**District Academic Senate (DAS) Meeting – Approved Minutes**

**Tuesday, October 4, 2022**

**3:00 -5:00 pm**

<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 |  |
| Veronica Lopez | ARC | Academic Senate Secretary | x |
| Alisa Shubb | ARC | Academic Senate Past President | x |
| Scott Crosier | CRC | Academic Senate President | x |
| Lisa-Marie Mederos | CRC | Academic Senate Vice President | x |
| Jacob Velasquez | CRC | Academic Senate Secretary | x |
| Greg Beyrer | CRC | Academic Senate Past-President | x |
| Eric Wada | FLC | Academic Senate President | x |
| Danielle Beck | FLC | Academic Senate Vice President | x |
| Lisa Danner | FLC | Academic Senate Secretary |  |
| Paula Cardwell | FLC | Academic Senate Past President | x |
| Sandra Guzman | SCC | Academic Senate President | x |
| Dawna DiMartini | 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 Hodgkinson  Kalinda Jones | CRC  FLC | Prison Reentry Education Program Committee (PREPC) |  |
| Tamara Cheshire  Keith Heningburg | FLC  SCC | Ethnic Studies Faculty Council | x  x |

## Preliminaries

1. Welcome / Call to order

2. [Land Acknowledgement](#Land)

3. Approval of Agenda - Approved

4. Approval of Minutes - Approved

5. Introduction on Guests - Craig Davis, Pamela Posz, Teresa Aldredge, Brian Pogue, Jena Trench

6. **Public Comment Period** (up to 3 minutes per speaker) - None at this time

7. DAS President’s Report

Last week Academic Senate Presidents met with Jamey Nye, Tammy Montgomery, Sonya, and Jake. Discussed dual enrollment. Shared desire that Mario share reasons why faculty allocations are not taking place this year.

It was shared that at PPC the question “Is mode of instruction a criterion for PPC consideration?” came up. It is not.

DAS President will be attending the Board retreat this weekend and will report back.

Shared that there was a request at SUJIC for future closed session meetings for discussing negotiations.

## Consent Items

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

1. Adoption of Findings Related to Public Meetings Pursuant to AB 361: “the state of emergency continues to directly impact the ability of members to meet safely in person.” - Approved by consent

## Decisions (10-15 minutes per item)

1. Class size task force [charter](#classsize) (second reading)

Charter was updated to include a desired outcome that there be an understanding around how class size decisions are currently made.

Charter was updated to add additional positions for students.

Concern shared that this is not a faculty weighted group (faculty are not the majority of the group). Ask that we consider increasing faculty representation or decrease admin representation.

Concern that adding additional faculty could make the group unwieldly. Do we need a student/admin rep from each college?

Support expressed for 1 admin and student and 2 faculty from each college. Charter updated to reflect that support.

Motion to approve proposed charter.

Passed. Yes: Alisa Shubb, Carina Hoffpauir, Veronica Lopez, Scott Crosier, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DiMartini, Amy Strimling, Lori Petite

## Reports (5 minutes per report + 5 minutes for questions) – None at this time

## Discussions (10-15 minutes per item)

1. Noncredit Workgroup charge

[Draft charge](#noncredit) shared.

Concern shared about securing funding for travel.

Noted possible LRCFT concerns around two tier education.

Concern about whether document centers students.

Concern about commodifying students.

Desire that the charge center students and equity.

Concern about creating a group without a very clear charge. Desire to see charge make clear that case-making and benefits and drawbacks will be addressed.

Desire to see in the charge that concerns around ab 705 be explored. Would noncredit courses align or not align with the work around ab 705?

1. [Proposed DAS Bylaws revisions](#bylaws)

Shared that the proposed changes do not change intent/practice; they clarify intent/practice.

Appreciation expressed for the clarity and tone of the changes.

Suggestion to change “counting a quorum” to “establishing a quorum.”

Motion to suspend the rules requiring a second reading.

Passed. Yes: Alisa Shubb, Carina Hoffpauir, Veronica Lopez, Scott Crosier, Lisa-Marie Mederos, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Paula Cardwell, Sandra Guzman, Dawna DiMartini, Amy Strimling, Lori Petite

Motion to approve proposed changes with the “establishing a quorum” suggestion.

Passed. Yes: Alisa Shubb, Carina Hoffpauir, Veronica Lopez, Scott Crosier, Lisa-Marie Mederos, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Paula Cardwell, Sandra Guzman, Dawna DiMartini, Amy Strimling, Lori Petite

1. District Educational Technology Committee (DETC) guidance on use of online proctoring tools

Concerns around privacy, equity, and racial bias.

[Legal decision](https://bbgohio.com/wp-content/uploads/2022/08/MSJ-decision.pdf) that room scanning violates privacy.

DETC has discussed this topic for some time. Consensus reached at DETC that online proctoring be phased out in May due to the myriad equity and accessibility issues.

Concern that there may need to be a period of time for adjustment, for faculty to get professional development, to adjust assessments. Is phasing out by the end of the year too ambitious?

Some faculty have been vocal around concerns around workload and feeling they were not consulted.

Some concern expressed that Jamey Nye insisted that DETC bring this back to Senate, that this should not have been necessary given the nature of DETC. Others felt that it was beneficial that it come to DAS.

The work group explored a number of alternatives, none of which were superior to Proctorio.

Belief expressed that we need to prioritize privacy and equity.

1. Dual Enrollment Proposed Regulation changes

Not discussed at this time. This will be revisited.

1. Draft District Strategic Planning Process feedback

It was shared that Admin has shown some willingness to make some of the changes DAS has suggested.

## Items from Colleges for District Academic Senate Consideration

Some interest expressed at ARC in supporting SCC’s white paper, especially in pursuing more robust responses from the board in response to the white paper.

Concern expressed at ARC about student success issues around dual enrollment.

Some concern expressed at SCC around providing robust student support services to dual enrollment students.

Interest expressed at SCC in getting clarity around when LTTs will be granted.

At SCC, inquiries/concern around admin positions continuing to be filled while there are no faculty allocations.

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

* District Curriculum Coordinating Committee (DCCC) – *Bill Simpson -* [Report](#dccc) uploaded to Canvas
* Other meeting reports
  + PPC: At our Oct. 4 meeting, we did a first reading of a Business Information Professional certificate at FLC and a second reading (approval) of a Data Science degree and a Global Business Economics certificate

## Upcoming Meetings / Events

* LRCCD Board of Trustees Retreat: Friday – Saturday, Oct 7th -8th
* ASCCC Area A Meeting: Friday, Oct 14th
* District Academic Senate: Tuesday, Oct 18th 3-5pm
* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, Oct 19th 5:30pm
* [ASCCC events](https://asccc.org/calendar/list/events)-events and institutes are listed on the website

## Land Acknowledgements

[ARC Indigenous Land Statement](https://arc.losrios.edu/student-resources/native-american-resource-center" \l ":~: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**

**Class size task force charter**

**Project Team: Class Size Recommendations**

**Project Type:  Task Group**

**Project Duration:  2022-23**

**PROJECT BACKGROUND AND NEED (Why is the project necessary?)**

California Education Code § 70902 (B) (7) grants to academic senates the “primary responsibility for making recommendations in the area of curriculum and academic standards.”  Because class size can clearly impact instruction, and appropriate course enrollment maximums are an essential aspect of guaranteeing the quality of instructional programs, class sizes are a curricular and academic matter and thus fall under the purview of the academic senate.  (“Setting Course Enrollment Maximums: Process, Roles, and Principles.” ASCCC)

In 2020, the Los Rios District Academic Senate passed the following resolution:

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

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

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

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

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

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

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

In 2021, the DAS and  LRCFT Presidents, College Vice Presidents of Instruction, and LRCCD Deputy Chancellor met to discuss steps towards meeting the first resolve. The LRCCD administration did not accept the DAS’s recommendation that a standing governance bodybe convened to developprocesses and practices to establish and regularly evaluate criteria for setting and reviewing class sizes. However, the College Vice Presidents of Instruction and LRCCD Deputy Chancellor did agree with the Academic Senate and  LRCFT Presidents that a task force be formed to  recommend processes and best practices to establish and regularly evaluate criteria for setting and reviewing class sizes with a foundation in equity-based decision making (as per the resolution).

**PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)**

The project scope will be limited to developing criteria and setting guidelines for determining optimum class sizes on a course-by-course, discipline-by-discipline, and college-by-college basis.

The scope of the work will be focused on effectiveness of instruction while taking into consideration efficiency of operation.

Guidelines produced by this project will take the form of recommendations not to usurp the authority granted to the Colleges as per R-7131, 2.0 Optimum Class Size, 2.1 which states “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”.

Work of this group will not usurp the Chancellor or designee’s authority to develop Administrative Regulations for setting class size guidelines for all area classes within a division as per P-7131.

Work of this group will focus on optimum class size and will not attempt to set class caps.

**PROJECT OBJECTIVES (What is the project expected to achieve?)**

Successful completion of this project is intended to achieve the following objectives:

* an understanding of current processes/practices for determining class sizes at the 4 colleges
* a set of criteria to inform discussions on class size
* a set of recommendations on determining optimum class size
* a set of recommendations on temporary class size adjustments
* recommendation for regular evaluation and revision of criteria and class size recommendations
* findings that will be shared with the LRCCD Academic Senate and LRCFT Presidents, Vice Presidents of Instruction, Associate Vice Chancellor of Instruction, and Deputy Chancellor

Criteria, processes, and practices will be identified to establish and regularly evaluate criteria for setting and reviewing class sizes in Los Rios on a course-by-course, discipline-by-discipline, college-by-college basis. Equity-based decision making with an emphasis on faculty expertise in implementing best practices  to achieve an equitable, effective educational environment will serve as the basis for this project.

These criteria, processes, and proposed practices will be documented in a report submitted to the LRCCD Academic Senate & LRCFT Presidents, College Vice Presidents of Instruction, and Deputy Chancellor for consideration and recommendation to the Chancellor.

**PROJECT DELIVERABLES (What items will be produced during the project?)**

Deliverables to be completed and/or submitted for approval:

1. Criteria for setting class sizes on a course-by-course, discipline-by-discipline, and college-by-college basis
2. Recommendations for processes and practices to regularly evaluate criteria for setting class sizes
3. Recommendations for a process for regular review of the guidelines/recommendations  resulting in appropriate modifications
4. Recommendations regarding the establishment of appropriate roles with the colleges/district for addressing the recommendations delivered in this report

**SUCCESS INDICATORS (How will success be measured or determined?)**

The project will be considered successful when:

1. criteria have been established
2. recommendations have been developed
3. process for review has been developed
4. report to appropriate constituents has been submitted

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

**PROJECT ASSUMPTIONS (What conditions are believed to exist?)**

The project team was authorized based on the following assumptions:

* The task force/project team is charged with drafting guidelines/recommendations for the VPIs, Senate Presidents, LRCFT Presidents, AVC of Instruction, and Deputy Chancellor for consideration and potential adoption.

* Interest in looking holistically at what should be considered when setting/adjusting class size with a focus on equity rather than creating rules/guidelines for specific courses or disciplines.
* Interest in guidelines/recommendations addressing a transparent process for making temporary class size adjustments.

* Interest in creating a process for a regular review of the guidelines/recommendations and making modifications if warranted.

* Interest in collecting data on success and retention as related to class size.

* There exists a lack of shared understanding around current processes for setting class sizes.

**PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project?  How might the project intersect with the internal or external environment including other projects?)**

The project team should be aware of the following known risks, constraints, and/or dependencies:

* Recognize shared interest in balancing effectiveness of instruction and efficiency of operation
* Class sizes are also workload issues that are negotiated between LRCFT & LRCCD.
* Class size and class caps are two different concepts. Care must be taken not to conflate the scope of this project beyond class size into class caps as class caps are not within the scope of this project.
* While interest exists in class cap alignment across colleges for the same courses, some faculty have expressed apprehension about this idea. The LRCFT and LRCCD, however, have agreed to address differences in caps for the same course across colleges.

**OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)**

* Implications of AB705 / 1705 on class size
* Disaggregated student success research data needed based on class size and completion
* Potential for space/facilities challenges
* Parameters  that exist because of District policy

**PROJECT TIMELINE/KEY MILESTONES**

|  |  |  |
| --- | --- | --- |
| **Month(s)** | **PROJECT PHASE** | **FOCUS/MAJOR TASKS** |
|  | Initiation | Project initiation and charter development |
|  | Preparation | Project planning; team scheduling; initial research and discovery; preparation for kickoff |
|  | Team-Based Work | [will vary by project; should identify any key milestones] |
|  | Formal Review | Review and adoption of deliverables through governance processes |
|  | Closure | Celebrate the project team’s work and archive artifacts of the project |

**Planned Governance Flow of Deliverables**

|  |  |  |
| --- | --- | --- |
| **Meeting Date** | **Governance Group** | **Desired Outcome** |
|  |  | **□ 1st Reading**  **□ 2nd Reading – Recommendation to \_\_\_\_\_\_\_\_\_** |
|  |  | **□ 1st Reading**  **□ 2nd Reading - Recommendation to \_\_\_\_\_\_\_\_\_** |
|  |  | **□ 1st Reading**  **□ 2nd Reading – Recommendation to \_\_\_\_\_\_\_\_\_** |
|  |  | **□ 1st Reading**  **□ 2nd Reading – Recommendation to \_\_\_\_\_\_\_\_\_** |

**Standard Description of Project Stages**

|  |  |
| --- | --- |
| **Project Stages** | **Description** |
| Initiation | Activities leading to the authorization and chartering of a project team |
| Preparation | Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps) |
| Team-Based Work | Activities which occur in a collaborative environment in which the project team works based on the scope of the charter |
| Formal Review | Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project |
| Closure | Activities to celebrate the success of the project and archive the artifacts of the work completed |

**PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES**

| **Role** | **Responsibilities** |
| --- | --- |
| **Project Leads** | * Prepares, leads, and follows up on meetings * Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes * Submits the final deliverables to the sponsoring group for approval |
| **Project Steward**  *(may be one of the leads or a separate individual)* | * Manages the project on behalf of the sponsoring group * Drafts the charter in consultation with the sponsoring group * Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project * Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame * Reports progress to the sponsoring council * Maintains and archives project documentation at the conclusion of the project * Assists the project leads as needed |
| **Team Members** | * Participates in all project meetings and activities * Supplies valuable knowledge and perspective (often based on the individual’s responsibilities or role) * May be assigned specific project tasks to complete outside of project meetings * Assists with the “heavy lifting” that is required to accomplish the project deliverables |
| **External Consultant**  *(optional)* | * Provides expertise and assistance from an external (non-Los Rios) perspective |
| **Executive Sponsor**  *(optional)* | Large, high-impact projects only:   * Champions the project from the executive level to secure buy-in and ensure viability * Communicates project purpose and vision * Allocates appropriate resources to support effective development, execution, and institutionalization * Maintains awareness of project status and helps mitigate risk * Mediates conflicts and facilitates dialogue to resolve project issues * Assumes other responsibilities as appropriate based on the project scope |

***Please see Appendix A for a complete roster of the membership for each specified role.***

**COMMUNICATION PLAN (How will information be shared with the stakeholders?)**

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Communicated By** | **Audience** | **Frequency** | **Purpose** |
|  |  |  |  |
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**Conflict Resolution**

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President’s Executive Staff (PES).  Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

**APPENDIX A: PROJECT MEMBERSHIP - Proposed**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROJECT TEAM** | |  |  |
|  | **Name of Participant** | **College** | **Role** |
| **Project Lead** | Alisa Shubb | ARC | DAS President |
| **Project Co-Lead** | Tammy Montgomery | DO | Interim Associate Vice Chancellor of Instruction |
| **Members** |  |  |  |
|  |  | ARC | 2 Faculty |
|  |  | CRC | 2 Faculty |
|  |  | FLC | 2 Faculty |
|  |  | SCC | 2 Faculty |
|  |  | LRCFT | 1-2 Faculty |
|  |  | ARC | 1 AVP/Dean |
|  |  | CRC | 1 AVP/Dean |
|  |  | FLC | 1 AVP/Dean |
|  |  | SCC | 1 AVP/Dean |
|  |  | ASB | 1 Student |
|  |  | ASB | 1 Student |
|  |  | ASB | 1 Student |
|  |  | ASB | 1 Student |
| **Assistant** |  |  |  |

|  |  |
| --- | --- |
| **OTHER ROLES** | |
| **Project Steward\*** | **Alisa Shubb** |
| **External Consultant(s)** |  |
| **Executive Sponsor**  *(high-impact projects only)* | **Jamey Nye** |

\*May be one of the project leads or a separate individual

**APPENDIX B: STUDENT PARTICIPATION**

The student voice contributes a diverse perspective to project teams and is highly valued.  As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

**Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Method** | **Description** | **Compensated?** |
| **☐** | **ASB Appointment** | Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings.  **This option is considered the standard method of representation.** | Yes |
| **☐** | **Student Resource Panel** | In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project.  The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project. | Yes |
| **☐** | **ASB Direct Involvement** | Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting. | No |
| **☐** | **Student Survey or Focus Group** | Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team. | No, but incentives may be provided on a case-by-case basis. |
| **☐** | **Student Forum or Gallery Walk** | Project holds a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts.  ASB would be asked to assist in publicizing the date/time of the event to the student constituency. | No |
| **☐** | **Other** (please specify intended methods) |  |  |

Please see the “Governance: Student Compensation” document for further details on the compensation structure.

**Draft Noncredit Work Group Charge**

The Noncredit workgroup will explore the potential for implementation of noncredit classes within the Los Rios Community College District.

The formation of this workgroup is based on the research of Pamela Posz in this area.

The relevant slideshow can be found here:

<https://docs.google.com/presentation/d/1wnm22bUouxgnRdeO3Uo8FGI8K5g6I5v1/edit?usp=sharing&ouid=101272156719341769295&rtpof=true&sd=true>

There are multiple potential benefits to be gained from offering noncredit in Los Rios, ranging from immigrant education to reduced barriers for student enrollment to increased offerings for older adults and courses for students with disabilities to ESL education, as well as short term vocational education and workforce preparation. In general noncredit has the potential to improve equity and student success.

Workgroup membership will be pulled from faculty in a variety of different departments and areas. There will be a focus on departments where enrollment has been impacted by repeatability and changes in law created by recent legislative initiatives such as AB 705, given that noncredit may be a particularly effective solution to decreasing enrollments in these areas.

A representative from LRCFT will also be included given the substantial potential impacts on faculty load and evaluation.

Pamela Posz (SCC Librarian and Makerspace Coordinator) will serve as lead on this project.

Workgroup tasks:

* Communicate with other community college districts who have implemented noncredit courses
* Discuss potential opportunities for students success that could be gained by implementing noncredit course options
* Discuss potential obstacles involved in implementing a change of this size
* will examine any legal and technological issues that would need to be addressed, as well as any other unforeseen issues
* Field trips to other campuses and districts with strong noncredit programs would be beneficial for this work

Deliverable:

The workgroup will come up with a set of recommendations for  the conditions under which noncredit would be a good option for Los Rios and what would be necessary for implementation.

The timeline for this work would be:

22-23 Academic Year

Exploration of this issue

Potential visits to other community colleges with strong noncredit offerings

Develop a set of recommendations for whether noncredit would be a good option for Los Rios CCD

23-24 Academic Year (and beyond)

If the committee finds that this would be a good option, the workgroup would begin to discuss implementation of noncredit in Los Rios.

**Recommended Composition of workgroup:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Role** | **Department** | **#** | **Campus** |
| Pamela Posz | Committee Lead | Librarian  LIBT (CE) Program Coordinator  Makerspace | 1 | SCC |
|  | Appointed by Jason | Union representative | 1 |  |
|  |  | Art/Music/Theater Arts/ | 1 | ARC |
|  |  | ESL | 1 | SCC |
|  |  | CE Program Faculty | 2 | SCC/ARC |
|  |  | English | 1 | ARC |
|  |  | Math | 1 | CRC |
|  |  | 4 year transfer faculty | 1 | FLC |
|  |  | Administrator | 1 | Any campus |
|  |  | Distance Ed | 1 | FLC |
|  |  | Counselor | 1 | ARC |
|  |  |  | **12 total** |  |

The membership will be balanced between the 4 campuses.

Faculty recommendations will be made by college academic senate presidents for appointment by DAS President

**Proposed DAS Bylaw Revisions**

DAS Constitution & By-Laws: Proposed Changes

Two documents, the Constitution and the By-Laws, govern the proceedings of the DAS. To perform their functions, it is best that they clearly convey their intent. For this reason, in an effort to resolve an unclarity related to quorum and the difference between voting and non-voting members of the DAS, a request to propose changes was made. Below, two changes are proposed. Neither is substantive, and neither modifies the current intent of the documents. Rather, the proposed changes are simply to resolve the unclarity mentioned.

Proposal 1: Article 3 of the DAS Constitution

In its current form, Article 3 of [the Constitution](https://employees.losrios.edu/lrccd/employee/doc/committee/das/das-constitution.pdf) specifies the DAS membership. Its intent is to establish and delineate membership in terms of voting and advisory roles. But it fails to sufficiently characterize those roles, and thus fails to clearly convey its intent. The proposed change is simply to add a section (Section 4) to make clearer the intent mentioned, as follows:

Article 3: Membership

Section 1. The officers of the DAS consist of the DAS President and DAS Secretary.

Section 2. The voting membership of the DAS shall consist of the local Academic Senate Officers, not to exceed four people from each college.

Section 3. Non-voting ex-officio members of the DAS serve as important liaisons between the DAS and the committees they chair. Their presence is valuable to DAS function and therefore when ex-officio members are not able to attend, a designee from their committee shall be appointed.

Section 4. Every DAS member shall have the right to participate as an advisor to facilitate the taking of representative action. Such participation includes, but is not limited to, making recommendations, sharing expertise, and performing tasks that serve to ensure that well-informed action can be taken. A subset of DAS members, i.e., the voting members, shall have the right to participate as voters (when present at DAS meetings). Such participation includes, but is not limited to, making motions, abstaining from voting, and being counted in counting a quorum.

Proposal 2: Article 10 of the DAS Bylaws

In its current form, Article 10 of [the By-Laws](https://employees.losrios.edu/lrccd/employee/doc/committee/das/das-bylaws.pdf) defines the notion of quorum. Its intent is to make quorum a protection against the taking of unrepresentative action by a small number of voting members. But it fails to specify that voting members alone are to be counted in counting a quorum, and so fails to clearly convey its intent. The proposed change is simply to add ‘voting’ in two places to make clearer the intent mentioned, as follows:

Article 10: Quorum

Section 1: A quorum shall be defined as nine (9) voting members of the DAS with at least one (1) voting member participating from each constituent college Academic Senate. The requirement for each college Academic Senate to be represented can be waived if the DAS President is notified by a member of an Academic Senate’s executive team of non-participation in advance of the meeting; however, a minimum of three Academic Senates is always required.

**District Curriculum Coordinating Committee Report**

The committee met on Sep. 23.

* All of the curriculum proposals were approved.
* New thematic blocks were approved for the CISD designator.
* Updated language was approved for the distance education section of course outlines in Socrates to bring us into compliance with Title 5. (See below for more details.)
* The Catalog Process Implementation Workgroup has begun its work and will meet throughout the rest of the semester.
* During a conversation about how similar shared courses should be across the district, interest was expressed in revisiting the Rule of 5 and possibly expanding it.

The next DCCC meeting will be held Oct. 28, 2022.

Respectfully submitted by Bill Simpson, DCCC Chair.

**Old DE Statement:**

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

**New DE Statement:**

The same standards of course quality shall be applied to any portion of this course conducted through distance education as are applied to in-person classes. All components of this course outline, including student learning outcomes, course topics, methods of instruction and evaluation, and student assignments, have been reviewed to ensure that learning outcomes for this course can be met when it is delivered through distance education to the extent indicated above by the percentage and additional limitations if applicable.

The distance education portion of this course shall include regular effective contact between instructor and students, and among students, either synchronously or asynchronously. The activities conducted to meet this requirement will be determined by the instructor teaching the class and will be clearly communicated to students. These interactions can take place through various activities that may include, but are not limited to: email, instant messaging, discussion boards, group assignments, video conferencing, and audio conferencing.

The distance education portion of this course shall maintain compliance with the Requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d). Examples of how the accessibility of course materials will be ensured may include (but are not limited to): the use of accessible documents (.doc, .pdf, etc.), alt-text for images, captioned videos, text transcripts for audio files, etc.