# **District Academic Senate (DAS) Minutes**

 **Tuesday, April 16th, 2024 - 3:00 -5:00 pm**

**Los Rios District Office Main Conference Room**

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

## Members Present

DAS

* Alisa Shubb, President

ARC Academic Senate

* Brian Knirk, President
* Veronica Lopez, Vice President
* David McCusker, Secretary
* Alisa Shubb, Past President

CRC Academic Senate

* Jacob Velasquez, President
* Lauren Wagner, Vice President
* Eric Anderson, Secretary
* *Scott Crosier, on leave*

FLC Academic Senate

* Eric Wada, President
* Wayne Jensen, Vice President
* Paula Cardwell, Past President

SCC Academic Senate

* Amy Strimling, President
* Dawna DeMartini, Vice President
* Lori Petite, Past President
* Nadine Kirkpatrick, interim secretary

## Preliminaries

1. Welcome/Call to order
2. The District Office Land Acknowledgement was read by Alisa Shubb
3. Approval of Agenda
	* Agenda was approved
4. Approval of Minutes
	* Minutes were approved
5. Introduction of guests

## Public Comment Period

A faculty member made a comment about how they support the adoption of OER, but are wary of a top-down approach that might coerce faculty into adopting OER. They emphasized that faculty have the academic freedom to choose whichever course materials they feel best conveys the course content for their students.

A faculty member spoke in support of Alisa Shubb’s comments at the last Board meeting, in which she read CRC’s Vote of No Confidence in Chancellor King. Shubb also praised the hard work the Los Rios faculty have done to support our students and our colleges, and encouraged the Board to listen to faculty voices.

## DAS President’s Report

* + [Plenary dinner sign up](https://docs.google.com/document/d/1tKLOkQTpf1-AHn4zFTIjkuy479rWykoRmchLt6y1xkQ/edit?usp=sharing)
	+ After DAS President’s report at the last Board meeting where she read the CRC VNC, a few board members shared their support for faculty work and collegial consultation.

## Consent Items

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

### DAS President Rotation

* + SCC has passed on the opportunity to field a DAS President for the upcoming term, therefore the rotation moves to FLC.
	+ FLC designates Paula Cardwell as the next DAS President. Congratulations, and thank you Paula!

### Adopt PopeTech Dashboard Tool

* + This was approved by consent

## Decisions

(10-15 minutes per item)

### 10. Adoption of Proctoring Tool (Second Reading)

Background:

* [*Evaluation of Proctoring Tools for Los Rios - Results Overview*](https://lrccd.instructure.com/courses/176134/files/60486207?wrap=1)
* [*Faculty Narrative Comments*](https://lrccd.instructure.com/courses/176134/files/60486229?wrap=1)

Discussion:

* The tool has a feature called “Search and Destroy.” A question was raised on whether there would be an ability to change the name of that feature, since it has violent implications that may not land well with Vietnamese students – “search and destroy” was a technique used by the U.S. military during the Vietnam war.
	+ DOIT can ask the vendor about this. This is not a student-facing feature so it’s likely students would not encounter this language.
	+ Suggestion was made that faculty don’t use the phrase “search and destroy” with their students
* How long would we commit to this product?
	+ 1 year
* Motion and second to recommend Honorlock

Voting:

| Issue: Adopt Honorlock as the LRCCD Proctoring Tool, with the request that as it is rolled out, being mindful that the phrase “Search and Destroy” is a potentially triggering phrase.  |
| --- |
| **ARC** |  | **FLC** |
| Knirk | y |  | Wada | y |
| Lopez | y |  | Jensen | y |
| McCusker | abstain |  | Danner | y |
| Shubb | y |  | Cardwell | y |
|  |  |  |  |  |
| **CRC** |  | **SCC** |
| Velasquez | y |  | Strimling  | y |
| Wagner | y |  | DeMartini | y |
| Anderson | y |  | Kirkpatrick | y |
|  |  |  | Petite  | y |

### 11. LRCCD General Education & Graduation Requirement Revisions (Second Reading)

Background:

* Allow use of transfer GE pattern for local degrees
* Adopt additional requirements beyond Title 5 requirements
	1. description of American Institutions requirement (as per [P-7241](https://losrios.edu/shared/doc/board/policies/P-7241.pdf) below: [With proposed modifications by ARC Political Science department here](https://docs.google.com/document/d/1ons8t-piVXhAiPaz8iFdiMf8merqWdecWvTJX6_6ITc/edit#heading=h.u29uvdjisn02)
		+ - 2.3.3.3 American Institutions Requirement (three [3] units minimum)
			Courses in American Institutions are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State. To satisfy the general education requirement in American Institutions, a course should help the student develop an appreciation and understanding of the basic institutions, ideals, knowledge, and skills necessary for intelligent and loyal citizenship. It should stimulate critical thinking, problem solving, and literacy skills in regard to American historical, political, governmental, economic, social, and intellectual issues as they relate to both domestic and foreign affairs. This category includes introductory or integrative survey courses in history and political science which qualify under the guidelines of either “a” or “b” below.
	2. description of Living Skills requirement (as per [P-7241](https://losrios.edu/shared/doc/board/policies/P-7241.pdf)
		+ - 2.3.3.6 Living Skills (three [3] units minimum)
			One physical education activity course (with ADAPT, DANCE,
			FITNS, PACT, SPORT, or TMACT designators) must be taken in
			this area and a minimum of two (2) units from the other courses included in this category. Adapted physical education courses are available for students with documented physical disabilities. These Adapted courses will fulfill the graduation requirement. Courses in this area may be selected from a number of different disciplines that help students to acquire skills and knowledge to understand themselves as whole persons (integral to their environment). This category includes the study of courses that develop and maintain personal, social, physical and emotional well-being. It is the intent that this area include such courses as health education, human sexuality, marriage and family, nutrition, and personal adjustment.
				* 2.3.3.6.1 Students with medical excuses may petition to be exempted from the physical activity course requirement when appropriate adapted physical education classes are not offered at the location where the student takes the majority of their course work. Students not completing a physical activity course on
				the basis of this exemption shall be required to
				complete a minimum of three (3) units in other courses
				in the Living Skills area.

Discussion:

Aspect A: on the question of whether students should be allowed to choose between our local GE, IGETC, and CSU GE

* At CRC, a concern was raised that it would be better for all students to use the local GE pattern since that’s what we as a district decided was best for students. However, overall the CRC Academic Senate supported allowing students to choose a transfer GE pattern.
* Another perspective was raised that allowing the choice to use CALGETC for GE creates equity for students, because they don’t need to take extra classes beyond what they would be required to take for their degrees.
* Strong support expressed for allowing students to choose to use the transfer GE pattern for local degrees.
* Decision on Aspect A will return for a second reading at the next meeting

Aspect B: Do we adopt additional requirements beyond the Title 5 requirements?

* What are the principles and competencies that underlie our general education requirements? When we choose to eliminate or add a requirement, what are we saying about the kinds of knowledge/skills that our graduates should possess?
* Support expressed for re-writing the description of “American Institutions,” the language of which was largely taken from the CSU requirements.
	+ Additional support expressed for re-writing the description
* A concern was raised that as written, the American Institutions Requirement description could be alienating to members of sovereign tribal nations or people who come from overseas territories such as Guam or American Samoa.
	+ Additional concern about the word “loyal” in the description
* It was noted that history courses could also be used to fulfill this requirement. It was also noted that Ethnic Studies will be an additional requirement in the new local GE pattern.
* It was noted that even if they are not required, students may choose to take these courses as electives
* Opinion was shared that the Living Skills has a focus on developing the “whole person,” which is unique and not found in the other requirements.
	+ This is why DCCC recommended adding back this requirement
* If these courses were not required, could students get financial aid for taking them?
	+ Students can get financial aid for up to 60 units. If the major requirements plus GE requirements don’t add up to 60, the rest of the units become “electives” and students can get financial aid for those.
* This item will return for another second reading at the next meeting

### 12. PREP Resolution (second reading)

Background: [PREP Resolution](https://docs.google.com/document/d/1eIIbWfYXq7pT5sq8s1dNgyIAlz8Pm0CtnPogBeWR95M/edit)

Discussion:

* There is a need for faculty involvement in the development of professional development related to PREP.
* There is also a need for greater transparency about CDCR rules

Voting:

| Issue: Adopt PREP Resolution  |
| --- |
| **ARC** |  | **FLC** |
| Knirk | absent |  | Wada | y |
| Lopez | y |  | Jensen | y |
| McCusker | y |  | Danner | y |
| Shubb | y |  | Cardwell | y |
|  |  |  |  |  |
| **CRC** |  | **SCC** |
| Velasquez | y |  | Strimling  | y |
| Wagner | y |  | DeMartini | y |
| Anderson | y |  | Kirkpatrick | y |
|  |  |  | Petite  | y |

### 13. Collegial Consultation (second reading)

Background: [DAS DRAFT VNC V3](https://docs.google.com/document/d/1mWdNmRw2eDrPYHvwfjF4asf5EQduEXflmX-CI04u0y0/edit)

Discussion:

* Suggestion to frame the resolution as being focused on collegial consultation
	+ The board has made clear their position on keeping current chancellor employed in this district, so the suggestion was made to use this resolution to make clear the DAS position on what we’d be looking for in a future chancellor moving forward
* Opinion expressed that there is a unique power in calling this resolution a vote of no confidence.
* Many suggestions were suggested for wordsmithing changes
* This item will return for another second reading at the next meeting

### 14. Proposed revisions to P-9142: Performance Evaluation / Chancellor & Presidents (first reading)

Discussion: This item was not discussed and will return for a first reading at the next meeting

## Reports

(5 minutes per report + 5 minutes for questions)

No reports

## Discussion

(10-15 minutes per item)

### 14. District Committee leadership transitions for Fall 2024

* Reminder that we need to be thinking about leadership of DAS committees for the next academic year.

### 15. [Collegial Consultation Report Spring 2024](https://docs.google.com/document/d/1atwQ05iwxgZ1vtTp-T8i7w6IeZTf3xQqQMoXv9TLtEM/edit?usp=sharing)

* Please review this report and offer suggestions/feedback as needed

### 16. Moratorium advisory task force progress towards policy recommendations

Background: [Moratorium Advisory Task Force Foncerns & Remedial Actions](https://docs.google.com/document/d/1TVngq22HsdZALOujfKar4YETFYLPDz4SCCC6L14P9fo/edit?usp=sharing)

* This document summarizes the concerns of many faculty discipline experts who serve on the Moratorium Advisory Task Force, particularly about some of the ways the moratorium process has been handled, such as a lack of timely agendas and a lack of a clear purpose in task force meetings.
* Opinion expressed that these are sensitive, difficult issues, and are best facilitated with a high level of structure in the meetings
* Concern expressed that in order to comply with state and federal law, the committee needs more transparency on where the remains are and what will be their final disposition
* Question of whether it is effective for this group to move forward on future policy recommendations without addressing the current question on where the items are, what tracking is in place, etc. There is confusion on issues related to NAGPRA and issues related to the moratorium, which are two different issues. We would like clarity on what has happened so far and what we need to do going forward.
* Concern expressed that there is a need to be sensitive to the historical context when asking for more clarification, particularly from tribal leaders. NAGPRA is about repatriation of ancestral remains, an important and emotional topic. NAGPRA was enacted in 1990 and it is now 2024, and in all this time we were not following the law. Now that we are returning the remains as we were supposed to do 34 years ago, we could expect there tribal leaders might prefer to just talk with one person rather than speak to multiple committees and individual faculty members, and that there might be some frustration with hearing from faculty discipline experts that they need immediate clarification on a variety of issues.
	+ Clarification that the task force is not requesting clarification from the tribes. Their interest is in advocating for the tribal partners, not against them. They are requesting clarification from LRCCD administrators and from the consultant.

Meeting adjourned at 5:43

## Items from Colleges for District Academic Senate Consideration

* None

## Future Returning Items

* Moratorium on Use of Human Remains Revision *(second reading)*
* Proctoring tool (decision required 4/16)
* AB 1705 Math Validation Study Excused Withdrawal (EW) request *(second reading)*
* Statement of Support for Learning Communities *(second reading)*
* Faculty hiring
	+ Manual revision process
	+ Long Term Temporary positions (LTTs)
	+ Faculty Diversity Internship Program (FDIP)
* Equivalency processes
* Student-facing information on Academic Conduct across Colleges, AI Task Force
* Strategic enrollment management plan
* District Budget/LAO Report

## Upcoming Meetings / Events

* ASCCC Plenary: Thursday, April 18 - Saturday, April 20th San Jose Marriott
* District Academic Senate: Tuesday, May 7th t3-5pm (Teleconference locations)
* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, May 8th 5:30pm (American River College)

## Committee Reports

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

### DESSC CHAIR REPORT APRIL 2024

● **Meeting was held 04/15/2025**

●  [**Meeting Minutes**](https://docs.google.com/document/u/1/d/1Q8u1I-TIIWYUBX9l8cvJqvOEewJPnH3xANvLUt985WU/edit)

● **Chair Report:**

○ Ea’s last meeting as DESSC Chair. Still awaiting appointment from DAS for 2024-26 chair

● **Administrators Report**

○ Update on Academic Renewal for Students Impacted by AB 705: *New Regs and Process*

■ At DAS request, regs were drafted to allow students who were impacted by courses no longer offered due to AB 705. Good news is that the proposed regs were presented to the Chancellor’s cabinet in February and approved by the Chancellor soon after.

■ We are working on a notice that will go out to the colleges

○ Update on TES implementation and Credit for Prior Learning (AP, IB, CLEP, military credit, etc.)

○ Upcoming Los Rios [Cultural Celebrations](https://losrios.edu/why-los-rios/graduation-and-transfer/los-rios-cultural-celebrations)- for Graduates

● **Discussion:**

○ **Return to February 1st Summer/Fall Application Opening**

■ District planning to have summer/fall application open on Feb 1st due to negative impact on students, staff, and resources from having it open at same time as spring application

● DESSC members were in support of this change

○ **Business Process for Students to Petition for Military Credit**

■ A&R is developing an improved process for students to petition for military credit using an online Formstack form

■ Counselors would advise students on potential credit they might want to petition for; petition goes to the appropriate instructional department chair for review and decision. Similar to course substitution and equivalency process.

■ Request for training on process with counselors and faculty chairs was made

○ **Enrollment Policies and Process for classes that have already started or are full**

■ What is the process? How are faculty notified when students are added to their classes?

■ Jason Ralphs shared information with the committee about this process. Jason indicated that generally full time courses are switched to instructor consent required at the start of the course and this requires a late add petition to be signed by the instructor or a permission number from the instructor to add. Kim Goff clarified that low enrolled full term courses (at less than 75% enrollment) may stay open for the first week of class and permit students to enroll without instructor consent.

■ DESSC indicated there might be an interest in having some type of notification implemented for faculty when a student is added late to a class

○ **Proposed Changes to R-7211: Maximum and Recommended Academic Load**

■ Currently in the drafting process to create regs allowing the max units for summer to be 12 units so that students are eligible for AB19. This has been allowed since 2020 but regs need updated to reflect process

○ **DESSC charge review is ongoing and will pick back up in Fall 2024**

### DISTRICT AFFORDABLE LEARNING MATERIALS COMMITTEE REPORT

## 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%20acknowledge%20the%20land%20which,Maidu%2C%20and%20Miwok%20tribal%20nations.&text=Despite%20centuries%20of%20genocide%20and,both%20Federally%20recognized%20and%20unrecognized.)

“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.”

Voting Template

| Issue:  |
| --- |
| **ARC** |  | **FLC** |
| Knirk |  |  | Wada |  |
| Lopez |  |  | Jensen |  |
| McCusker |  |  | Danner |  |
| Shubb |  |  | Cardwell |  |
|  |  |  |  |  |
| **CRC** |  | **SCC** |
| Velasquez |  |  | Strimling  |  |
| Wagner |  |  | DeMartini |  |
| Anderson |  |  | Kirkpatrick |  |
| Crosier |  |  | Petite  |  |