics may work for us; may suggest that District accepts how we define collegial consultation.

Noted that accreditation had inquiries about collegial consultation. Suggested that those inquiries should be added to show the concerns of an outside body, demonstrating that these are not the concerns of a disgruntled minority.

Concern expressed about BOT President Knight’s rephrasing and truncating faculty concerns.

Suggested that when responding to Knight’s email, acknowledge that it was not a formal Board response, and inquire when we could expect a formal BOT response.

## Items from Colleges for District Academic Senate Consideration

Progress renewal report to help students who get a lot of Ws will be forthcoming from FLC.

SCC Senate voted to form a task force around the use of AI.

Interest expressed at ARC Senate in exploring faculty evaluations.

## Committee Reports (as time permits, written reports will be posted to Canvas supporting material section and included in subsequent meeting minutes)

* District Educational Technology Committee (DETC) – *Morgan Murphy*

No meeting since last DAS report. Please view [District Educational Technology Committee](https://lrccd.instructure.com/courses/176134/discussion_topics/3023290?wrap=1) discussion for some responses to questions asked of EdTech at the prior DAS.

* Instructional Accessibility Committee *- Kandace Knudson*

[2022-23 IAC Report with Membership List](#iac)

**Future Returning Items:**

* Statement of Support for Learning Communities *(Second Reading)*
* Student-facing information on Academic Conduct across Colleges & AI Task Force
* Operationalizing Equity-minded Professional Learning (mandatory equity training)
* Open Education Resources presentation to Board of Trustees
* LRCCD Policy & Regulation 2222
* Strategic enrollment management plan

## Upcoming Meetings / Events

* Faculty Tenure Reception: Friday, May 12th 3-5pm DO courtyard
* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, June 14th 5:30pm (DO Board Room)
* District Academic Senate Retreat: TBD
* 2023-24 District Academic Senate Meeting Schedule:
	+ Aug 22, 2023
	+ Sept , 2023
	+ Sept 19, 2023
	+ Oct 3, 2023
	+ Oct 17, 2023
	+ Nov 7, 2023
	+ Nov 21, 2023
	+ Dec 5, 2023
	+ Jan 23, 2024
	+ Feb 6, 2024
	+ Feb 20, 2024
	+ March 5, 2024
	+ March 19, 2024
	+ April 2, 2024
	+ April 16, 2024
	+ May 7, 2024

## Land Acknowledgements

[Los Rios Community College District Indigenous Land Acknowledgment Statement](https://losrios.edu/about-los-rios/our-values/indigenous-land-acknowledgment)
“In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.
Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.”

[ARC Indigenous Land Statement](https://arc.losrios.edu/student-resources/native-american-resource-center#:~:text=We%2520acknowledge%2520the%2520land%2520which,Maidu%252C%2520and%2520Miwok%2520tribal%2520nations.&text=Despite%2520centuries%2520of%2520genocide%2520and,both%2520Federally%2520recognized%2520and%2520unrecognized.)

“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](https://crc.losrios.edu/about-us/our-values/equity-and-diversity/land-acknowledgment)

“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](https://flc.losrios.edu/about-us/our-values)

“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](https://scc.losrios.edu/student-resources/native-american-student-success/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.”

**Supplemental Materials:**

**The Noncredit Task Group’s Recommendation to the Los Rios District**

**Academic Senate**

At our final meeting, the Noncredit Task Group discussed four possible options for Los Rios with

respect to noncredit instruction:

• **Option 1: Do not implement noncredit instruction within Los Rios.**

• **Option 2: Implement noncredit instruction along with credit instruction immediately**

**at all campuses.**

• **Option 3: Start noncredit instruction within Los Rios via a phased approach.**

• **Option 4: Los Rios should support the continuance of the District faculty noncredit workgroup**

**in order to make a fully informed recommendation on noncredit.**

Task group members voted on the options and the majority (8 out of 13 — 61.5%) prefer

Option 3, that Los Rios start noncredit instruction with a phased approach. The remainder of

the group (5 out of 13 — 38.5%) preferred Option 4, that the District faculty noncredit

workgroup continue its work in order to make a fully informed recommendation on noncredit.

No members of the group voted in favor of Option 1 or 2.

Here is the complete description of the recommended option from the Noncredit Task Group:

**Start noncredit instruction within Los Rios via a phased approach.**

*It is the recommendation of our committee that Los Rios begin offering noncredit instruction in*

*a considered, phased approach.*

• **Feasibility phase:**

*In the feasibility phase, a small team of Los Rios faculty and administrators will begin a*

*top-to-bottom analysis of the logistics for implementing noncredit instruction in Los Rios.*

*Small, targeted pilot projects in noncredit may be part of the feasibility phase. If it is*

*learned during the feasibility phase that it does not make curricular or financial sense for*

*Los Rios to offer noncredit instruction, work on noncredit will stop and Los Rios will*

*continue with the status quo.*

• **Implementation phase:**

*If the feasibility phase is successful, Los Rios would begin the implementation phase of*

*noncredit instruction. In this phase, Los Rios will begin advertising and offering its*

*noncredit courses and programs. Ideally, the roll-out of noncredit instruction will be*

*according to a strategic plan identifying subject areas that make the most sense for our*

*region.*

• **Evaluation phase:**

*Lastly, there would be an evaluation phase to understand what is working and not*

*working in noncredit instruction within Los Rios and there would be discussions about*

*the appropriate amount of noncredit that Los Rios should be offering.*

***Reasons and Considerations:***

• The State offers apportionment for noncredit instruction. Los Rios is losing money that

they could be earning by not offering any noncredit instruction. Furthermore, some

types of noncredit instruction receive apportionment at the same rate as credit

instruction. During the feasibility and implementation phases, it may make sense to

identify the types of noncredit instructional opportunities with the highest

apportionment rates and target those areas for the first noncredit offerings.

• The noncredit offerings of our K-12 partners appear to be somewhat focused on basic

skill acquisition. Therefore, it may make sense that we concentrate our initial roll-out

efforts in noncredit with Career and Technical Education (CTE) offerings.

• Noncredit instruction has some unique reporting requirements to the state Chancellor’s

Office (CCCCO). Rather than task individual administrators or department with figuring

these reporting requirements and regulations out on their own, it may make sense to

have a central office to coordinate all of a college’s noncredit offerings across all

departments prior to rollout.

• Noncredit instruction is most likely to be successful with faculty who are comfortable

with noncredit and excited about using it in their discipline to achieve certain

educational goals. For this reason, we recommend that any feasibility pilot or

implementation of noncredit instruction seek out faculty volunteers rather than attempt

whole sale conversion of departments from credit to noncredit.

• Faculty should have the academic freedom to make the decision as a department to

whether or not to implement noncredit based upon the needs of the students and the

program.

• Noncredit is constructed differently from the formula hours of credit instruction. For

example, courses are typically open-entry and open-exit, and, while students receive

assessments about their learning/performance from professors, they do not receive

grades. For noncredit implementation, these differences between credit and noncredit

would lead to different working conditions for faculty which will need to be carefully

explored, discussed, and negotiated by Los Rios management and LRCFT (faculty union).

• There is a significant institutional learning curve if Los Rios were to implement noncredit

instruction. Those responsible for curriculum and MIS reporting related to noncredit will

need additional information and perhaps training in how to process noncredit.

• Student support services are critical to equitable student success and should be involved

from the start to create a good foundation for students. Successful noncredit

programming on a wider scale will require investment in and building an infrastructure

so that students receive adequate information, counseling and support for success and

to ensure equity.

• Members of the current faculty noncredit task group have developed expertise in

certain areas or aspects of noncredit. It may make sense to appoint members of the

current faculty task group to any subsequent, multiple-constituency,

feasibility/implementation planning committee for noncredit.

• Prior to implementation of noncredit in a particular department, consider data and

community need as much as possible and available. There may be gaps in the data and

faculty may need to be creative in selecting data sources and analyzing trends. Ask

districts with noncredit if they have a template or resources (factors to consider) that faculty can use when deciding about noncredit.

**Work Experience & Internship Committee of the District Academic Senate**

**Recommendation**

**Description**

The purpose of the Work Experience & Internship Committee is to review and refine the scope of work and implementation plan for expanding paid internships across the district, including roles and responsibilities, tools and resources, communication strategies, and workflow. Specific tasks include:

* Review and refine the job description and reporting structure for the Sector Internship Developers
* Develop consistent branding for internship opportunities
* Develop a process for communicating outreach efforts, including an exploration of Hubspot and Handshake
* Develop a training plan for new staff
* Develop a communication plan for each college
* Consider models for identifying gaps/areas of need for employer recruitment

**Composition**

* Co-chairs: DAS President or designee and Theresa Milan
* Work Experience Coordinators (Vivian Dillon, Julie Collier and Tracey Hodge)
* Sector Internship Developers (Tara Baker, Trina Stanford, Jessica Charney and Shera Davis)
* One CTE faculty representative from each college
* Classified Staff: Haley Lepper (DO LAEP Coordinator) and Career Center Appointment?
* Assistant Directors of Employer Partnership (Karen Hubbard, Shinder Gill, and Julie Muir)
* Managers: Raquel Arata, Dana Wassmer, Chris Morris, Rick Hodge, and Cynthia Sommer
* Project Management Consultant: Deanna Daly

## District Instructional Accessibility Committee

## 2022-2023 First-Year Report

## April 25, 2023

## Co-Chairs: Tammy Montgomery, Kandace Knudson

## Committee Membership

Excerpt from the minutess of May 2022 DAS meeting:

To ensure consistent leadership under DAS and or shared governance of district accessibility efforts long-term, inclusive of faculty and other constituency groups, DAPIC recommends continuing as a DAS subcommittee named Instructional Accessibility Committee

 ● Faculty co-lead with reassigned time (.2-.4)

● Administrative district office co-lead (AVC e.g. IT or instruction)

● Faculty members to include instructional (classroom) faculty and accessibility specialists such as DSPS, DE, OCDC [equal numbers from each group as a goal]

● Classified members from DSPS

● Close collaboration with district General Counsel and LRCFT including two LRCFT appointments

● Focus on instructional materials and those that will be distributed to students

# Instructional Faculty

## Faculty Co-Chair

Kandace Knudson SCC DE Coordinator

### ARC

1. Classroom: Sharleen McCarroll, Math Professor
2. DE: Alice Dieli, Instructional Development Coordinator

### CRC

1. Kathryn Mayo, Photography Professor
2. Greg Beyrer, Distance Education Coordinator
3. Jena Trench OCDC & Biology Professor

### FLC

1. Classroom: Angela Prelip, Communications (& OCDC)
2. DE: Morgan Murphy, Distance Education Coordinator

### SCC

1. Classroom: Janelle Pettler CIS Professor
2. DE/ID: Brian Pogue Instructional Development Coordinator
3. (Kandace, co-chair)

### DSPS Faculty & Classified

1. Yolanda Garcia, CRC (faculty)
2. Toni Newman, SCC, (faculty) Stacy Bernstein, Alternate Media Design Specialist (classified, alternate)
3. Joe Rust, ARC (faculty)
4. Keith Ellis, Alternate Media Design Specialist, FLC (classified)

### LRCFT Faculty

### College Administrators

#### ARC

BJ Snowden, Associate Vice President of Equity, Institutional Effectiveness, and Innovation

#### CRC

Tyler Rollins, Interim Dean of Business and Computer Science

#### FLC

Matt Wright Dean Athletics, Kinesiology, and Distance Education

#### SCC

Rick Hodge, Associate Vice President of Economic and Workforce Development

### District

Tammy Montgomery, (co-chair), Interim Associate Vice Chancellor of Instruction

Manveer Bola, Associate Vice Chancellor of Information Technology

Theresa Milan, Associate Vice President of Workforce Development and Online Engagement

Ken Cooper, Information Technology Analyst

## Overview

The Instructional Accessibility Committee (IAC)—formerly known as the District Accessibility Plan Implementation Committee (DAPIC)—was shaped in late spring of 2022 by the District Academic Senate and has a narrow focus on the accessibility of instructional materials and any materials distributed to students. Committee members collaborated to shape the resources described below and remain committed to increasing the quality and equity of the student experience via increasing the accessibility of instructional materials.

Although the IAC facilitated the development and piloting of high-quality resources to support accessibility in 2023-2024 and beyond, there is still much work to do. Next year’s committee work will focus heavily on developing detailed plans for the incremental increase in capacity at LRCCD for supporting accessible instructional materials, as discussed in the context of the Capability Maturity Model.

Appendix A has a brief summary of the history of this committee’s work.

## IAC Core Messages

The IAC offers three key messages as foundational for supporting a Culture of Accessibility

* Accessibility is an equity issue
* Accessibility builds empathy; accessibility is humanizing
* Accessible content has benefits for everyone

## Capability Maturity Model Progress

The Capability Maturity Model is one proven method of incrementally increasing accessibility capacity across the district and its campuses. The method includes an initial assessment, development of goals and milestones, and a recursive process of continuous improvement through self-assessments and adjustments.

### Goals and Milestones

The committee members draft these initial Goals and will refine them in the 2023-2024 academic year, adding and adjusting milestones as needed:

* Long-term funded resources
	+ Ongoing document remediation support via the Accessibility Team that is currently in place to support the Fast Track program
	+ Established Universal Design for Learning coordinators (4, 1 for each campus)
	+ A permanent captioning process via DE Captioning grant
* A clear delineation of how DSPS services fit together with instructional-side accessibility: (what constitutes DSPS support under section 504 and instructional-side responsibilities under section 508 as well as how DSPS adjusts when 508 (proactive) accessibility falls short on the instructional side)
* Accountability measures for those who directly or indirectly distribute or assign instructional materials to students (e.g. instructors or those who send materials to instructors for distribution to students)
* Documented assessment and continuous improvement processes for IAC
* Updated Original Accessibility Plan to consider Capability Maturity Model and IAC
* Updated P-7136 to reflect updated Accessibility Plan

## 2023-2024 Projected Accessibility-Support Resources

* Captioning Processes
	+ Ongoing DECT-facilitated captioning
	+ Flowchart with list of auto-captioning options for faculty
* UDL Coordinators Facilitation of resources
	+ Accessibility Team document remediation
	+ Individualized training
	+ Accessibility expertise
* Professional Development (Foundations)
* Limited OER remediation
* IAC continued guidance and leadership

## Recommendations

* Faculty should include an assessment of how accessible their courses are as part of their equity reflection.

Recent changes to Title 5 Section 53602 to include Accessibility in evaluation and tenure processes could potentially be folded into the existing self-reflection and would help educate faculty about accessibility in a non-threatening and low-stakes process.

* Campuses should have a named 508 Compliance Officer and Coordinator.

The CCC Chancellor’s Office assumes that campuses have people on each campus who coordinate compliance with Section 508 and Section 504. Students would ultimately benefit from the existence of a point person on campus who is responsible for advocating for and tracking proactive Section 508-related accessibility efforts.

# Appendix A:

# Brief History of DAPIC and IAC

## DAPIC Year 1: 2020-2021

DAPIC was created and charged in Spring of 2020 to “work to better understand the scope of the work required to create and remediate inaccessible Information Computer Technology, with a specific focus on instruction materials.”

The committee’s five initial goals and key results:

1. Inventory the scope of work required to meet accessibility standards and guidelines.

The work required to ensure the accessibility of ICT is broad and excessive, requiring specialized accessibility expertise.

1. Identify areas that faculty should be responsible to meet accessibility standards.

Faculty—with appropriate training—will be able to create accessible materials in most cases and will need support from accessibility specialists at their campus and district.

1. Identify needed training resources for faculty to meet accessibility standards and guidelines.

Training for faculty should be facilitated, recurrent, and part of a wrap-around accessibility support mechanism for all LRCCD employees.

1. Identify areas of higher-level ICT accessibility issues that should not be completed by faculty.

Ensuring accessible ICT requires high-level, specialized knowledge that should be provided by continuing, institutionalized campus and district resources and personnel, dedicated to ICT accessibility.

1. Identify the workload impacts required to meet accessibility standards and guidelines.

The wholesale shift to a culture of accessibility at LRCCD will require a significant and distributed workload, supported by campus and district specialists and new processes to be developed and refined over the next several years.

## DAPIC Year 2: 2021-2022

DAPIC’s second year marked a continuation of the work and significant transition to the realization that best practices in developing institutional accessibility capacity include a gradual—not sudden and not wholescale—increase in resources and capacity. Discovery and understanding of the CCC Accessibility Center Capability Maturity Model (CMM) changed the focus of the committee during this year toward a methodical, gradual increase in accessibility resources. The committee successfully established captioning and OER remediation pilots and drafted a plan for continuance of the committee along with an outline for future work to build a CMM.

## IAC Year 1: 2022-2023

Work this year focused on longer-term resources to support the creation of accessible instructional materials. Accomplishments include the continuing and or restructuring or refining of pilots or existing resources:

* Captioning program
* OER remediation program
* Accessibility Team (from Fast Track-centered to UDL-coordinator-centered)
* DECT pilot
* UDL Coordinators for campuses