**District Academic Senate (DAS) Meeting Agenda**

**Tuesday, Oct 3rd , 2023 - 3:00 -5:00 pm**

Teleconference locations:

**Los Rios District Office Main Conference Room**

**ARC: ARC Administration Building Conference Room**

**CRC: College Center 250 Conference Room #2**

**FLC: FL2-145**

**SCC: Student Center 105**

[**Remote Participation Link**](https://lrccd.zoom.us/j/85212623490?pwd=Sk5WSDhxaExXanRuWC83RjVWUGJ1dz09)Meeting ID: 852 1262 3490Passcode: losrios

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| --- | --- | --- | --- |
| Name | Campus | Role | Present |
| Alisa Shubb | ARC | District Academic Senate President | x |
| David McCusker | ARC | District Academic Senate Secretary | x |
| Brian Knirk | ARC | Academic Senate President | x |
| Veronica Lopez | ARC | Academic Senate Vice President | x |
| David McCusker | ARC | Academic Senate Secretary | x |
| Alisa Shubb | ARC | Academic Senate Past President | x |
| Jacob Velasquez | CRC | Academic Senate President | x |
|  | CRC | Academic Senate Vice President |  |
| Eric Anderson | CRC | Academic Senate Secretary | x |
| Scott Crosier | CRC | Academic Senate Past-President | x |
| Eric Wada | FLC | Academic Senate President | x |
| Wayne Jensen | 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 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) | 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_Acknowledgements): SCC Land Acknowledgement read.

3. Approval of Agenda: Approved by consent

4. Approval of Minutes: Approved by consent

5. Introduction of Guests: Craig Davis, Michael Henderson, Pamela Bimbi

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

Time to raise concern about collegial consultation again. Suggested that DAS and local senates consider no confidence resolutions. NAGPRA moratorium is an example of how the district does not function because of failure by the district to consult. Noted that we’ve talked about collegial consultation for years.

Attended town halls. Shout out to ARC. Excellent questions. Town halls were well moderated. Challenges faced at ARC are not unique to ARC. Same leadership regularly withholds consultation and communication. Concern that consultants were not asked to act in an expedited manner. Modeling should have taken weeks, not a year. Lives of students, faculty, and staff were put at risk. The fact that the district continued to schedule classes in Davies and risk lives is unfathomable.

7. DAS President’s Report

District convocation: District Ethnic Council faculty have been formally included in the planning process.

Board goals set every year. They are performance goals for the chancellor. Board goals will be discussed at board retreat 10/26 & 10/27. Board goal of an equity audit expected to be discussed.

Space utilization study/survey - BOT wants info on how facilities space is being used. Rolls out at CRC first. Should inform the next facilities master plan. Plan was last updated in 2020.

Appointments needed. Please help identify faculty who can serve in the following roles:

* Math competency
* SID Project Enhancement Group
* DCCC DAS representative
* DAS Secretary

Davies Hall Closure 10/2 2:00 PM Town Hall [Recording](https://www.dropbox.com/scl/fi/jfp126dtadf15rdks5n9d/ARC-Afternoon-Townhall-10_02_2023.mp4?rlkey=g7hlhuh6q769d125b2lho9o73&dl=0)

Upcoming College While Incarcerated Training event: 8am-2pm Oct 26 & Oct 27 [Registration Link](https://forms.gle/V2YrcT77Va99Q4zK8)

Request for notification to instructors when students add after the start of classes. Submitted idea through Idea process a couple of months ago and have not heard back.

## 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. LRCCD moratorium agreement with local Tribal Leaders regarding NAGPRA *(first reading)*

[Draft Moratorium](https://docs.google.com/document/d/1HipD3CKVAqd2EwwJ_7DR0RdzzrOFfMsF/edit?usp=sharing&ouid=105543737585314241560&rtpof=true&sd=true)

Can we recommend adoption of this moratorium?

Discussed with CRC senate and with CRC faculty most impacted. There were concerns. There are currently students at CRC learning about human bones in anthropology classes. They will be learning about bones for several weeks. Likely wouldn’t have access to replacement materials for a significant period of time. Student learning would be negatively impacted. All at CRC believe in following legal and ethical requirements to NAGPRA and ethical sourcing, but there are also moral obligations to students. Faculty involvement required to meet all the obligations to all parties.

[CRC Moratorium Implementation Proposal](https://docs.google.com/document/d/1nF4-8e1KWbcPVfpxXDqa4M3OmzJsfmNsigOzeLvOsBw/edit?usp=sharing)

Maybe we need advisory groups at the colleges to give advice as questions come up in implementation?

Acknowledge how challenging and layered this issue is. Desire to make certain we are not elevating our content experts over Tribal experts.

#4 of the Moratorium is the ask. Suggest that we adopt and honor the moratorium, with faculty content experts very involved and engaged in #4.

Righting wrongs that have taken place over 100s of years will create disruption.

Discussed at FLC. Senate. Unanimous vote to support moratorium.

Moratorium supported at ARC. Also recognize importance of faculty involvement.

We can support the moratorium and ask that faculty be involved in implementation. Or we could make support conditional upon faculty being involved in #4.

Suggested that we need something explicit such as the moratorium will go into effect only if the district will respect faculty content experts in decisions on what items will be prohibited. District has already indicated it is not willing to replace the fully articulated skeleton with an actual human skeleton. Supporting the moratorium without qualification doesn’t teach district how consultation needs to take place in the future.

Suggested that we could vote to support the moratorium with the requirement for faculty involvement in implementation and development of policy.

Concern expressed that the moratorium is itself a policy which faculty were not involved in.

Suggested to view moratorium as a request from Tribal Leaders, rather than a policy.

Inquiry: What is the interest in having separate processes at the separate colleges?

Response: CRC faculty have been involved in drafting a policy and we wish to honor the wishes of those faculty. Motion as it is written might be taken by admin that admin can decide how to involve faculty.

Suggested that some steps do need to take place at a college level, for example where quarantined items will be housed.

Desire that admin must agree to let content experts decide how implementation should take place.

Concern that that may not be what Tribal Nations are looking for.

Suggested that we need to keep in mind that this is something Tribal Nations are asking us for.

Accepting the moratorium as it is now, negatively impacts student learning. Students won’t have the required materials for learning.

Even with that fact, support expressed for the moratorium. Agreed that it will be very challenging and still, support the moratorium.

We have to decide, do we support respecting human remains more than we support not impacting student learning.

Knowing why students don’t have an actual human bone in their hand, learning about NAGPRA, is very valuable learning.

Motion to suspend rules. Seconded. Unanimous vote to suspend rules requiring a second reading.

Yes: Brian Knirk, Veronica Lopez, David McCusker, Eric Anderson, Jacob Velasquez, Scott Crosier, Eric Wada, Wayne Jensen, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite, Alisa Shubb.

Motion to support and honor our Tribal Nations request to a moratorium under the condition that LRCCD engage academic senate appointed faculty in any policy or procedure impacting curriculum and further, that LRCCD commit necessary resources in an expedited manner to provide teaching materials that ensure curriculum can be honored.

Roll call vote. Motion passes.

Yes: Brian Knirk, Veronica Lopez, David McCusker, Eric Anderson, Scott Crosier, Eric Wada, Wayne Jensen, Lisa Danner, Paula Cardwell, Sandra Guzman, Dawna DeMartini, Amy Strimling, Lori Petite, Alisa Shubb.

No: Jacob Velasquez

9. DCCC Articulation Officer [resolution](#artic) *(first reading)*

Please review the resolution and bring to your senates.

Shared that these can show up as information items on local senate agendas.

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

10. District Curriculum Coordinating Committee (DCCC)

[DCCC 9/22/23 Report to DAS](#dccc)

Articulation officers play a vital role in supporting transfer students. DCCC resolved to support 100% reassign time for articulation officer. Local curriculum committees approved.

There is a vacancy in Ethnic Studies Council for curriculum chair or past curriculum chair. Ethnic Studies Council would appreciate this vacancy being filled.

New general ed pattern needs full faculty involvement. We’re putting together a proposal just to get the conversation started. We’re putting forward what we believe is the best compromise.

Concern about LRCFT statements about faculty not needing to have online materials that are fully accessible. DCCC hoping faculty can get a clear message that accessibility is not optional. Request for assistance from DAS. Not a requirement that faculty do the work of making materials accessible, but faculty do need to make sure all materials are accessible.

Response from LRCFT: LRCFT position is that in the contract there are no requirements that faculty comply with accessibility requirements in online courses. In performance review, faculty cannot be given a less than satisfactory mark for not using accessible materials.

11. District Educational Technology Committee (DETC)

[DETC Report](#detc)

District Tech plan. Manveer came and shared past plan and timeline for producing next one.

Student multi factor authentication. Inquiries sent to Manveer. Manveer provided [responses](#mfa). Recommended that implementation begin January 4th. - Concern expressed that there must be a way to separate Canvas and daily classroom activity from financial aid, to require multifactor authentication for financial aid and not for Canvas. Also, has there been any student input? DAS would like to see that students are consulted. Student trustee might be a good person to involve in this discussion.

Turnitin AI detection. Ed Tech recommends letting AI detection lapse as there is limited confidence in the ability to flag AI accurately. If there is faculty interest in AI section features, please let DETC know.

Respondus Monitor as Proctorio Replacement is a potential option. License for Proctorio up in 2024.

## Discussions (10-15 minutes per item)

12. Reviewing Faculty hiring manual

* 1. Cluster Hiring
  2. Requesting and hiring Long Term Temporary (LTT) faculty

[Demographic info on LTT hires](https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:e65bc2bb-9134-4069-a5e4-e63be88bfa34)

Hypothesis that LTT hiring process results in limited diversity/inequitable outcomes. DAS urged to examine processes in place to hire LTTs as it doesn’t seem to align with our values. We have to have intentionality in doing equity work. We need to examine the processes that are producing inequitable outcomes.

Suggested that the LTT process is not intended to be separate and that DAS should assert that District is not following hiring processes laid out in their own manual.

Should there be an exception for emergency LTT hires as there are for emergency adjunct hires? One thing to consider in that discussion is that first LTT year counts towards their tenure if they are later hired in a tenure-track position, so that would be an argument against an emergency LTT hire process.

Anecdote shared of Dean offering an LTT position to PT faculty member who just happened to be in the same room with them.

Emergency hires should only be for emergencies, which should not be a full-time position.

Suggested that there could be emergency hires with limitations such as a limit of one semester. Concern that reassign time often given to faculty at the beginning of the semester, so desire not to tie our hands.

If we can create a Faculty Diversity Internship Program, why can’t we draw LTTs and PT faculty from alums of that program? Why is there no direct path from FDIP to employment?

Noted that not every dept has had FDIP interns, so we may still need an emergency process, but agreed that we should help make FDIP a real path to employment.

Suggested that we need to take a in-depth look at the faculty hiring manual and make robust additions/changes.

Suggested that Mario and/or Jamey (whoever has been giving the greenlight to deans to hire LTTs) should come to DAS and explain how District is benefitting from unpaid labor by FDIP participants and why LTT hiring is resulting in equitable outcomes, and explain why hiring processes apply to all faculty hires except LTTs.

* 1. Review of hiring for CE faculty (next level interviews) - CE faculty used to be able to do a mid level review with intensive demonstrations. District is saying all candidates must do the demonstrations.
  2. Equity reps at second level interviews - not discussed at this time.

13. LRCCD Policy & Regulation 2222 (attendance)

[Draft for feedback](https://docs.google.com/document/d/1_tz1yK6Qn4F0LQVwY3Q4xuc8DqkJD65N/edit?usp=sharing&ouid=105543737585314241560&rtpof=true&sd=true) is one possible way to address issues around attendance, such as the 6% rule, and disproportionate impact around who is being dropped. Please bring to local senates for feedback.

1. Collegial Consultation

[In progress report](https://docs.google.com/document/d/1UkSbcaIA6KSx6Q9Dfy5LhDYX-toXw1T4FM-CrVWYT7U/edit?usp=sharinghttps://docs.google.com/document/d/1UkSbcaIA6KSx6Q9Dfy5LhDYX-toXw1T4FM-CrVWYT7U/edit?usp=sharing)

Not discussed at this time, other than a request that this be moved higher in agenda at next meeting.

## Items from Colleges for District Academic Senate Consideration

Suggested a future item on academic freedom, defining it, and getting LRCFT involved in that discussion.

Suggested that PT faculty should be able to decide what if any phone number should be listed in the directory. It appears that if faculty don’t provide a phone number, a phone number that has no actual link to the faculty member is being assigned.

Links from social media ads for local programs link to district, rather than to the programs featured in the ads, Data shows that viewers lose interest quickly once arriving at the District site. District not allowing, in ads for individual programs, links to those programs.

Support expressed for Davies Hall Closure coming back to our agenda.

## 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* Please see item 10 above.
* District Equity & Student Success Committee (DESSC) – *Ea Edwards* [Report](#dessc)
* District Educational Technology Committee (DETC) – *Morgan Murphy* Please see item 11 above
* Instructional Accessibility Committee *- Kandace Knudson*

IAC has started its work for the year and is seeking one more instructional faculty rep per campus to join the committee. We’re aligning closely with the UDL-AS coordinators to improve accessibility in DE courses and expand the knowledge and use of the expanding district-supported accessibility resources. We meet the third Mondays from 3-4:30pm via Zoom*.*

## Future Returning Items:

* Pathway U
* Military Credit draft regulation *(2nd reading)*
* Academic Renewal draft regulation *(2nd reading)*
* Statement of Support for Learning Communities *(Second Reading)*
* Student-facing information on Academic Conduct across Colleges, AI Task Force, AI use policies for syllabi
* Open Education Resources presentation to Board of Trustees
* Strategic enrollment management plan

### Upcoming Meetings / Events

* District Academic Senate Meeting: Tuesday, Oct 17th 3-5pm (DO Main Conference Room)
* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, Oct 18th 5:30pm (DO Board Room)
* LRCCD Board of Trustees Retreat: Friday-Saturday, Oct 26-27 (DO Board Room)
* District Academic Senate Meeting: Tuesday, November 7th 3-5pm (teleconference locations)
* ASCCC Fall Plenary: Thu, Nov 16th 2023, 8am - Sat, Nov 18 2023 5pm (Westin South Coast Plaza/Hybrid)

## 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**

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 Curriculum Coordinating Committee Report**

The committee met on September 22, 2023.

* All of the curriculum proposals were approved.
* We are looking for a curriculum chair, or past curriculum chair, to serve on the Ethnic Studies Council.
* We approved a resolution recommending 100% reassigned time for Articulation Officers, a well as adequate clerical support. (See below.) We ask the DAS to approve it as well.
* We had a 1st reading on the following proposals:
  + DCCC fractional unit policy
  + Ethnic Studies graduation requirement
  + new AA/AS GE pattern aligned with the one being approved by the Board of Governors this month

Those proposals are now being vetted by the college curriculum committees.

* The Articulation Officers are working on AP/IB/CLEP standardization across the district.
* We discussed redesigning the TAP repeatability families.
* We discussed how recent statements made by the LRCFT regarding faculty responsibility for the accessibility of online content contradict Title 5 and also contradict the distance education statement in the course outlines of record.

The next DCCC meeting will be held October 27, 2023.

Respectfully submitted by Bill Simpson, DCCC Chair.

October 2, 2023  
Questions from DAS regarding Student MFA:  
The following replies are from Manveer Bola on October 2, 2023.  
What is the problem we are looking to address by employing MFA for students?  
The primary problem we aim to address by implementing MFA for students is the increasing risk of unauthorized access to sensitive student data and academic resources. With the growing number of cybersecurity threats and incidents, ensuring the security and confidentiality of student information is of paramount importance. MFA adds an additional layer of protection by requiring multiple forms of verification before granting access, reducing the likelihood of unauthorized access and data breaches.

What data is being used to identify the problem?  
The data used to identify the problem includes security incident reports and trends in cybersecurity threats targeting educational institutions. Additionally, the initial entry point for the Sierra College ransomware attack was a compromised student account. Even the compromise of accounts that have minimal privileges can be used as a basis to penetrate our environment and escalate privileges that have access to more critical systems. According to the results of a 2022 survey conducted by TechRadar/OnePulse, 60% of respondents stated that they reuse passwords across multiple accounts. The risk for our students is if they are using the same password for other accounts, cybercriminals can  
use breached credentials from another account to compromise the student’s Los Rios account. This practice is known as “credential stuffing”. MFA is a powerful defense against credential stuffing attacks.

What disproportionate impact is predicted by employing MFA for students and  
what are the plans to mitigate those predicted impacts?  
While MFA is an effective security measure, we acknowledge that it may have a disproportionate impact on some students, particularly those who may not have mobile phones with internet connectivity. To mitigate these potential impacts, we plan to offer alternative authentication methods, such as call back and access codes via SMS, to ensure accessibility for all students. If a student does not have a mobile  
phone, we are mitigating this impact by enabling students to utilize their personal email account for authentication purposes. Additionally, if a student does not have a mobile phone we plan to direct them to support programs that may be able to provide them opportunities to secure a device.

What plans or strategies will be in place to measure and address any unexpected impacts?  
To measure and address unexpected impacts, the DO Help Desk will actively monitor student experiences and requests for assistance related to MFA. IT leadership across the district will review this data and work with stakeholders across the district to implement any necessary changes.

What systems will require MFA for students? Does Canvas need to require  
MFA? (UCD for example has MFA but it's not required to access Canvas).  
All systems connected through Single-Sign On (SSO) will require MFA for students, this includes Canvas, G-Suite, eServices, Microsoft Office, etc. The decision to require MFA for Canvas is based on our desire to protect all systems and services that contain sensitive student data or are critical to academic activities. In our region, both Sierra College and Sacramento State have activated Student MFA for access to Canvas.

**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.

## Discussion Items

The following items were discussed at the September 28th District Educational Technology meeting.

### District Technology Plan

Manveer presented the prior District Technology Plan and the timeline for an updated plan.

The current timeline for the updated District Technology Plan is as follows:

* Hold Strategic Planning sessions in ***Late October/Early November***
* Follow up meetings in December
* Finalize & Approval in Spring 2024

Manveer & District are seeking to identify areas where faculty input is needed and are looking to engage with faculty to provide input on the IT strategic priorities and goals.

### Student Multifactor Auth (MFA)

The recommendation of DETC is that District use the latter of the proposed implementation dates, ***January 4, 2024*** instead of November 13, 2023.

We base our recommendation on the following:

* Minimize large technology changes during the semester.
* Provide more time for communication to faculty, staff, and students.
* Reduce potential for student-facing faculty to provide support on technology change.

There will be a pre-registration window (with the November date it was the first 2-weeks of November) that will be adjusted based on the January 4 implementation date.

There is a compliance piece related to implementing MFA as there is a requirement that anyone who accesses financial aid data must have MFA enabled.

[Responses to DAS regarding MFA](https://lrccd.instructure.com/users/498348/files/53337903?wrap=1&verifier=1MoW6dCsU6ZcWEOhvRl4alyiqps1C7xPndH1qcTG)[Download Responses to DAS regarding MFA](https://lrccd.instructure.com/users/498348/files/53337903/download?verifier=1MoW6dCsU6ZcWEOhvRl4alyiqps1C7xPndH1qcTG&download_frd=1)

### TurnItIn AI Detection

The AI Detection feature of TurnItIn continues to be a free part of their tool. That will cease in January 2024.

EdTech's recommendation is to continue with our current TurnItIn tool which will lose AI detection in January 2024.

[TurnItIn's own FAQ indicateLinks to an external site.](https://www.turnitin.com/products/features/ai-writing-detection/faq)

While Turnitin has confidence in its model, Turnitin does not make a determination of misconduct, rather it provides data for the educators to make an informed decision based on their academic and institutional policies. Hence, we must emphasize that the percentage on the AI writing indicator should not be used as the sole basis for action or a definitive grading measure by instructors.

If there is faculty desire to include AI detection after January 2024, it will require an update of the TurnItIn tool and some additional costs.

### Respondus Monitor as Proctorio Replacement

The contract for Proctorio continues until June 2024. In its current form, we pay for features of Proctorio that we do not use as they are inequitable (AI Flagging features and room scans to name a couple). Understanding that prior experiences with Respondus are not all positive, they do provide a much more cost-effective option that matches the feature set of Proctorio as deployed at Los Rios. Respondus also works on a wide variety of browsers unlike Proctorio that only works on Chrome.

District IT needs a decision on what online proctoring tool DAS would like to use prior to contract renewal.

Current Proctorio usage numbers: July 1, 2023 through September 29, 2023 - 2,055 unique users & 6,665 exams taken

### CidiLabs Suite

CidiLabs is suite of tools that can assist with many things in Canvas. EdTech will have a demo of the tools during our next meeting.

The suite of tools include:

* UDOIT
  + [Cidi Labs UDOIT Overview (3 minutes)Links to an external site.](https://www.youtube.com/watch?v=1GGRvYVGPqg)
  + This tool helps with accessibility and minimizes the amount of navigation to fix issues.
  + This tool can automatically create Canvas pages out of Word Docs and some PDFs (a major time investment otherwise)
* TidyUP
  + [Cidi Labs Tidy UP Overview (1 minute)Links to an external site.](https://www.youtube.com/watch?v=0PRqqRkEPRU)
  + Searches and identifies unused files and pages in your course and allows you to remove unneeded content
* DesignPLUS
  + [What can DesignPLUS do for you? (4 minutes)Links to an external site.](https://www.youtube.com/watch?v=DN1at7plLno)

There is broad interest from the DE Coordinators on pursuing these tools. The DesignPLUS tools are very powerful but still have a learning curve.

Please contact [Gregory Beyrer](mailto:BeyrerG@crc.losrios.edu) for access to a demo site to explore on your own.

DESSC CHAIR REPORT SEPTEMBER 2023

● Meeting Held on 9/18/2023

● Minutes:

<https://docs.google.com/document/d/1OvMjijJncrEzPcxTyCZBOLXEpaMSj8K5HyV>

[zlXhYxwc/edit](https://docs.google.com/document/d/1OvMjijJncrEzPcxTyCZBOLXEpaMSj8K5HyV)

○ Discussion:

■ New CRM (customer relationship management) system

(Manveer Bola)

● Upcoming tool will be Salesforce; will take on some of the

tasks that PeopleSoft wasn’t designed to handle. Unified

tools will help track prospective students and make it easier

for students to stay on top of financial aid, enrollment, and

other college functions

● <https://docs.google.com/presentation/u/1/d/1M2rpJ0_ILpsrvP>

[D2gD-ruf5w93b5oSBr/edit?usp=drive\_web&ouid=10943689](https://docs.google.com/presentation/u/1/d/1M2rpJ0_ILpsrvP)

[6401754199421&rtpof=true](https://docs.google.com/presentation/u/1/d/1M2rpJ0_ILpsrvP)

■ PREP Program (Mariko Peshon)

● Update on benefits of PREP for scholars and communities

● <https://drive.google.com/drive/u/1/folders/1105x6KrQufddWZ>

[pKFnPuiMlAmYX7qk3m](https://drive.google.com/drive/u/1/folders/1105x6KrQufddWZ)

■ Mental Health Services Update (Victoria Flores)

● Discussed goal of providing immediate, quality mental health

care and the importance of prevention and early intervention.

Outlined the services offered, including free therapy sessions

provided by Mental Health and Timely Care

■ Basic Needs Services Update (Victoria Flores, Valerie Adger)

○ ARC Basic Needs Center gave a presentation

■ Regional Equity and Recovery Pathways grant (Olga

Prizhbilov)

● Discussion of goals of grant and work being done across

district

Next DESSC meeting is 10/23/23