# District Academic Senate (DAS) Meeting Approved Minutes

**Tuesday, November 15, 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 | x |
| 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 |  |
| 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 | x |
| 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) |  |
| Morgan Murphy | FLC | District Educational Technology Committee (DETC) | x |
| Ea Edwards | CRC | District Equity & Student Services Committee (DESSC) | x |
| 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) | x |
| Tamara Cheshire  Keith Heningburg | FLC  SCC | Ethnic Studies Faculty Council | x  x |

## Preliminaries

1. Welcome / Call to order

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

3. Approval of Agenda - Approved

4. Approval of Minutes - Approved

5. Introduction on Guests - Craig Davis

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

Comment that during Chancellor’s visit to SCC Senate, Chancellor invited questions by email. Inquiry sent regarding expenditures on food consultants. Initial reply did not answer the question. Second response was a list of all district expenditures for the last 5 years.

7. DAS President’s Report

Faculty volunteers needed for class size task force. Class size task force [welcome letter](#letter).

Syncflex classroom technology discussion opportunity with AVPIT Manveer Bola. Please suggest faculty members who would be interested in attending.

2023-24 and 2024-25 Academic Calendars approved by BOT.

Board reports [module](https://lrccd.instructure.com/courses/176134/modules/1522755) created in Canvas (also includes SEM presentation from Nov BOT)

LTT/Faculty Hiring manual - Reached out to Carrie Bray. No response yet, but will try again.

Meeting with Chancellor King

* Chancellor's Cabinet - 1 ) Suggested yearly retreat, noted that students often request more on boarding. 2) Requested more detailed agenda items 3) Suggested employing a mechanism for gauging consensus when requesting input.
* Hiring of College Presidents - Suggested that even when hiring an interim president, opportunity for faculty impressions would be beneficial.
* Possible BOT request for student success policy - Asked what the process for creating new policy would be. Suggested that it would be beneficial to have multiple voices involved in drafting policy. Noted that student success policy should rely primarily on faculty input. Suggestion that DAS might consider taking the lead on this. Suggestion that this is an opportunity to remind the Board what their role, and our role should be. Suggestion that we be vigilant about deficit mindset language appearing in student success policy.

## 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

## Decisions (10-15 minutes per item)

1. Special Admit Students and Dual Enrollment Regulation [(draft R-2212)](https://drive.google.com/file/d/1w-DcaeALpYoH8EuqT8lJLCOc9E8rwyYt/view) (Second Reading)

Shared that FLC Senate has not yet had a chance to review the suggested revisions.

Revisions were supported by ARC, SCC, and CRC Senates.

Suggestion that if we don’t hear back from FLC Senate that they have concerns, then we can support the revisions at Chancellor’s Cabinet on 11/28.

1. [Noncredit Taskgroup Charge](https://docs.google.com/document/d/1qAylsr3QqyY-XSO15_QsTDLNwb4LaCFdGruqWuXs2_o/edit?usp=sharing) (Second Reading)

Shared that at a [breakout session on this topic at Plenary](https://asccc.org/sites/default/files/B2_Leveraging_Noncredit_Education_for_Equitable_Student_Opportunities.pdf), it became clear that Los Rios Colleges are the only CA Community Colleges are the only ones not offering any noncredit courses.

Noted that everyone else doing something was not a reason for doing something.

Shared that the stories shared at Plenary about how noncredit courses served students/populations, were compelling.

Interest in, enthusiasm for, co-leads on this group expressed.

Noted that the liaison support for noncredit will be helpful.

Suggestion that a deliverable could include identifying which types of noncredit courses could be eligible for enhanced funding.

Approved by unanimous roll call vote. Yes: Alisa Shubb, Carina Hoffpauir, Brian Knirk, Veronica Lopez, Scott Crosier, Jacob Velasquez, Greg Beyrer, Eric Wada, Danielle Beck, Lisa Danner, Paula Cardwell, Sandra Guzman, Amy Strimling, Lori Petite.

Recommendations for people to serve on this group will be needed.

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

1. Takeaways from ASCCC Fall 2022 Plenary *(all attendees)*

[Presentation links](https://asccc.org/2022-fall-plenary-session-program)

[Aligning General Education Pathways](https://asccc.org/sites/default/files/G5_Aligning_General_Education_Pathways_11-3-22_final.pptx)

[CA Community Colleges Mission Still Possible](https://asccc.org/sites/default/files/G5_Aligning_General_Education_Pathways_11-3-22_final.pptx)

[Adopted Resolutions](https://asccc.org/resources/resolutions)

Noted that attending Plenary in a syncflex format was very difficult.

Daisy, State Chancellor, repeatedly expressed gratitude for, and confidence in, faculty, and stated that faculty needed to be empowered.

Concern expressed about CalGETC and how that will affect those in lifelong learning fields.

Noted that there was an excellent session on creating inclusive leadership structures and developing diverse senate leadership.

## Discussions (10-15 minutes per item)

1. Los Rios Equivalency Committees processes & regulations

[Current LRCCD Equivalency to Minimum Qualification (R-5123)](https://losrios.edu/shared/doc/board/regulations/R-5123.pdf)

Los Rios Equivalencies White Paper [Part 1](#eq1)

Los Rios Equivalencies White Paper [Part 2](#eq2)

[Draft](https://lrccd.instructure.com/courses/176134/files/41822395?wrap=1) R-5123 Equivalencies (9/29/21)

How can we improve the processes outlined in the 9/29/21 draft?

Noted that in prior discussions, concern was expressed about not having local control.

Concern noted about how we would have a district wide group on call when we were off contract.

Concern expressed about 6.5. “Rely primarily” and “independent” are contradictory.

Inquiry as to what is the district’s interest in having the equivalency decision be as a district, when we make local hiring decisions.

Suggestion that if the ed code requires district equivalency, then a district wide committee with local representation is a way to have local input.

Suggestion that a simpler solution to solving the inconsistency problem, would be to disqualify candidates who were deemed to not be qualified locally, across the district.

Inquiry as to how we mitigate bias in this process.

Desire that these decisions must rely on discipline faculty recommendations.

Concern that in the current system, there is an ability to “shop around” for equivalency.

[Draft](https://docs.google.com/document/d/1wZ6XGTGGD8MIrDbkucSsiUUIO1qnlroVY1xlUUCCIcE/edit?usp=sharing) for comments.

Concern expressed that current system is not adequate.

1. Operationalizing Equity Workgroup rubric for mandatory equity training

Noted that ARC Senate has not yet had an opportunity to discuss this.

Work will continue on this.

1. Review of Los Rios Academic Freedom Policies, Regulations, & LRCFT contract language

[Statements](#freedom) regarding academic freedom.

At Plenary, encouraged to look at our policies and documents discussing academic freedom.

Suggestion that we might look at adding detail on academic freedom in online environments/classrooms.

Noted that we should ensure we have a process in place for how to respond to encroachments on academic freedom.

Suggestion that we have an “Academic Freedom” policy, rather than having it discussed in multiple places.

Please bring back to local senates and inquire if faculty are interested in exploring this topic further.

## Items from Colleges for District Academic Senate Consideration

Sac City College will begin searching for their next president in the spring.

Noted that SCC Senate is pursuing answers about expenditures on consultants and that the district has been less than forthcoming. Suggestion that this might be something to pursue in district budget committee.

Noted that we may need to do some work on updating work experience regulations in the near future.

## 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](#dcc)
* District Educational Technology Committee (DETC) – *Morgan Murphy* [Report](#detc)
* Instructional Accessibility Committee  *- Kandace Knudson* [Report](#iac)

## Upcoming Meetings / Events

* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, December 14th 5:30pm (DO Board Room)
* District Academic Senate: Tuesday, Dec 6th 3-5pm
* [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#:~: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**

Los Rios Optimal Class Size Task Force Welcome

Thank you for your interest in appointment to the Los Rios Optimal Class Size Task Force. This group was chartered in response to a District Academic Senate Resolution titled “[Impact of Class Size on Instructor Ability to Engage as Equitable Practioners](https://docs.google.com/document/d/1FhCL-nykV1f7CWRsLZegDe09YDbhsdVk/edit?usp=sharing&ouid=111365725088157068297&rtpof=true&sd=true).” The result of the resolution is the creation of this task force which has been charged with: **developing criteria and setting guidelines for determining optimum class sizes on a course-by-course, discipline-by-discipline, and college-by-college basis, focusing on effectiveness of instruction while taking into consideration efficiency of operation.**

A detailed [charter](https://docs.google.com/document/d/1FRumZkptMLSTTEyVc551EEbB-FPbGwlU/edit?usp=sharing&ouid=111365725088157068297&rtpof=true&sd=true) has been prepared to describe the work of this group. Members will be asked to review the charter which will be discussed at the [project kickoff/orientation meeting](https://docs.google.com/document/d/1hY4stYQ3yjNZ-uPZPapV3YQw3W-sAWJP/edit?usp=sharing&ouid=111365725088157068297&rtpof=true&sd=true). We are tasked with preparing a set of written **recommendations** for:

1. Criteria that should be used to set optimal class sizes at the Los Rios Colleges
2. Processes and practices that can be used to regularly evaluate the criteria for setting class sizes
3. A process for how to regularly review and recommend modification to the guidelines/recommendations
4. Establishing appropriate roles with the colleges/district for addressing the recommendations that will be delivered in the report from this task force.

18 people will be appointed to serve on this task force:

* 2 Faculty from each College
* 1 Manager from each College
* 1 Student from each College
* 1-2 LRCFT-focused Faculty

The task force will meet during the 2022-23 academic year, and produce a report that will be shared with the District Academic Senate and Los Rios CCD Executive Leadership in Fall 2023.

The task force will meet on Friday’s from 10:00am - 12:00pm on Zoom.

Meeting pattern as follows:

* 11/18/22 - project kickoff/orientation meeting
* 12/9/22 -
* 1/27/23 - (post winter break reorientation)
* 2/10/23 -
* 2/24/23
* 3/10/23
* 3/24/23
* 4/14/23
* 4/28/23
* 5/12/23 (if needed)

If you have any questions about this work, please reach out to team leads:

* Alisa Shubb, District Academic Senate President ([shubba@arc.losrios.edu](mailto:shubba@arc.losrios.edu))
* Tammy Montgomery, Associate Vice Chancellor of Instruction ([montgot@losrios.edu](mailto:montgot@losrios.edu))

Academic Freedom

# ASCCC [Academic Freedom Paper](https://www.asccc.org/sites/default/files/Academic_Freedom_F20.pdf) (adopted 2020)

**Academic Freedom Defined**

Academic freedom is a fundamental concept that exists to ensure that institutions of higher education function for the public good and that colleges are constructed on the foundations of genuine trust.  For over a century, members of The American Association of University Professors (AAUP) have been agile guardians, careful stewards, and erudite experts regarding the principle of academic freedom and its application in the faculty profession.  In their historic “Statement on Academic Freedom and Tenure”1 from 1940, the AAUP provides the definitive definition of academic freedom.  Their major parameters state that the privilege and responsibility of academic freedom guarantees faculty “freedom in the classroom in discussing their subject,” “full freedom of research and in the publication of the results,” and the freedom from “institutional censorship or discipline” in their extramural speech.  These three foundational principles protect discipline-based academic work from being corrupted or conducted for any other reason than the advancement of the public good.

# AAUP [**1940 Statement**](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure)

## Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.[4](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#4) Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.[5](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#5)
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[6](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure#6)

# LRCCD [P- 7142](https://losrios.edu/shared/doc/board/policies/P-7142.pdf) (INSTRUCTIONAL PROGRAMS: Controversial Issues)

## Curriculum

1.0 Free Expression

1.1 The Board of Trustees adopts the position that in a world of rapid change and recurrent crises, a college best serves its community, not as a stronghold of rigid tradition, but as an open intellectual forum where varying shades of opinion may be freely expressed and fairly debated. Positive values evolve from a free exchange of ideas among informed citizens, and the progressive evolution of American institutions may depend upon their quality of flexibility in meeting changing social and economic needs.

2.0 Basic Assumptions

2.1 That a free society functions efficiently only if its citizens have the right to discuss, to debate, and to agree or disagree constructively.

2.2 That the constitutional guarantee of freedom of speech is meaningful only to the extent that the majority is willing to hear honest expressions of unpopular ideas by minority groups.

2.3 That an educated citizenry, fully aware of all the evidence, is best able to preserve the valuable heritage of American democratic institutions.

2.4 That the community college has an obligation to its citizens to promote healthy discussion as an educative force.

2.5 That our way of life is attractive enough, and our institutions are sturdy enough to stand comparison with any which exist in any culture.

3.0 Discussion of Controversial Issues

3.1 The Board **endorses the principles of academic freedom**.

3.2 The board seeks to enlist a faculty whose members subscribe to high standards of professional conduct, who are specialists in the various subject matter areas, and who are fair and constructive in presenting ideas and issues to the students.

3.3 The Board desires to foster in students a respect for differing points of view, supports the faculty's freedom to present controversial issues in the classroom, and declares its intention to defend this freedom against attacks by those who may be alarmed by free discussion.

3.4 The Board further declares that it is a responsibility of the college instructor to present and encourage discussion of controversial material where appropriate to the class subject matter. Such material would include not only the American heritage but other philosophies and forms of government as well, so they may be compared. The student should be taught to discriminate between fact and fiction, and to identify propaganda.

3.5 The colleges may invite outside speakers representing diverse points of view; in return they must reserve the right to impose specific conditions insuring that opportunity be provided to challenge these views. 3.5.1 Speakers shall be governed by the regulations of the colleges as to time, place and manner of public presentations.

# LRCCD: R - [7142](https://losrios.edu/shared/doc/board/regulations/R-7142.pdf) (INSTRUCTIONAL PROGRAMS: Controversial Issues )

## Curriculum

1.0 Issues Presented Openly and Fairly

1.1 The individual faculty member who is discussing controversial issues should present the issues openly, with fairness and clarity.

1.2 The faculty member should avoid imposing personal opinions by the pressure of authority in the classroom.

1.3 Arguments should be presented from various points of view, taking care to distinguish between objective facts and personal opinions.

1.4 Students should be encouraged to analyze issues impersonally, and to draw independent conclusions.

2.0 Freedom to Teach

2.1 The faculty member occupies a position of trust in relation both to students and to the community. The freedom to teach like freedoms in other areas - must be a responsible freedom which in no way implies the freedom to advocate overthrow of the government by force, or to mold student opinion in any illegal direction.

2.2 The issues presented in the classroom should be related to the courses of study and to the general education program of the College. The method of presentation should encourage critical thinking by the students.

3.0 Outside Classroom

3.1 Outside the classroom, a faculty member speaks and acts as a private citizen. The role as a teacher is independent of religious and political affiliations and choice of community or private activities. He/she should be aware, however, that the public may judge the profession and institution by utterances.

3.2 The faculty member should at all times exercise appropriate restraint and show respect for the opinions of others. Except on those occasions when he/she has been specially designated as the representative of the College, every effort should be made to indicate that he/she is not an institutional spokesperson when presenting a particular viewpoint.

4.0 Outside Speakers

4.1 When controversial topics are presented on campus by outside speakers, it may be appropriate to take certain steps to expose deception or encourage clear thinking. Such action may take the form of requiring that time be reserved at the meeting for questions, selected rebuttal speakers or for free debate, or it may take the form of distributing written statements of alternative views. The objective in all such cases would be that of supporting the function of the College to develop in students an understanding of conflicting points of view, but not to indoctrinate.

# LRCFT [Contract](http://lrcft.org/wp-content/uploads/2021/03/LRCFT-Contract.pdf)

Article 18

The LRCCD and LRCFT agree that academic freedom is essential for the fulfillment of the educational mission of the District and for the ability of faculty members to perform their professional duties. In addition, academic freedom ensures faculty members’ rights and obligations of professional protection, autonomy and responsibility

17.1 Professional Protections

Faculty members shall be protected from:

17.1.1 Censorship, restraint, or dismissal in their ability to study, investigate, present, interpret, or discuss the relevant facts and ideas within the assigned curriculum and outline;

17.1.2 Extraneous considerations such as a faculty member's ethnicity, race, religion, political beliefs or affiliation, sexual orientation, immigrant status (except as required by law), or disability being used in evaluations of professional performance.

17.2 Professional Autonomy

Faculty members have the principal right and responsibility to determine the methods of instruction, the planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District in accordance with state laws and regulations

# AAUP [**1940 Statement**](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure)

## Academic Freedom

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3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.[6](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure" \l "6)

District Curriculum Coordinating Committee Report  
The committee met on Oct. 28.  
• All of the curriculum proposals were approved.  
• Socrates now uses the updated language for the distance education section of course   
outlines.   
• Socrates will soon have a public-facing course and program website which Articulation   
Officers will use to share outlines with our transfer partners.  
• DCCC will be forming workgroups to respond to AB 928 (CalGETC), AB 1111 (Common   
Course Numbering), and the new local Ethnic Studies graduation requirement.  
The next DCCC meeting will be held Dec. 2, 2022.  
Respectfully submitted by Bill Simpson, DCCC Chair.

DETC Summary - Oct 27, 2022  
Proctorio Transition Timeline  
Discussion centered around a phased approach to transitioning away from Proctorio. In particular   
disabling specific features shown to be inequitable in the short-term (Spring 2023) with a Fall 2023   
offramp.  
Online Course Development Coordinators (OCDC) & Upcoming   
Accessibility Positions  
Discussion around the end of the OCDC positions at the end of fiscal year. Four (4) new three-year   
positions will be focused on accessibility and Universal Design for Learning. Estimated job duties will   
be 25% district-level and 75% local-level

**Instructional Accessibility Committee**

Report to District Academic Senate

Nov. 15, 2022

Submitted by Faculty Chair Kandace Knudson

Meeting Recap

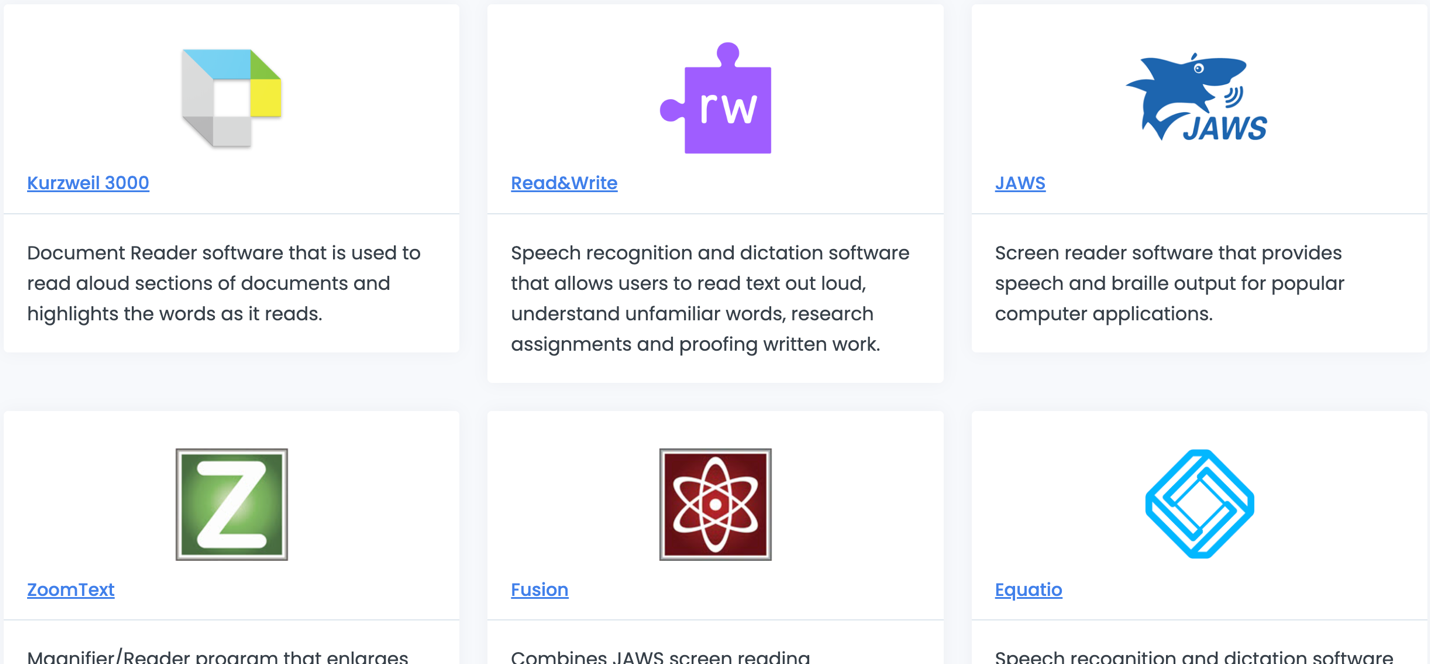
The IAC met Nov. 8 and engaged in robust discussions about accessibility progress since the inception of DAPIC, proposals to broaden accessibility support for all faculty, and next steps in the development of a roadmap for increasing the accessibility of the digital learning environment.

Current Major Tasks of the IAC

* Inventory of current district systemwide capacity for supporting accessibility
  + Developing metrics to assess capacity and progress
* Finalizing Accessibility Support Team proposals
* Promoting current accessibility support such as the captioning project and tools such as the SSO accessibility suite referenced above
* Collaborating with the ZTC committee

IAC/DAPIC (and related) Accessibility Progress Summary

* SSO inclusion of new accessibility tools for all: Kurzweil, Read & Write, JAWS, ZoomText, Fusion, Equatio. Select these from the SSO screen.
  + Many of these require a minimum set of document accessibility features such as use of header structure



* Accessibility Support Team proposals: one for CTE programs, supported by the Strong Workforce program, and one supported by the district—both being developed to provide support for the use of accessible materials in the online learning environment

* Continuing support of OER remediation and captioning projects

* Four campus faculty coordinators (Universal Design for Learning/DE) for 3 years after Online Course Design Coordinators term ends mid-2023

The next IAC meeting Tuesday, Dec. 13 2-4 p.m..