



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

Tuesday, December 1, 2020  
 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
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
[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	Excused
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)	X
Bernadette Anayah	FLC	District Equity & Student Services Committee (DE&SSC)	X
Jason Newman	CRC	Los Rios Colleges Federation of Teachers (LRCFT)	X
Guests			
Brenda Lum	SCC	Faculty, LRCFT Lead Negotiator	X
LaQuisha Beckum	ARC	Faculty, MESA Coordinator	X
Dyan Pease	SCC	Faculty, Co-Chair, Los Rios Colleges Online (LRCO)	X
Alessandra Castenada	DO	Los Rios Colleges Online	X
Haley Lepper	DO	Los Rios Colleges Online	X
Martee Squire	ARC	Faculty, Librarian	X
Lisa-Marie Mederos	CRC	Faculty, Business	X

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.

## Preliminaries

1. Call to Order at 3:04pm
2. Welcome and Introduction of Guests
3. Approval of the Agenda---approved.
4. Approval of November 17 minutes---approved.

## DAS President's Report

5. 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

None

## Discussion Items

1. Technology Recap---Chairs will briefly recap their semester activities in relation to academic and professional matters.

**Los Rios Colleges Online** (Pease)---see Attachment A.

Overall summarization---we are having lot of talking around the idea. LRCCD is having a purposeful approach. Question has been---What is this all about as we have online programs at all our colleges? But we don't have a cohesive message from the message. Right now, it seems that students needs to do it pretty much on their own. The idea is to have a clearer pathway for students who want to be 100% online.

**District Accessibility Implementation Plan Committee** (Knudson)---see Attachment B.

**District Educational Technology Committee** (Trench)---see Attachment C.

Recommendations (Webcam Best Practices) currently being reviewed by Deputy Chancellor Nye and General Counsel Knapp. These are not policies or regulations or guidelines, but just recommendations. Oliver shared some documents from throughout the state, especially from the academic senate for City College of San Francisco. Would suggest that the Los Rios academic senates develop a set of actual guidelines for DAS to consider.

### Overall Discussion Points:

Online teaching and learning is something that all of us have to deal with now. Experiences with this last semester of everyone providing remote learning show that there is a definite need for training. This is also tied in with LRCFT involvement if there is the call for required training. LRCO discussions are more about the fully-online programs as opposed to online courses. Will there be enough scheduling for students to complete an online degree/program? Want to make sure there is not a dearth/absence of course sections in the online format to complete the degree. What kind of allocation of FTE will there be for online programs? Going online has really sped up the needs for program delivery of student support services in addition to instructional services.

In addressing a question about accessibility, Lum noted that “Faculty Responsibility” (from a contractual viewpoint) takes a different meaning in regard to workload creep and salary. Word choice matters in the contract. If this is made a faculty responsibility, then the District can take disciplinary action outside the performance. What has been proposed in the contract (15-hour training) is seen as a minimum eligibility requirement (“floor, not a ceiling”) and need to work with LRCO to look at other eligibility requirements. Just because you taught online doesn’t make you a good online instructor. You may be eligible to teach online, but that doesn’t necessarily mean you will pass the performance review with just the minimum amount of training.

Trench---how does LRCFT balance “faculty responsibility” with what is required by law? We are legally required to have accessible content. Lum noted that regulations and legislation deal with the district, not individual faculty. In recent rulings, it is the responsibility of the District and the District appears to be pushing their responsibilities onto individual faculty members. If there are suits against a faculty member in the delivery of their job, then the District would first have to defend faculty members and then the union (if the faculty member is a union member). What is the district doing to do to make sure that faculty can fulfill those requirements?

Newman noted that the unintended consequences of placing this all on faculty is concerning and we are trying to be careful with this and there needs to be a partnership with the District. Need to lay out ahead of time what these faculty responsibilities are.

Oliver---many thanks to Pease, Knudson and Trench for chairing these important groups.

2. Antiracism and Equity--- Time for reflection on how to infuse antiracism work into everything associated with academic and professional matters. End of semester recap.

Oliver noted that a handful of faculty have come to her with concerns on how senates (both college and district) are dealing with equity issues. And she has asked “what help do you need from me?” Her advice to those reaching out to her---talk directly to people with your concerns, join the senate, run for officer position. While we have been doing amazing things with equity, we still have a long way to go. We all have good intent with equity and anti-racism, we are all not doing it all the time. We all need to self-educate, self-reflect, and self-interrogate. There are also complaints from faculty of color feeling they are tokens, and not heard at the table. We need to do better. We all need to actively

seek out faculty of color to serve at the senate tables. It is hard and exhausting road for Whites to work on this, but it has been harder and more exhausting for Black people for hundreds of years.

COVID-19---cases are rising and tend to hit groups of color harder than others. It is impacting our already-impacted students.

3. Program Placement Council (PPC)---Feedback on any of the programs up for approval at the Tues Dec 8<sup>th</sup> PPC meeting.

Oliver and Wada are the only faculty on PPC---hope to change that. Approved two programs at the October meeting---Business (FLC) and Apprenticeship in ECE (ARC). Wada has already heard about some music proposals---will most likely be brought forward at the next meeting.

4. Senate-Union Joint Issues Committee (SUJIC)---Recap of semester activities and discussion of areas of the new contract which would require senate-union collaboration.

We have made great strides in being more communicative. Newman and Lum are here today.

Newman---good that SUJIC now meets more regularly than before. He has put the DAS reports more forward in the LRCFT Executive Board agenda.

Lum---academic freedom, equity training, and part-time faculty access to professional development. She expressed appreciation to Oliver and all the local senate presidents. They were basically a confidential group for LRCFT to bounce off ideas and issues during negotiations and provided much-needed guidance. What people don't see in the recent contract negotiations is that we had to play a lot of defense in terms of workload creep, particularly in areas of equity, professional standards, and performance review. We feel we are receiving unreasonable requests from District in terms of changing how faculty provide teaching and learning services and how we call people to the work of equity.

- Pending ratification of the contract, one thing put forth was mandated equity training. This is definitely a SUJIC issue---professional development is the charge of the senate, but compensation and carve-out of hours (workload) is the union. LRCFT was uncomfortable with discussions of this training without the inclusion of senates. There is now an MOU to explore the possibility of mandatory equity training. There will be four senate appointees (one as co-chair), and two LRCFT appointees (one as co-chair) and two District appointees. This committee is charged with developing the framework of a program. There is the need for training of specific faculty groups (e.g. librarians) and maybe something around curriculum development and other ideas. We want this to be senate-driven but with attention to contractual issues. The finished work would need to go through the senate approval process with the MOU being completed by the end of Fall 2021. The group would not so much be developing modules, but more developing a rubric. Some of our national professional groups are coming forth with equity training, but we would need to have these approved/vetted at the

college/district level using our rubric. What definition of equity to be used? Lum uses Center for Urban Education (CUE), but it is up to the group on what definition to use.

- Regardless of modality, every faculty who teaches must have a minimal level of use of Canvas---it is a professional obligation.
- Equity reflection required that is turned in during time of performance review, but will not be part of the performance review. We want to have faculty think what they are doing around equity, how they are applying what they learn, and what resources do they need.
- Safety is another big issue.

Oliver will share the document (quick summary)

Action:

College senate presidents need to look at appointments for this equity workgroup (one per college). Looking for those who are equity minded, training-minded, and professionally-minded. Would like to have this pinned down by the end of this semester to have the group starting for the beginning of the Spring semester.

5. Collegial Consultation Fall 2020---Discussion regarding Spring 2020 consultation, per DAS Resolution passed Fall 2019 semester (put text here).

Oliver:

We need to constantly need to keep on top of this. It is not perfect, but vastly improved. This semester went fairly smoothly. She has an hour each work with Chancellor King and another hour with Deputy Chancellor Nye. All five senate presidents meet with King and Nye before DAS meetings. She also has an open invitation to join VPI and VPSS meetings.

Oliver is pushing for complete DAS attendance at the Collegiality in Action presentation on January 27. Presenters will be Dolores Davison, ASCCC President and Sunny Cooke, Superintendent of MiraCosta College, representing the Community College League of California. She noted there will also be links for others to view the presentations.

Oliver also strongly encouraged all DAS members to pursue IBA (Interest-Based Alliance) training.

Oliver's communication efforts were lauded, especially keeping all faculty aware of issues with her weekly Recaps/Updates messages. Kudos to your organization and facilitation.

It was also noted that the ENGWR 2.6 GPA was a concern for the breaching of the consultation process.

## Reports (5 minutes per item)

- Meetings with Chancellor, Deputy Chancellor, etc.

### Planning for 2021

#### Thinking prompts...

- How do we resume face-to-face instruction after a vaccine in a way that meets the needs of our students in balance with health and safety concerns?
- How will we respond to the world of work after the pandemic? How many employees will want to continue to work remotely, for example?
- How will our space needs change if a substantial number of employees want to and can work effectively remotely?
- What is the future for online education at our colleges? Will demand go up? Down? And how do we measure and improve quality and success to whatever extent we continue online education?
- Should we consider a focus on eight-week sessions as some of our college leaders have suggested? If so, how do we have a productive discussion given the dramatic, personal impact such a change could cause?
- With declining enrollment and the likelihood of reduced state support in the coming years, how do we find areas to reduce our expenses while also aligning services to provide a better user experience for employees and students and better outcomes for students?

### Our conversation...

- Fall scheduling is being done for on-ground with the understanding that we don't know what the reality will be yet. Easier to convert from on-ground to online, than the reverse.
- Faculty who may want to teach 100% online in the fall will need to be teaching fully DE approved courses if we are not in an emergency state anymore, of course, pending LRCFT negotiating with LRCCD to allow 100% online teaching during a non-emergency semester.
- Need departments to start talking now about fall 2021 and what a return to on ground will look like, including who may want to be 100% online (if possible) because of health concerns.
- Departments wanting courses to be taught online outside of an emergency situation must make sure to request DE approval.
- Will vaccines be required for employees and students to return on-ground? No decision at this time.
- What will the conversations look like as we decide future 'phasing in' of other programs and services/academic support? Parking lot wi-fi, library, computer labs, etc. More conversations will need to happen in the spring.
- Need more transparency and/or broader communication regarding the decisions which have been made and need to share additional resources available for students.
- Digital equity work group focused on wi-fi access for students and worked with Comcast.
- Eight-week calendar discussion-SCC President Gutierrez is researching shorter 8-week

courses and the possibility of using that model more often in the district.

- Budget will look good in January, but any resources acquired will likely be one-time resources. Long term still looks grim, per LAO. Hold harmless won't last forever.

### Enrollment

- Need to refocus on enrollment.

- College Academic Senate Presidents

- ARC---draft resolution calling for district committee to address class size and equitable practices (second reading at next meeting).
- CRC---pending approval by the CRC AS, we welcome Lisa-Marie Mederos as Secretary and give a big thanks to Teresa Aldredge as she assumes the office of CRC LRCFT President.
- FLC---academic freedom recommendations from ASCCC---is there interest to work on this on a district level? Looking at a District wide committee (including union). Oliver---if there is interest in this, let's not lose momentum and start work on this---senate and union presidents. Start checking with other colleges/districts in the state.
- SCC---approved constitution additions (including equity)---needs to be approved by entire faculty; support of program review templates with more equity and report out; task force promoting academic integrity in response to concerns brought up, especially in the remote environment.

Action:

Academic Freedom---while this report from FLC was not an agenda item, Oliver strongly urged that, if there is interest in this, let's not lose momentum, but rather, and start work on this She asks that senate and union presidents consider possible appointees and also for us to start checking with other colleges/districts in the state.

- District Curriculum Coordinating Committee (DCCC) (Wada)---see Attachment D
- District Equity & Student Success Committee (DESSC) (Anayah)

Have not met since last DAS meeting. Tercho, Dixon, Oliver, and Anayah met to discuss workgroup composition with faculty-weighted membership.

- District Educational Technology Committee (DETC) (Trench)---see Attachment C.

In addition, academic integrity concerns voiced at ARC and SCC will be discussed by DETC.

- Other meeting reports
  - AB705 (Oliver)

- o Accreditation (Oliver)---Gohar in the Fall
  - o Adjunct Hiring Manual (Crosier)---compiling information and feedback and forwarding to Victoria Rosario. He has also shared with committee members and is asking to be included on any feedback. Victoria responded and she is “getting her head around it.” An email from Victoria that there will not be much movement this semester. It is important that committee members need to be involved in any discussion of revisions before this goes to DAS and other faculty groups.
  - o Accessibility (DAPIC)(Knudson)
  - o Budget (Myers)
  - o Calendar (Oliver)---100% vote in favor to put Spring Break in middle of the Spring semester.
  - o College Bookstores (Crump)---good adoptions rates at all four colleges, personal kudos to all senate presidents and other DAS members who are using no-cost materials in their courses, also doing a quality check to verify that ZTC designations are correct.
  - o Equivalency Task Group (Oliver)
  - o Prison & Reentry Program (Crosier)---challenge in providing services to students.
  - o Other...
- Academic Senate for California Community Colleges (Oliver)---Part Time Faculty Institute in February. Area A meeting will be March 26, and Spring Plenary Session will be April 15-17---both online.
  - Los Rios College Federation of Teachers (LRCFT) (Newman)---cleaning up issues from negotiations. Also holdover issues (e.g. family leave); union elections; union contract vote; in-house equity audit; retreat next semester.

Oliver asked DAS members to check out Google Doc on DAS policies and regulations and provide input.

Adjourned at 4:40pm.

**Future Events:**

- Future DAS meetings-January 19, February 2 and 16, March 2 and 16, April 6 and 20, May 4
- Collegiality in Action Wednesday January 27, 2021 3-5pm [DAS attendance expected]
- LRCCD Board of Trustees Meeting, Wednesday, December 16, 2020 5:30pm; January 13, 2021 5:50pm



ATTACHMENT A:

Los Rios Colleges Online  
Report to the DAS.  
December 1, 2020



Los Rios Colleges began its planning work during the summer of 2020 with the main task focusing on establishing the four collaboration groups.

We began by organizing the Program Development and the Training and Professional Growth groups. Because of the unprecedented move of ALL programs to the online environment, work related to the Program Delivery and Learner Support and Ecosystem Development and Synergy groups was already in full swing.

The Program Development group members include Kale Braden (ARC AVPI), Jennifer Borenstein (SCC ECON faculty), Patrick Crandley (CRC Interim DE Coordinator.), Albert Garcia (SCC VPI), Jessica Nelson (ARC Counseling faculty, LRCO counseling liaison), Eric Wada (DCCC Chair) and the two LRCO co-chairs (Dyan Pease and Torence Powell). This group has met twice a month during the fall semester and is developing its proposed guidance with regard to several program-related issues, including, but not limited to the definition of an online program, recommendations for onboarding new programs, and matters related to scheduling.

The Training and Professional Growth group members include Teresa Aldredge (faculty rep from LRCFT), Paul Baltimore (FLC Adjunct faculty), Kandace Knudson (SCC DE Coor., Accessibility Workgroup Co-Chair), Leslie Reeves (ARC faculty, OCDC Team), Jena Trench (CRC faculty, OCDC Team), Matt Wright (FLC Dean), and the two LRCO co-chairs (Dyan Pease and Torence Powell). This group met during the fall on topics related to faculty training and development as related specifically to online programs. There was a fair amount of redundancy between this group, the LRCFT negotiations, and the work of the OCDC Team. As such, this group has not met since October.

The next step is to schedule a meeting of the LRCO Coordinating Council, which will include representatives from the four collaboration groups. We expect this to be scheduled in early spring.

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ATTACHMENT B:

**District Accessibility Plan Implementation Committee**

Fall 2020 Update for the District Academic Senate

Dec. 1, 2020

Kandace Knudson

Co-chair

**Summary**

Although this is often challenging work because we are charting new territory, the committee is on schedule to complete its goals before the end of the school year.

### Original scope of the committee

*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.*

### Plan for Fall

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

### Scope of Work has been inventoried and includes these sections:

- Canvas Content and Assessments
  - Microsoft Documents: Word, Excel, and PowerPoint
  - Google Documents: Docs, Sheets, and Slides
  - Adobe PDFs
  - Multimedia, Audio, and Video
  - OER & Publisher Content
  - External Web Sites
2. Identify which tasks from the scope of work should be done by faculty and which should be done by accessibility specialists.

A survey was sent to all faculty before the holiday to assess their comfort with various accessibility-related ICT (info computer technology) tasks; this data will help inform the faculty and specialists responsibilities lists.

### Next steps

- a. The faculty responsibility draft list and specialist responsibility list will be presented at the Dec. 8, 2020 meeting.
- b. In early-to-mid Spring 2021, training resources will be identified and outlined, and in late Spring, the workload impacts will be outlined.
- c. The final report is expected to be submitted to DAS in late May or summer for discussion in Fall 2021.

Respectfully submitted,

--Kandace Knudson

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### ATTACHMENT C:

### District Educational Technology Committee (DETC) Report

- DETC members reviewed the Draft Webcam Best Practices document. Taskforce members are currently incorporating recommendations for final review and distribution to Deans and Faculty.
- Discussed the anticipated need for a workgroup to explore test proctoring options as the CVC funding for Proctorio has expired. Los Rios will pay for Proctorio through Spring Semester, however further exploration is necessary before continuing with Proctorio beyond June. Input from equity and student services representatives, instructional faculty, academic integrity

committees, and students will be essential.

- ConnexED (Cranium Cafe) funding also expires in December. District has determined not to continue funding, and counseling departments are working on alternatives.
- Received summary of LRCFT contract negotiations about Online teaching training from J. Nye.
- Los Rios Libraries have proposed a contactless-lending solution and hope to implement it for Spring semester. This is especially important for students who rely on library-loaned textbooks. Many other libraries in the area already have this service.
- LMS group still reviewing ARC Digital Media Proposal. Anticipated report to DETC and DAS in January.

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ATTACHMENT D:

DCCC report to DAS 1 December 2020

While drafting the CPL policies and regulations, we learned that some existing practices require a student has completed 12 units in residence as a requirement for a student to petition for Credit by Exam. This issue was raised by at least two colleges, and there is an interest in removing that barrier for students.

The Socrates Advisory Group is near completing the emergency closure addendum which will allow remote instruction into Spring 2021, the deadline for implementation is December 31st. The DCCC chair will send communication in advance. For now, the addendum will be added to all course outlines of record. Processes for requesting removal of the addendum will be developed in the spring semester.

We are still waiting for guidance on how the CSU will implement AB 1460, the Ethnic Studies requirement. In anticipation, we have put a pause on efforts to cross-list courses into the existing Ethnic Studies descriptor. We are trying to reschedule a meeting of Curriculum Chairs, Academic Senate Presidents, Articulation Officers, and Ethnic Studies faculty (or in related disciplines) to discuss impacts on Los Rios. Rescheduling will allow attendance at a webinar on Ethnic Studies within the community colleges.