**District Academic Senate (DAS) Meeting Draft Minutes**

**Tuesday, May 2nd, 2023 - 3:00 -5:00 pm**

Teleconference meeting locations:

**Los Rios District Office Main Conference Room**

**ARC: ARC Administration Building Conference Room**

**CRC: Learning Resource Center (LRC) -125**

**FLC: FL2-145**

**SCC: Student Center 105**

<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 | 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 DeMartini | 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) |  |
| 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](#_heading=h.30j0zll): Los Rios statement read.

3. Approval of Agenda - Approved

4. Approval of Minutes - Approved

5. Introduction of Guests: Craig Davis, Pamela Posz.

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

It was noted that while some of the images in the District Office Main Conference room were excellent, all the images of Black students depicted them as athletes, as dancing, or as musicians. This may serve to reinforce stereotypes. Images of Black students as scholars could challenge stereotypes. Inquiry if there could be a way to gently call-in district to incorporate images of Black students as scholars into spaces. Response from DAS president that she will bring this to the district.

7. DAS President’s Report

* 8th Edition [Program Course Approval](https://www.cccco.edu/-/media/CCCCO-Website/docs/handbook/program-course-approval-handbook-8th-edition.pdf?la=en&hash=ACB8BD54D5D41C84946997A66D5451FA0B5F4109) Handbook released by CCCCO.
* Chancellor’s Cabinet: improvement seen, but suggested that we keep an eye out for a pattern of change, and not just change in single instances.
* AVP HR - 30 day extension to increase pool
* No word yet on vending and dining services

## Consent Items (Any member of the DAS may request an item be removed for further discussion and separate action.) None at this time.

## Decisions (10-15 minutes per item)

8. Adopt ARC Statement of Support for Learning Communities *(Second Reading)*

CRC senate has not yet been able to discuss this item.

Definition informed by [Skyline College’s definition](https://skylinecollege.edu/learningcommunities/) suggested: Learning Communities (LC) allow students to enroll in a preset group of classes with other students who share the same passions, interests, or specific field of study. Students take major and general education classes together (between 1-3 semesters) and work closely with specific faculty and counselors assigned to their learning community and invested in student success. Examples include: Puente, Umoja.

An administrator at the individual colleges would be responsible for determining what students are members of individual learning communities.

Noted that at FLC, they are working on getting learning communities like Umoja and Puente on campus but there are none in place at this time, so unlikely that FLC would be able to define a learning community before Fall.

9. Revisions to [R-3412](https://losrios.edu/shared/doc/board/regulations/R-3412.pdf) on Participatory Governance/Academic Senate *(Second Reading)*

[Draft of Revisions](https://docs.google.com/document/d/1odbivf1mcaQaWGy2AhM_8PnEepQ4WMkalsEgYYDUuk0/edit?usp=sharing)

Suggested revision to 2.1.1.1.1:

The faculty committee co-chair shall serve as the liaison between the DAS and the DETC, and be the DAS-appointed representative responsible for carrying the DAS's views and suggestions for agenda items to the DETC.

Suggested to add language to 2.1.1.1.1 that administrative co-chair will ensure that collegial consultation has taken place.

Motion to table approved.

10. Revisions to [P-2211](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.p76hco4eu7), [R-2211](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.12uctyaoguq2), [P-2242](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.dnd6gz735sv2), [P-2523](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.clqc693y4dt9), [P-2254](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.x95k03d9nwyn), [R-2821](https://docs.google.com/document/d/1iUgcCiyApzNnDOkzWc2a3Q7DhCiQFnvhd_Ym0QkiOsY/edit#bookmark=id.x8lhp0r2gt5r) *(First Reading)*

Noted that these revisions are almost all technical clean-up, however there is something new, priority registration for student parents.

Not yet discussed at CRC.

Discussed at ARC. No concerns or negative feedback expressed.

Discussed at FLC. There did not appear to be anything controversial.

Discussed at SCC. No negative feedback expressed.

11. Adopt District Ethnic Studies Council Resolutions: [Prioritize Ethnic Studies Hires in the Los Rios District](https://docs.google.com/document/d/1FArckmPSSCzyaCRSVYgJDhtqGPNvQgWA5-8SQJTBMNQ/edit?usp=sharing) *(First Reading)*

Suggested to replace the word “ensure" with “recommend.”

Reported that demand for ETHNS courses at CRC did not exceed demand.

Inquiry if additional hire is necessary for viability. Response that some ETHNS departments consist of one faculty member and that is not considered sustainable.

Support expressed for the proposal at a district level but reported that at ARC, demand for ETHNS courses did not warrant a critical hire.

Concern expressed that senate cannot ensure individual senators will vote to prioritize ETHNS hires.

Inquiry if DAS is being asked to influence local prioritization decisions.

Noted that student demand is increasing and will continue to increase. District wide there are 43 ETHNS courses and waitlists are still full. Existing faculty capacity is maxed out, in part due to demand for ETHNS full-time positions at other schools. Students who need ETHNS courses are having to seek those courses out at other schools.

Suggested that this resolution could be a something that would help inform voting at local senates.

Suggested that it may be beneficial to discuss this need with administrators as evidence of need for additional FT positions.

Noted that other community colleges in the area have hired four FT ETHNS faculty.

\*12. DAS recommendation on critical hire for a PREP coordinator/counselor position *(First Reading)*

Desire expressed that this position not come from any one college’s allocation because the position would be serving students that take courses at all Los Rios colleges.

Inquiry if we could do something like this for ETHNS. Concern expressed that might circumvent the usual process.

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

1. DAS Workgroups status report:
   1. Non credit exploration *(Pamela Posz, Phil Smith)* 3:45pm

[Task Group’s Recommendation to DAS](#noncredit)

Workgroup voted to support starting noncredit instruction within Los Rios via a phased approach.

Workgroup was comprised only of faculty. Moving forward into feasibility phase would require input from other constituencies. Admin and faculty would need to work together.

Suggested that starting with types of noncredit that have parity in apportionment with credit may make the most sense.

Reported that there is enthusiasm at ARC for beginning noncredit with CTE.

Noted that implementation would require figuring out how to communicate with students about noncredit and how to avoid making the catalog more confusing.

Noted that there would need to be interest on the part of individual departments.

Noted that it would be good to see a more robust discussion of how student equity figured into these discussions.

* 1. Class size criteria recommendations *(Alisa Shubb)*

Group should have a written report by the end of the semester. Group has come up with a taxonomy of courses as a way to differentiate between what actual course sizes should be. Group will bring that forward as well as recommendations for how to use the taxonomy. Recommended that another group work to assign course numbers to the taxonomy starting next year.

Discussions (10-15 minutes per item)

1. Questions for follow up about California State Auditor’s report[: *Increasing Full-Time Faculty and Diversity Remains a Challenge*](https://bsa.ca.gov/pdfs/reports/2022-113.pdf)

[Questions for Mario to address in writing](https://docs.google.com/document/d/1UVTdW0oK4Pxd1EuAdrkjUXCqnMiepCTSnx9PUN62sbM/edit?usp=sharing)

An additional question that will be added would be why the district views the report as invalid or would suggest that it should be dismissed.

1. Collegial Consultation Report
   1. [P-3421 & Collegial Consultation](https://docs.google.com/document/d/1t-DSJ1fqu9DFvuXdoj2Ckj64bCfeicDU6AjeLFJP8F4/edit?usp=sharing)
   2. [Draft Resolution Report](https://docs.google.com/document/d/1FIxM4IO21UWLgpHOCZ7nj0PXeqQCFDwT/edit?usp=sharing&ouid=105543737585314241560&rtpof=true&sd=true)
   3. [ASCCC Collegial Consultation presentation](https://www.asccc.org/sites/default/files/Collegial_Consultation_0.ppt)

Inquiry as to whether at next BOT meeting, it would be beneficial to provide a presentation on board policy on what collegial consultation is.

[Possible Presentation to the BOT](#BOT)

Inquiry if going to the board is a better option than taking this to Chancellor’s cabinet. Suggested that it would be beneficial to present this info to the BOT. Suggested that we have an opportunity while the BOT is investigating, to provide this information. Suggested that it would be advantageous for a presentation on collegial consultation, be a separate agenda item from the usual report.

## Items from Colleges for District Academic Senate Consideration

## Reported that there have been changes to [title 5 section 55005](https://www.law.cornell.edu/regulations/california/5-CCR-55005). Suggested as a future agenda item.

Work experience faculty have shared a concern about the hiring of a faculty position, a SID coordinator, by district. Suggested that item be added to collegial consultation report.

## 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*

[Full Report](#DCCC)

The committee approved granting math competency to ARC’s ECON 310 course, overriding the recommendation of the Math Competency Committee.

The committee asked that the proposed Associate Degree GE Pathway be brought to DAS so faculty can begin discussing whether there should be any additional local requirements (like PE or life-long learning) added to it when it is implemented.

* District Educational Technology Committee (DETC) – *Morgan Murphy*

[Full Report](#detc)

Discussed UDL/accessibility positions

If there is interest in Otter.ai, please contact Morgan Murphy, your DETC representative, or your senate representative.

Desire expressed in developing some sort of survey to gauge faculty interest in Turnitin.com’s AI writing detection tool, Otter.ai.

English faculty at ARC discussed Otter.ai. There was some desire expressed for more information on how to interpret the results.

Inquiry as to the cost of the tool. The cost is as of yet unknown.

Noted that messaging to faculty about this tool should include info about how to interpret the results.

Concern expressed about reliability of the tool.

Suggested that DAS might look at some point about how we deal with AI concerns in online discussions.

Reported that interest expressed at SCC about creating a task force to develop guidelines/recommendations.

Interest expressed in a task force at a district level. Interest also expressed in doing this at a local, rather than district level.

Suggested that we could do this at district but then each college could adapt as desired.

Suggested that this is a matter of some urgency, that we need to begin on right away.

Discussions at all levels encouraged.

* Instructional Accessibility Committee  *- Kandace Knudson*

Noted that accessible content benefits everyone.

Noted that significant allocation of resources to accessibility has been instrumental in the progress that has been made this year.

Goal of making sure everyone knows what resources are available.

Goal of making sure there is awareness of what DSPS can offer.

**Future Returning Items:**

* Student-facing information on Academic Conduct across Colleges
* Operationalizing Equity-minded Professional Learning (mandatory equity training)
* Open Education Resources presentation to Board of Trustees
* LRCCD Policy & Regulation 2222
* Strategic enrollment management plan

## Upcoming Meetings / Events

* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, May 10th 5:30pm (DO Board Room)
* Faculty Tenure Reception: Friday, May 12th 3-5pm DO courtyard
* District Academic Senate Meeting: Tuesday, May 16th 3-5pm (Teleconference locations)

## Land Acknowledgements

[Los Rios Community College District Indigenous Land Acknowledgment Statement](https://losrios.edu/about-los-rios/our-values/indigenous-land-acknowledgment)  
“In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.  
Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.”

[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:**

**The Noncredit Task Group’s Recommendation to the Los Rios District**

**Academic Senate**

At our final meeting, the Noncredit Task Group discussed four possible options for Los Rios with

respect to noncredit instruction:

• **Option 1: Do not implement noncredit instruction within Los Rios.**

• **Option 2: Implement noncredit instruction along with credit instruction immediately**

**at all campuses.**

• **Option 3: Start noncredit instruction within Los Rios via a phased approach.**

• **Option 4: Los Rios should support the continuance of the District faculty noncredit workgroup**

**in order to make a fully informed recommendation on noncredit.**

Task group members voted on the options and the majority (8 out of 13 — 61.5%) prefer

Option 3, that Los Rios start noncredit instruction with a phased approach. The remainder of

the group (5 out of 13 — 38.5%) preferred Option 4, that the District faculty noncredit

workgroup continue its work in order to make a fully informed recommendation on noncredit.

No members of the group voted in favor of Option 1 or 2.

Here is the complete description of the recommended option from the Noncredit Task Group:

**Start noncredit instruction within Los Rios via a phased approach.**

*It is the recommendation of our committee that Los Rios begin offering noncredit instruction in*

*a considered, phased approach.*

• **Feasibility phase:**

*In the feasibility phase, a small team of Los Rios faculty and administrators will begin a*

*top-to-bottom analysis of the logistics for implementing noncredit instruction in Los Rios.*

*Small, targeted pilot projects in noncredit may be part of the feasibility phase. If it is*

*learned during the feasibility phase that it does not make curricular or financial sense for*

*Los Rios to offer noncredit instruction, work on noncredit will stop and Los Rios will*

*continue with the status quo.*

• **Implementation phase:**

*If the feasibility phase is successful, Los Rios would begin the implementation phase of*

*noncredit instruction. In this phase, Los Rios will begin advertising and offering its*

*noncredit courses and programs. Ideally, the roll-out of noncredit instruction will be*

*according to a strategic plan identifying subject areas that make the most sense for our*

*region.*

• **Evaluation phase:**

*Lastly, there would be an evaluation phase to understand what is working and not*

*working in noncredit instruction within Los Rios and there would be discussions about*

*the appropriate amount of noncredit that Los Rios should be offering.*

***Reasons and Considerations:***

• The State offers apportionment for noncredit instruction. Los Rios is losing money that

they could be earning by not offering any noncredit instruction. Furthermore, some

types of noncredit instruction receive apportionment at the same rate as credit

instruction. During the feasibility and implementation phases, it may make sense to

identify the types of noncredit instructional opportunities with the highest

apportionment rates and target those areas for the first noncredit offerings.

• The noncredit offerings of our K-12 partners appear to be somewhat focused on basic

skill acquisition. Therefore, it may make sense that we concentrate our initial roll-out

efforts in noncredit with Career and Technical Education (CTE) offerings.

• Noncredit instruction has some unique reporting requirements to the state Chancellor’s

Office (CCCCO). Rather than task individual administrators or department with figuring

these reporting requirements and regulations out on their own, it may make sense to

have a central office to coordinate all of a college’s noncredit offerings across all

departments prior to rollout.

• Noncredit instruction is most likely to be successful with faculty who are comfortable

with noncredit and excited about using it in their discipline to achieve certain

educational goals. For this reason, we recommend that any feasibility pilot or

implementation of noncredit instruction seek out faculty volunteers rather than attempt

whole sale conversion of departments from credit to noncredit.

• Faculty should have the academic freedom to make the decision as a department to

whether or not to implement noncredit based upon the needs of the students and the

program.

• Noncredit is constructed differently from the formula hours of credit instruction. For

example, courses are typically open-entry and open-exit, and, while students receive

assessments about their learning/performance from professors, they do not receive

grades. For noncredit implementation, these differences between credit and noncredit

would lead to different working conditions for faculty which will need to be carefully

explored, discussed, and negotiated by Los Rios management and LRCFT (faculty union).

• There is a significant institutional learning curve if Los Rios were to implement noncredit

instruction. Those responsible for curriculum and MIS reporting related to noncredit will

need additional information and perhaps training in how to process noncredit.

• Student support services are critical to equitable student success and should be involved

from the start to create a good foundation for students. Successful noncredit

programming on a wider scale will require investment in and building an infrastructure

so that students receive adequate information, counseling and support for success and

to ensure equity.

• Members of the current faculty noncredit task group have developed expertise in

certain areas or aspects of noncredit. It may make sense to appoint members of the

current faculty task group to any subsequent, multiple-constituency,

feasibility/implementation planning committee for noncredit.

• Prior to implementation of noncredit in a particular department, consider data and

community need as much as possible and available. There may be gaps in the data and

faculty may need to be creative in selecting data sources and analyzing trends. Ask

districts with noncredit if they have a template or resources (factors to consider) that faculty can use when deciding about noncredit.

**Possible Collegial Consultation Report to Board**



**District Curriculum Coordinating Committee Report**

The committee met on Apr. 28, 2023.

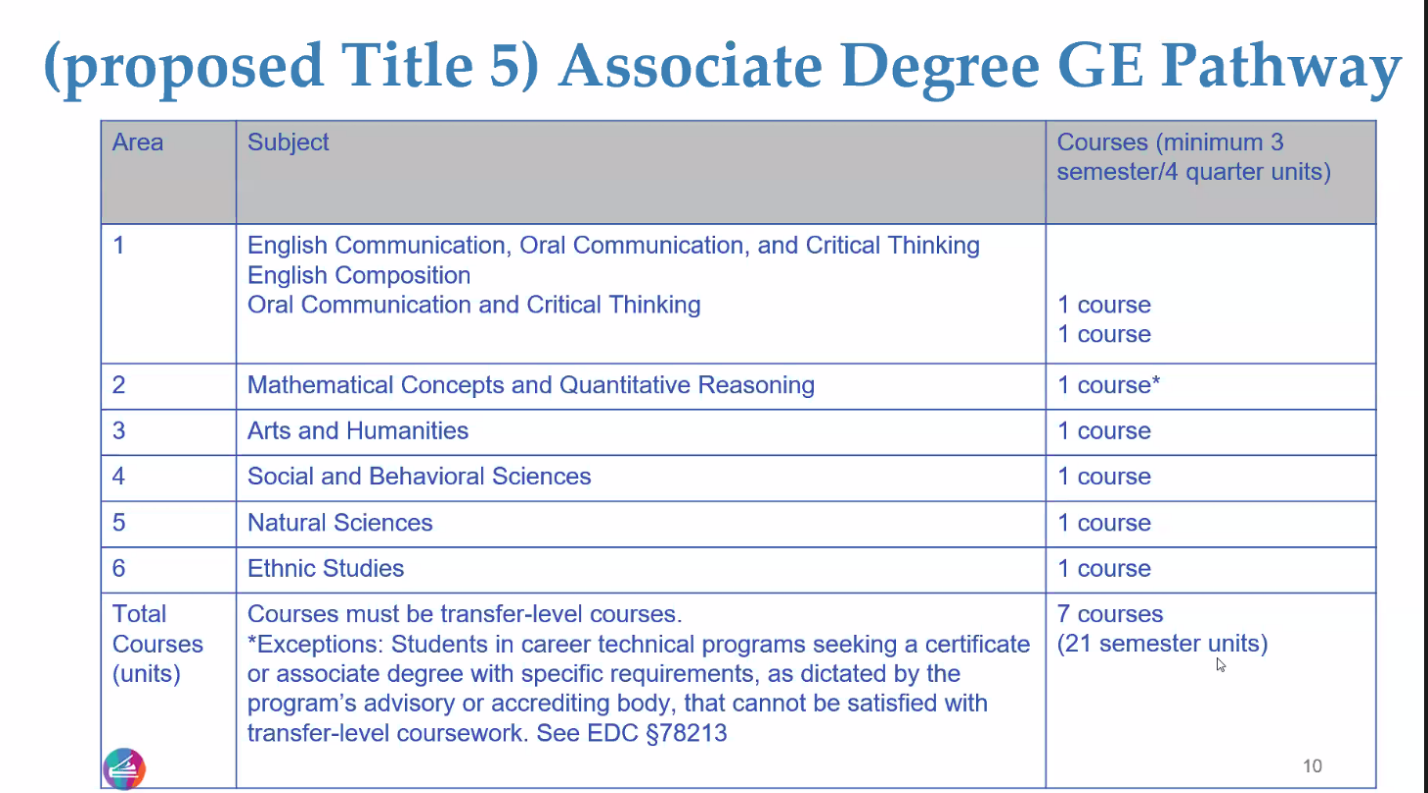
* All of the curriculum proposals were approved.
* The committee approved granting math competency to ARC’s ECON 310 course, overriding the recommendation of the Math Competency Committee.
* The committee reviewed a resolution supporting the staffing of the Articulation Office position at each college at 100%, with clerical support. Local curriculum chairs will now take the resolution to their committees for review and approval.
* The committee discussed recent webinars on AB 928, AB 111, and the proposed Associate Degree GE Pathway. The committee asked that the proposed Associate Degree GE Pathway be brought to DAS so faculty can begin discussing whether there should be any additional local requirements (like PE or life-long learning) added to it when it is implemented.

The next DCCC meeting will be held Aug. 25, 2023.

Year-End Summary of Competency Approvals for the Board:

* + MATH 375 (SCC)
  + MATH 372 (CRC)
  + MATH 373 (CRC)
  + ECON 310 (ARC)

Respectfully submitted by Bill Simpson, DCCC Chair.



**ECON 310-Statistics for Business and Economics General Education/C-ID Approvals**

ARC ECON 310

* Approved for CSU GE B4-Mathematics/Quantitative Reasoning Fall 2023
* Approved for IGETC 2-Mathematical Concepts and Quantitative Reasoning Fall 2023
* Approved for local GE area IIb. Communication & Analytical Thinking Spring 2023
* Submitted for MATH 110 C-ID (Introduction to Statistics) April 21, 2022
* Missing local Mathematics Competency approval

CRC ECON 310

* Approved for CSU GE B4-Mathematics/Quantitative Reasoning Fall 2015
* Approved for IGETC 2-Mathematical Concepts and Quantitative Reasoning Fall 2015
* Approved for local Mathematics Competency Summer 2015
* Approved for local GE area IIb. Communication & Analytical Thinking Spring 2017
* Approved for MATH 110 C-ID (Introduction to Statistics) March 22, 2016

FLC ECON 310

* Approved for CSU GE B4-Mathematics/Quantitative Reasoning Fall 2023
* Approved for IGETC 2-Mathematical Concepts and Quantitative Reasoning Fall 2023
* Approved for local GE area IIb. Communication & Analytical Thinking Fall 2022
* Submitted for MATH 110 C-ID (Introduction to Statistics) August 22, 2022
* Missing local Mathematics Competency approval

SCC ECON 310

* Approved for CSU GE B4-Mathematics/Quantitative Reasoning Summer 2003
* Approved for IGETC 2-Mathematical Concepts and Quantitative Reasoning Fall 1998
* Approved for local Mathematics Competency Summer 2009
* Approved for local GE area IIb. Communication & Analytical Thinking Fall 2012 and reapproved Fall 2022
* Submitted for MATH 110 C-ID (Introduction to Statistics) June 01, 2020

**Articulation Officer Resolution**

Whereas, the Articulation Officer serves as the college liaison, researcher, and intermediary among the offices of academic affairs, student services, curriculum, and the academic departments with respect to specific courses and their salient curricular attributes in the transfer process to our baccalaureate granting institutions. Each college’s ongoing commitment to articulation has a direct correlation to equity and our students’ ability to successfully meet their transfer goals.

Whereas, the Academic Senate for the California Community Colleges (ASCCC) has endorsed resolutions supporting the critical role articulation has in successfully preparing our students for transfer:

* Fall 1992 Resolution Number: 04.0 which resolved that the Academic Senate for California Community Colleges encourage local senates to ensure that their articulation officer serve as a resource to the campus curriculum committee, and, resolved that the Academic Senate for California Community Colleges urge local senates to ensure that support of an articulation officer be a campus priority, including the support of the articulation function **and clerical assistance**.
* Fall 1998 Resolution Number: 04.01 which resolved that the Academic Senate recommend to local senates that the positions of Articulation Officer and Transfer Center Director be faculty positions, and resolved that the Academic Senate urge local senates that the **position of Articulation Officer be full-time**.
* Fall 2022 Resolution Number: 04.02 which resolved that the Academic Senate for California Community Colleges encourage local academic senates to have proactive planning discussions regarding changes to transfer and articulation that include significant involvement of articulation officers and counselors; and resolved, that the Academic Senate for California Community Colleges encourage local academic senates to work with local administrators and collective bargaining agents to support additional time and personnel, as needed, to plan for and enact these systemwide transfer and articulation changes.

Whereas, the California Community College Chancellor’s Office (CCCCO), in conjunction with the California Community College Transfer Center Directors, published the California Community College Transfer: Recommended Guidelines report which emphasizes the critical role articulation plays in successfully preparing our students for transfer, explicitly citing Title 5 Section 51027 Transfer Centers Minimum Program Standards. 04.02 F22 Proactive Planning and Support for Articulation and Counseling.

Whereas, the Articulation Officer at each of the four Los Rios Colleges serves as a vital college-level resource in the following areas:

* collaborating with the Curriculum Chair, Transfer Center Director, Office of Instruction, and Counseling Division in matters related to course and program articulation,
* acting as a well-informed resource person for students, campus faculty, administration, counseling staff, and transfer center personnel on transfer curriculum, articulation, and related matters,
* acting as a well-informed resource for counseling faculty in supporting student success with regard to transfer and articulation,
* providing guidance and direction with the implementation of legislation,
* serving as a consultant to faculty, academic, and student services units, providing needed materials and information about course outlines, articulation proposals and university feedback regarding our curriculum,
* serving on college and district committees such as the General Education subcommittee,
* serving on appropriate local and district wide committees to provide input and to receive information about proposed changes in college policy,
* serving as a consultant to faculty, academic, and student services units, providing needed materials and information about course outlines, articulation proposals and university feedback regarding our curriculum.
* serving as a resource for validating course selections for dual enrollment and high school articulation agreements.

Whereas the job duties of the Articulation Officer at each of the four Los Rios Colleges include:

* managing and updating campus articulation data through regular and precise reporting to ASSIST, the official CA repository for all articulation information,
* facilitating and maintaining the college articulation programs, procedures and policies as dictated by the California Education Code; California State University (CSU) and University of California (UC) regulations and standards; and California Community College Chancellor's Office Guidelines and Standards,
* disseminating current, accurate, articulation data to students, staff, appropriate departments, and colleges and universities as needed,
* participating in the curriculum review process on college and district committees responsible for curriculum review and approval with an equity lens. Provides technical review for all curricular changes via the online curriculum management system, assessing potential articulation implications, validating transferability and providing feedback to course proposers,
* conducting pass-along and evaluation of courses for Associate Degrees for Transfer (ADT),
* updating the catalog each year for accuracy regarding local and transfer GE, AP, IB, and CLEP,
* annually revising the local General Education worksheets as well as the GE transfer pathways which students, counseling faculty, instructional faculty and staff rely on for transfer planning,
* monitoring each stage of the articulation process and follows up with departments and faculty for timely responses and decisions
* managing and updating college articulation data and provides an annual summary of transfer-related curricular changes for both internal and external recipients,
* managing course submission for C-ID approval including monitoring and providing feedback to discipline faculty regarding course reviews,
* overseeing and managing all articulation data in SOCRATES (e.g. C-ID, CSU GE, IGETC, CSU transfer, UC transfer),
* initiating faculty-approved articulation agreements between institutions of higher education including CSUs, UCs, HBCUs, and independent and out-of-state institutions.

Whereas, the Articulation Officer at each of the four Los Rios Colleges performs important advocacy in the following areas:

* serving as a proactive agent for enhancing and improving existing articulation,
* serving as an advocate for CIAC’s best practices, bringing them back to the college for consideration and implementation, ensuring that our transfer students are receiving the most accurate and up-to-date articulation information,
* advocating for the transfer student through the articulation process, and seeks to ease the student’s transition,

Whereas, the Articulation Officer at each of the four Los Rios Colleges serves as the liaison for:

* the California Community Colleges Chancellor’s Office (CCCCO), CSU Chancellor’s Office and UCOP regarding transfer and articulation
* the statewide Course Identification Numbering System (C-ID), by including submission of all courses to C-ID for consideration, tracking and communicating course status to our colleagues, helping faculty address C-ID feedback, re-submitting courses if necessary,
* representing the College in the California Intersegmental Articulation Council (CIAC) whose goal is to facilitate the progress of students between and among the systems of postsecondary education in California,
* outside articulating institutions by being responsible for accurately communicating and conveying information and concerns about that institution’s curriculum to local faculty
* helping resolve problems or disagreements between the faculties of the home college and the articulating institutions,
* exerting expertise for the individual college evaluators and degree processes regarding transfer and articulation.
* exerting expertise for the individual college Admissions & Records departments regarding transfer and articulation.
* guiding the development and implementation of Associate Degrees for Transfer (ADTs)

Whereas, the Articulation Officer at each of the four Los Rios Colleges is the college’s primary resource for articulation-related data including, but not limited to: course outlines for articulation purposes, the Intersegmental General Education Transfer Curriculum (IGETC), the California State University General Education Breadth (CSU GE), the CSU baccalaureate lists, the University of California Transfer Course Agreements (UC TCA) lists, and ASSIST.

Whereas, the permanent duties of the Articulation Officer do not change but the workload increases as new legislation is passed.  The next several years are expected to prove especially challenging with the implementation of a mandated statewide common course numbering system in addition to a common general education pattern. This is in addition to the inclusion of CA independent (private) institutions becoming part of ASSIST, which will represent the establishment of new articulation agreements with numerous independent institutions.

Resolved, that the District Academic Senate affirm the role of the Articulation Officers’ transfer and articulation expertise on behalf of each individual College as undeniable, as the college liaison, researcher, and intermediary among the offices of academic affairs, student services, curriculum, and the academic departments with respect to specific courses and their salient curricular attributes in the transfer process to our baccalaureate granting institutions.

Resolved, that the District Academic Senate work with district and college administration to ensure each college in Los Rios regularly allocates 100% reassigned time to the Articulation Officer position and provides needed clerical support.

# District EdTech - 04/27/23

## UDL/AS Positions

In process at local colleges.

## Proctorio Contract Continuation

Acknowledgement of joint message from District and DAS regarding the future of Proctorio. Discussion around how the process will move forward.

Verified that DAS has access to all prior information regarding online proctoring tools.

## Otter.ai Discussion

A discussion from a DSPS representative on Otter.ai which is a tool that assists students in automated notetaking and transcription. Demonstrating the tool to see if there is broader interest at all 4 colleges in the tool.

## TurnItIn AI Detection

AI detection is currently enabled as a pilot. It will become a paid service on January 1, 2024.

If there is interest in paying for AI detection, it will require a shift of product from TurnItIn from the current version. Discussions are ongoing and the level of faculty interest in the tool is requested.