

DAS President Communication

Week 13 Recap

Spring 2021

Week 13 Meetings Attended by DAS President

Monday April 19th

- LRCCD Strategic Plan Meeting with Bush 8am
 - Drafted a plan for reaffirmation of the LRCCD Strategic Plan in the fall
 - To be vetted and approved by Chancellor's Cabinet
- Meeting with Knapp 3pm
 - Reviewed progress on equivalency policy & regulation
 - Reminded about need for input on policy & regulation items on which DAS wants feedback

Tuesday April 20th

- Meeting with Powell-PPC proposal template 10:30am
 - Drafted a proposal template for all colleges to use when submitting to the PPC
 - To be vetted and approved at next PPC meeting May 4th
- DAS Leadership meeting with King & Nye 1:30pm [see notes at end of this document]
- DAS 3pm

Wednesday April 21st

- CCCCCO Webinar 9am
- Meeting with King 10am
 - Discussion of DAS emails regarding centralization and degree audit/planner

Thursday April 22nd

- Meeting with Nye 1pm
 - Discussed accreditation, strategic plan, ethnic studies, and VPSS work on fall student services planning
- Distance Educational Technology Committee (DETC) 3pm

Week 14 Recap

Week 14 Meetings Attended by DAS President

Monday April 26th

- Senate-Union Joint Issues Committee (SUJIC) 2:20pm
 - Review of passed resolutions from ASCCC Spring Plenary
 - Update on LRCFT negotiations
- Chancellor's Cabinet 3pm

Wednesday April 28th

- Meeting with King 10am
 - Discussion about reaffirmation of strategic plan
 - Accreditation meeting with ACCJC Vice President Gohar Momjian
- District Accreditation Coordinating Committee (DACC) 1:30pm
 - Reviewed and updated timeline
 - Confirmed collection of evidence for DO areas will be done in coming weeks
 - Question and answer time with ACCJC Vice President Gohar Momjian
 - Confirmation that there is no accreditation jeopardy in terms of centralization and improving services
 - ISER will be a snapshot of where colleges are at the time they are submitted
 - Addendums may be shared closer to the time when the team reviews the ISERs and comes for site visits if there have been substantive changes

Thursday April 29th

- Meeting with Nye 3:30pm
 - Discussed accreditation and timelines for evidence collection by DO

Week 15 Outlook

Week 15 Meetings Scheduled for DAS President

Monday May 3rd

- DAS Leadership Meeting 2:30pm

Tuesday May 4th

- LRCCD Program Placement Council (PPC) 11:30am
- DAS Leadership meeting with King & Nye 1:30pm
- DAS 3pm

Wednesday May 5th

- CCCCCO Webinar 9am
- Meeting with King 10am
- LRCFT Executive Board Meeting 3pm

Thursday May 6th

- Associate Vice Chancellor Impressions 8am
- Meeting with Nye 1pm
- Los Rios Summit for the Future 3pm

DAS Leadership Meeting with King & Nye

Tuesday April 20, 2021

1:30-3:00pm

1. **Class Cap Resolution**-next steps of forming a task group to develop recommendations (full text of resolution at end of this document)
 - DO open to having a task group gathered to discuss class caps with admin, senate and LRCFT
 - Resolution asks for a shared governance group-could if function in a similar way as the competency groups, on call when needed
 - LRCFT has interest in alignment across colleges
 - Increasing student success and equity should be focus
 - Convening of all parties in the early fall to listen and hear each other
 - Contract uses language “traditional class maximums” but no where is this defined, need to define class size in the contract
 - Need to be careful about rolling over schedules without resetting class caps back to ‘normal’

2. **Financial Aid and Admission & Records**-how to encourage dialog and consultation moving forward on ways to improve these services for students
 - Recent email gave a good background on the framework and focus for college discussions
 - FLC-listening hour to hear more about constituency interests; also would like anonymous ways to gather feedback (GoogleForm)
 - SCC-sees centralization topics as squarely “10+1” issues, should be discussions at DESSC and primary involvement of DESSC (R-3412); faculty concerned about being consulted ‘after the fact’; feedback and input not as robust as a consultative process
 - May 6th DO Exec and college presidents interested in a districtwide conversation to share concerns
 - ARC-not knowing if conversations can happen or what the conversations need to be about is a problem; taking conversations through normal governance processes (Operations Council) which will feed back to Academic Senate
 - College presidents have been talking about how to have the college level discussions and try to work in unison while also acknowledging local process may be different
 - Consultant presentations about FA-what data is needed to have informed conversations, interviews of everything throughout the process of FA from college up to district
 - Administration has purview in organizational decision making. Different views on how DESSC should be utilized in the process.
 - Need to clarify which decisions are within which constituency’s purview
 - Need to make sure process, policy, procedures, etc. work to support what is best for students
 - CRC-meeting scheduled with VPSS and others to discuss
 - Does the DESSC charge need to be reexamined? Is it too overreaching?
 - Helpful in the future to have case making come out first and transparently and then move to idea and planning stages
 - Current P&R and process and governance should be used to guide us through these discussions and decisions
 - There is however tension in the system to adapt at a faster pace than in the past; tremendous urgency to serve our students better; past process has not allowed us to be nimble enough to meet students’ needs

- Want to engage people directly involved in FA and those with insight in best practice to determine plans moving forward, no plans have been made yet
 - Current metrics for FA-we don't have any metrics in the district
3. **Hiring Committees**-As appointments to adjunct hiring committees are increasingly “kicked back” from HR for insufficient diversity, ARC faculty are increasingly questioning the lack of transparency around the use of quotas, the burden this is placing on faculty of color to constantly train and serve as equity reps (and non-discipline faculty committee members), and the impact on students of hiring delays incurred as a result of this process of having committee membership disapproved at the district level. As appointments to adjunct hiring committees are increasingly “kicked back” from HR for insufficient diversity, ARC faculty are increasingly questioning the lack of transparency around the use of quotas, the burden this is placing on faculty of color to constantly train and serve as equity reps (and non-discipline faculty committee members), and the impact on students of hiring delays incurred as a result of this process of having committee membership disapproved at the district level.
- Nye will share concerns with Chanelle
 - Language in hiring manual not specific in terms of administrative and classified professional role in the overall diversity of the committee
 - Increased burden on faculty of color

Los Rios Community College District Academic Senate Resolution

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

Approved April 6, 2021

Whereas, the District Academic Senate (DAS) is committed to all the colleges becoming more equitable institutions, and equitable education requires building relationships with students and providing individualized learning experiences to meet diverse needs; and

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

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

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

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

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

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

References

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

Arias, JJ & Walker, Douglas M. 2004. "Additional Evidence on the Relationship between Class Size and Student Performance," *The Journal of Economic Education*, Taylor & Francis Journals, vol. 35(4), pages 311-329, October.

Horning, Alice. "The Definitive Article on Class Size." *WPA. Writing Program Administration*, vol. 31, no. 1-2, Council of Writing Program Administrators, 2007, p. 11–.

Linton, C. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin Press. Association of College and University Educators (ACUE)

[Effective Practice Framework](#) The American Council on Education Course in Effective Teaching Practices California Community Colleges Online Education Initiative, [Course Design Rubric](#), April 2020.

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

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