

Tuesday, March 2, 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	
[NONE]	FLC	Academic Senate Past President	
Lori Petite	SCC	Academic Senate President	X
Sandra Guzman	SCC	Academic Senate Vice President	
Kandace Knudson	SCC	Academic Senate Secretary	X
Troy Myers	SCC	Academic Senate Past President	
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			
Teresa Aldredge	CRC	Faculty, Counselor, LRCFT college president	X
LaQuisha Beckum	ARC	Faculty, MESA Coordinator	X
Martee Squire	ARC	Faculty, Librarian	X
Rosa Lane	ARC	Classified Professional, DSP&S	X

**Preliminaries**

1. Call to Order at 3:00.
2. Welcome and Introduction of Guests
3. Approval of the Agenda---approved.
4. Approval of February 16 minutes---approved.
5. Public Comment (3 minutes per person as time permits)

Oliver shared a snippet (featuring Marina Koorkoff, FLC instructor) of a video (facilitated by Kalinda Jones)---  
<https://www.youtube.com/watch?v=DFK1YjJ2hKw&feature=youtu.be>---"After a brief overview of the Prison Education Program, FLC employees discuss their experiences with teaching and working with incarcerated students during the

pandemic.”

## 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>

- Ethnic Studies (ES)---Oliver meets at least weekly with the co-chairs of the ES Faculty Council. They have also been getting feedback and support from the college senate presidents---thanks for validating and valuing them.
- Tutoring---seems to be on the road to being resolved. Things will be shifting back to the colleges.
- Accessibility---met with Trench and Knudson to discuss process and timelines. Recommendations will be coming out from DAPIC.
- PPC update---The Convergence meeting for music faculty did not go well. As a faculty leader, she will make sure that it never happens again. Unfortunately, there was a lack of communication before the meeting among affected parties. PPC meeting today---looked at some edits which will be shared at the next DAS meeting.
- Los Rios Board of Trustees Retreat is this weekend. Oliver encouraged everyone to listen in and observe.

## Decision Items

1. District Curriculum Coordinating Committee (DCCC)-First Reading

• **Proposal to modify P-7214.** The proposal from DCCC is to amend P-7214 to allow C- grades from other institutions to count for local degrees only if the C- grade was degree-applicable at the institution from which the C- grade was earned. [see Attachment A]

The proposal came from the three full-time articulation officers (AO) in the district. The interest is to ensure consistency for degree auditors in dealing with grades from other institutions, an example being where the C- grade is applicable to meet degree requirements for the major at the awarding institution. Wada asked if changes to Board language was the only way to accomplish this---strong interest from AOs to have Board language.

It was noted that uniformity is needed so there would not be different interpretations which might lead to inequities, unfairness and so forth.

The proposal was discussed by the ARC academic senate meeting and was approved as a consent item; it was also discussed by the CRC academic senate and no one had any objections.

2. District Curriculum Coordinating Committee (DCCC)-First Reading

• **Proposal to remove college Credit by Exam unit/residency requirement.** The DCCC recommends the removal of any unit or residency requirement found in college catalogs or other college documents as there is no such requirements in LRCCD Policy and Regulations.

Sometimes it seemed conflated with 12-unit residency requirement for a degree from the college.

- CRC---discussed at as meeting; questions about workload of conducting CBE and who decides that CBE will be done.
- ARC---it’s not in Title 5, let’s get rid of the requirement.
- FLC---no one seems to remember why this requirement is there. Happy to see it to go away.
- SCC---will discuss at next meeting.

Oliver reminded DAS members that the proposal is in regard to the residency requirement for CBE, not other factors dealing with CBE.

## Discussion Items

1. Antiracism and Equity

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

- We have just finished Black History Month and there were so many opportunities being offered by our colleges and district, one example being the Black History Month CRC Scholar Recognition celebration last Friday.
- March is Women's History Month that we can continue on with discussions of equity.
- Last week, the U.S. House of Representatives passed the Equality Act (now going to Senate) which affects huge parts of our population with intersectionality, and seeing polar opposites of discord in the halls of Congress---one representative putting up a flag of support and one with a sign of non-support.
- Los Rios librarians are working on an equity assessment of the collections in each of the college libraries and will be pulling of the expertise of their faculty colleagues to decolonize and broaden the scope of the collections and address race and ethnicity in resources for students and faculty.
- Last month, in response to request from the Student Associated Council, the SCC academic senate took the opportunity to share books, films, and art authored or produced by a Black artist or writer in their classrooms and other interactions with students.
- Over next five meetings, the CRC academic senate will be taking a look at the five goals in the Equity Plan of Action of the Student Senate for California Community Colleges, embracing these goals and strategies and how to implement at CRC. It has been a rich discussion so far.
- ASCCC recently had a Discipline Interest Group (DIG) meeting for Ethnic Studies faculty in regard to descriptors for Ethnic Studies courses in C-ID (Course Identification Numbering System). It was an emotional meeting. Did not end up with descriptors at this time, but heard concerns raised by ES faculty relating to how the ES discipline is perceived (many times, not being recognized or supported or respected) and it was an eye-opening meeting that we as faculty leaders need to make sure that we represent the interests and need of all our faculty and aware of the workload and struggles that they go through---use it as a "learning experience."

## 2. ARC Resolution on the Impact of Class Size

o Review the resolution passed by ARC Academic Senate and share any feedback from the other colleges. [see Attachment B]

- CRC---will have a first-read on a similar resolution at their March 12 meeting.
- SCC---discussion item on Feb 9 and 16---overwhelming approval for task force idea. Specific questions---how will affect productivity; issues related to curriculum in terms of outside accreditation; LRCFT contract makes provision for oversize sections. (Petite will share list of comments with Shubb)
- ARC---the resolution is intentionally silent on some of those questions, would be addressed in process. Work within established frameworks of curriculum and bargaining.
- FLC---on next agenda. Making data-driven decisions, sounded pretty favorable.

## 3. Supporting Professional Development (PD) for Online Teaching and Learning

o Interest in using some of the federal coronavirus one-time funding for incentives for faculty training and PD opportunities related to online education-accessibility, effective online teaching practices, equity, etc.

Improving and making online teaching even more exceptional---pedagogy, success, practices, equity, and accessibility issue. PD is a 10+1 issue (mutually agreed upon)---we need input from our faculty at the colleges and this needs to be driven by faculty.

Questions about monetary incentivizing---the amount would be a negotiating issue for the union.

What type of training would be preferred? Local with members of the district or something outside district like @ONE or OLC or ACUE?

Hope for fully-fleshed out programs with tangible outcomes in equity and delivery of education.

However it gets negotiated, using technology to achieve SLOs.

Quality online instruction and how it is different than quality in-person instruction Example---@ONE is coming out with training on how to teach synchronously.

We tend to want local solutions, but lately hearing interest in having asynchronous options with some synchronous, more personalized support. We want to access basic training anytime/anyplace, but we also need individualized support. We have decent training for onboarding (e.g. how to get your Canvas shell correct), but not as many opportunities to really grow deep in developing communities of practice around online teaching.

Also want to be mindful of the voices of faculty who are somewhat concerned that the more investment there is in remote teaching in highly effective ways signal that they are willing to continue and that this is feeling like a forced situation for many. They do want to give quality instruction, but the level of investment with the expectation that these online roles are now something that would now be expected and assigned is concerning.

Noted that Chancellor King stated "we need to do more online and we need to do it better."

Should we provide training in-house or outside? It really depends---we don't have information to answer it clearly.

There is excellent @ONE training, but then you might need local follow-up assistance.

More help is needed for our local PD teams---they are just overworked. It would be great if we had a certain ratio of FTE to support staff. Would advocate even the use of temporary money for support.

Look at building communities of practice.around equity. When we talk about PD for online training that we also talk about both online and on-ground instruction---they intersect.

#### 4. Reopening Planning

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

- Next draft of reopening plan was released yesterday. Robust discussion at Chancellor's Cabinet.
- Concerned about faculty engagement. Takehome is that engagement should be local with programs and departments and deans and impossible-to-convert courses.
- Concern about process up to this point. District feels they are moving on (from schedule) to services to offer students.
- Enrollment down 10-12% and that is something that always needs to be considered---"Hold-harmless" will not last forever
- We need to make sure we have a course inventory that students want, whether it is online or on-ground. That ties into our request for a survey. Glycer-Culver will come to the next DAS meeting.
- Departments are also concerned about writing their own safety plans without having the expertise of being safety experts.
- Which courses are more important for disadvantaged students?
- Concerns from department chairs to essentially develop two different schedules for Fall, and also developing the department safety plans.
- How to have faculty to be more engaged and to serve as advisory for the Reopening Team. It was noted that the feedback link on the district website is still available.

#### 5. District Committee Appointments for 2021-2022

o Plan for a process for collecting recommendations for district level committee appointments for the 2021-2022 academic year.

- Need to start this now! Contact faculty currently serving on committees if they are interested in continuing service. Also remember that we need to have new people.
- Oliver will put in interactive form for college senate presidents.
- Critical to get much of this done by May to be off and running in August.

Reports (5 minutes per item)

- Meetings with Chancellor, Deputy Chancellor, etc.

Reopening.

Stimulus funding---#8 (of the 10+1) is budget development process We as a senate should understand what the process is going to be about making decision about all these requests for funding from the stimulus bills. Need to make sure that process includes faculty involvement.

- College Academic Senate Presidents

ARC---looking at practices for inclusion in senate elections and participation. Updating faculty prioritization process---looking through an equity lens. 36 retirements so far.

CRC---approved resolution on cameras-optional instruction---basically endorsed the recommendations from DETC.

FLC---formally approved proposal to establish a local Ethnic Studies council within the senate structure.

Approved formation of an affordable learning materials committee.

SCC---today, heard resolution in support of recommendation for equity and anti-racism training for PRTs, came out of New Faculty Academy. Realize contract issues---have been in contact with SCC union president.

- District Curriculum Coordinating Committee (DCCC) (Wada)---see Attachment C.
- District Equity & Student Success Committee (DESSC) (Anayah)---see Attachment D.
- District Educational Technology Committee (DETC) (Trench)---see Attachment E.
- Other meeting reports:
  - o AB705 (Oliver)
  - o Accreditation (Oliver)
  - o Adjunct Hiring Manual (Crosier)
  - o Accessibility (DAPIC)(Knudson)
  - 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)---see Attachment F.
- Adjourned at 4:40pm.

Future Events:

- Future DAS meetings-March 16, April 6 and 20, May 4
- LRCCD Board of Trustees Meetings: Retreat March 5-6, 2021; Meeting, Wednesday, March 17, 2021 5:30pm
- ASCCC Area A (virtual) Fri March
- ASCCC Area A Meeting (virtual), Friday, March 26
- ASCCC Spring Plenary Session (virtual), April 15-17

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ATTACHMENT A:

## 2.1 Number of Units

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

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

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

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

## 2.2 Major Field of Study

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

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

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

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## ATTACHMENT B:

### Discussion Item #2

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

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

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

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

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

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

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

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

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

[ARC Institutional Equity Plan](#)

ARC Disproportionate Impact (DI): African American, LatinX, Native American Project Team [Executive Summary](#)  
Linton, C. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin Press. Association of College and University Educators (ACUE) [Effective Practice Framework](#) The American Council on Education Course in Effective Teaching Practices California Community Colleges Online Education Initiative, [Course Design Rubric](#), April 2020.  
Horning, Alice. "The Definitive Article on Class Size." WPA. *Writing Program Administration*, vol. 31, no. 1-2, Council of Writing Program Administrators, 2007, p. 11–. J Arias & Douglas M. Walker, 2004. "Additional Evidence on the Relationship between Class Size and Student Performance," *The Journal of Economic Education*, Taylor & Francis Journals, vol. 35(4), pages 311-329, October.

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

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

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

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**ATTACHMENT C:**

DCCC Report to DAS, 2 March 2021

DCCC met on 26 February.

Please contact the DCCC Chair if you have ideas or questions about how any of the following can be implemented.

Curriculum chairs are currently vetting a draft MOU with DO on removing or amending the emergency closure addendum from course outlines. The draft will be sent to AS presidents at each college for a round of vetting before going to DO for review and signature. The goal is to have this feature complete in April to give Phil Smith time to make changes to Socrates.

We discussed Credit for Prior Learning implementation. There is a need for more robust guidance aside from the existing Board language. One idea is to start a professional development series where discipline faculty learn about external evaluation bodies including (but not limited to) the American Council on Education (ACE), College Board (AP), IB, CLEP, etc. Discipline faculty within the departments retain primary responsibility for the decisions related to awarding credit for prior learning.

We need a mechanism by which faculty can review courses designated as similar in the district. (For example, COMM 301 at CRC, FLC, and SCC seems similar to SPEECH 301 at ARC.) The definition of "similar" is one that is beset with nuances. We still have problems in the district with GE alignment. Nuances aside, automatically identifying similar courses helps when awarding student degrees/certificates when students take courses across colleges in the district. There may be applications towards prerequisite validation as well. The proposal is to have discipline faculty at each college look at the existing courses deemed similar, and review them for appropriateness. Faculty would need to know the benefits of making these determinations up-front. The alternative is to have students and counselors complete petitions that go to departments for review.

Curriculum chairs are also reviewing changes to Socrates's regular distance education section. These changes are the result of changes to Title 5 (55206), requiring some specificity related to regular and effective contact and ADA requirements.

We are beginning discussions about changing the catalog start date from 1 June to 1 August. There are many stakeholders who will need to be involved in the discussions.

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ATTACHMENT D:

DESSC report to DAS 3/2/2021

The Los Rios District Equity & Student Success Committee met on Monday, 2/22/2021 2:30-4:30

1. Subcommittees and workgroups gave updates and agreed to work on membership for faculty weighting.

· Digital Equity reported on a number of positive updates that are occurring in this area:

o ~1000 Chromebooks have been distributed to students in support of Spring '21 term.

o ~2,500 Chromebooks have been ordered (and received) to support Fall '21 term for students in Priorities 1-4. We are pursuing funding for additional devices to expand the offering.

o Funding has been secured to continue the Comcast Services for all Pell-eligible students through next Academic year.

o Students in the Comcast program will have double the Internet speed (50 Mbps downstream and 5 Mbps upstream) beginning March 1.

o Hotspots are still available at each college and funding has been secured for Hotspots for students for whom Comcast is not a viable option.

o The Student Technology Help Desk is now fully functional and is supported by staff from all four colleges (916) 286-3700.

o There will be a new Student Tech Resources page on each college website. This site will be available from the top navigation so it's prominent.

· Dual Enrollment Group has not yet met

· Advanced Ed has been working on ideas to guide students for the coming academic year, including CCAP (College Career Pathway Agreement) details; how to make websites more student friendly.

· UnDocu Students

o Update from Jake Knapp in HR - Los Rios District is working with unions to protect faculty and staff

o Looking at a series of trainings that would benefit processing of undocu-students along with plan and timeline to improve access to undocu-students.

o Making recommendations for staffing of Dream Centers at each college

o Currently there's an upswing in benefits to undocu-students; legislation that infuses funding for resources

· Call Center and Basic Needs had no reports at this time

2. Members reported on Equity work at the colleges



· All District:

a. Black History Month events

· SCC

The Library Collection Advisory Workgroup is a new districtwide effort created with the intent to draw on the expertise of faculty teaching subjects such as Ethnic Studies and Critical Race & Gender Studies to make recommendations in order to inform library collection decisions (the workgroup wouldn't have mandatory power, collection development already being a librarian's responsibility). A core objective is to support student research around race and ethnicity, and even address other disciplines from a different lens. Since we are still recruiting faculty, we

FLC

Peer Engagement for Achievement, Culture, Connection, and Excellence (PEAC<sup>2</sup>E) is a new program at FLC geared to disproportionately impacted students starting with Black and African American students - peer counseling, mentorship, and other resources; will start next fall.

ARC

Faculty leading data conversations with faculty - measures for faculty to understand individual course data. work being done for faculty to understand their teaching philosophy and incorporate equity lens. Many other institutes and communities of practice for ex. conversations about race.

CRC

Outreach specialists are working with high schools to improve outcomes and better track students, especially DI populations A2Mend Conference - March 4th and 5th - A<sup>2</sup>MEND 13th Annual African American Male Summit Mike Chappell helps facilitate this young men's group @CRC led by Ed Bush, CRC President

3. Obstacles to equity and student success

We are losing students due to 100% online instruction. Can DESSC help faculty humanize online learning? Instructors being flexible and welcoming needs to increase to help us build community with students.

a. These CCC Online Network of Educators definitely help faculty humanize online learning: Equity and Culturally Responsive Teaching and Humanizing Online Teaching & Learning

2021 meeting dates: March 15, April 19, May 17: 2:30 – 4:30 p

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ATTACHMENT E:

District Educational Technology Committee Report for the Feb 25, 2021 meeting.

Test Proctoring Task Force Update

The group membership has been finalized and we have met once to identify required features of a future online test proctoring solution. We hope to have final ranking and recommendations forwarded to DETC by March 5.

Reopening Report & One-time Funds

J. Nye gave a brief report about the reopening process and additional one-time funds. The group discussed using some of the funds to incentivize professional development beyond the existing *Foundations of Canvas Course Design* 15-hr training course. Much of the discussion was devoted to exploring what additional accessibility training and support could look like. DAPIC will continue to explore options and will report back.

#### Other Updates

- Los Rios Colleges Online has added three new programs to its roster: Comm Studies (FLC), Health Information Technology (CRC), and Administration of Justice (SCC).
  - DO-IT/LMS report: the Math equation issue appears to be finally resolved. 2500 more chromebooks have been purchased for distribution next semester.
  - CRC Library is now using a lockbox system to provide contactless pickup for borrowed library materials. The lockboxes can be monitored and unlocked remotely by librarians, adding flexibility to the hours when students can pick up the materials.
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#### ATTACHMENT F:

##### LRCFT report to DAS March 2, 2021

- The LRCFT exec. board is voting to provide funds to the upcoming Cesar Chavez Day March on March 27.
- The LRCFT is updating the website layout and design, [lrcft.org](http://lrcft.org). This will take place over spring break.
- The LRCFT will consider funding the various Los Rios student graduations this semester.
- The LRCFT exec. board plans on sending several members to the BOT retreat on March 5 and 6.
- The LRCFT exec board is allocating funds to pay for some of FACCC's expenses for faculty attendance and guest speaker at its Advocacy and Policy Conference March 12 and 13. The LRCFT PAFC voted to provide funds for the speaker.
- The LRCFT exec board has started a Faculty in Excellence Series to pay African American faculty to speak about academic success projects in Los Rios.
- The LRCFT exec board is also sponsoring the Umoja Conference.
- The LRCFT exec board continues to invite BOT members to its meetings.
- The LRCFT exec board continues to facilitate a new exec board member retreat.
- The LRCFT exec board continues to plan an Equity Audit to reform internal practices.
- The LRCFT exec board is making plans to attend the CFT annual meeting March 25-26.