

District Academic Senate (DAS) Minutes

Tuesday, October 7, 2025, 3:00-5:00 pm

Los Rios District Office Main Conference Room

[Remote Participation Link](#) Meeting ID: 852 1262 3490 Passcode: losrios

Members Present

DAS

- Paula Cardwell, President

ARC Academic Senate

- Veronica Lopez, President
- Daniel Slutsky, Vice President
- Andréa Pantoja Garvey, Secretary
- Alisa Shubb, Past President

CRC Academic Senate

- Lauren Wagner, President
- Jason Patterson, Vice President
- Emily Bond, Secretary
- Scott Crosier, Past President

FLC Academic Senate

- Wayne Jensen, President
- David Lacy, Vice President
- Lisa Danner, Secretary
- Eric Wada, Past President

SCC Academic Senate

- Amy Strimling, President
- Ilana Johnson, Vice President
- Nadine Kirkpatrick, Secretary
- Lori Petite, Past President

Preliminaries

1. Welcome/Call to order
2. FLC land Acknowledgement was read by Wayne Jensen
3. Approval of Agenda
 - Agenda was approved
4. Approval of Minutes
 - Minutes were approved
5. Introduction of guests

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

- No public comments

7. DAS President's Report

- SUJIC Meeting (Senate-Union Joint Interest Committee)
 - Dual enrollment update
 - Interest in taking a look at the Chancellor's evaluation process before we get a new Chancellor - currently the Board alone sets the goals for the Chancellor, and the Board alone evaluates whether the Chancellor met those goals
 - Counselor ratio - 900:1 is the absolute worst ratio that is allowed per state regulations. In our district, we can't even hire a counselor unless the ratio is that bad or worse. Union and Senate are interested in changing that narrative/approach
- Hiring manual task group work has started
 - Robust discussion about how faculty positions are decided at the District level. Faculty interest in lifting the veil of ambiguity, but maybe not so much interest from the District on that - discussion to be continued
- Los Rios AI Summit will be held Friday November 14 at FLC - lots of exciting speakers
- October 15 Board meeting will be hosted at Cosumnes River College - Winn 150

Committee Reports

(Written reports will be posted to Canvas supporting material section and included in subsequent meeting minutes)

1. District Curriculum Coordinating Committee (DCCC) – Renee Medina

- a. ● Common Course Numbering
 - i. DCCC will create a CCN workgroup to maintain CCN templates in Socrates and facilitate conversions and revisions
 1. Phase II B work is progressing
 2. Distance Education Addendum on course outlines
 3. This section needs to be updated. We need a small workgroup to make recommendations to DCCC.
 4. Members of the workgroup: Kandace Knudson, Pamela Bindi, still recruiting
 5. Elements of shared courses
 6. DCCC is discussing expanding the elements of shared courses that must be identical. Currently the required identical elements are...
 - a. Designator and number
 - b. Title
 - c. Units
 7. We need to expand the list of elements. New elements to include could be...

- a. Requisites (pre- and co-)
 - b. Unit/hours distribution
 - c. Local GE approvals
- 8. Course content should be very similar but that element has “drifted” in many instances.
- 9. Curriculum Management System
 - a. The current arrangement for Socrates will end in May of 2028.
 - b. LRCCD will need to find a replacement programmer to maintain Socrates or purchase a new CMS.
 - c. DO is currently doing a market scan for existing CMS vendors and will provide a timeline.
 - d. DCCC and others will review all possibilities for a CMS before a decision is made.

Note: At the different colleges, some departments are choosing to adopt CCN curriculum for a course while departments at the other colleges are choosing not to adopt CCN curriculum for the same course. This will not work long term - more discussion is needed on how to resolve this – if departments aren't going to convert a course to CCN, they may need to change the name and number of their course. We can't have courses in the district with the same name and number but one is CCN and one is not.

2. District Equity & Student Success Committee (DESSC) – Paula Cardwell/Lydia Delgado

- a. Financial aid updates
- b. Dual enrollment updates
- c. AI updates - the guidance group has drafted a framework. Asked to share with local AI groups (for the colleges who have a local AI group; not all colleges do) and then it will come to DAS and out to the colleges for review/consideration.
 - i. What is encompassed in the AI framework? Is it limited to student work?
 - 1. No, it is broader, such as what could be considered for professional development, sample syllabus language, different frameworks for a student conduct policy. It includes information about student use but is not focused solely on student use.

3. District Educational Technology Committee (DETC) – Morgan Murphy

- a. No update

4. Prison & Reentry Education Program Committee (PREP) – Kalinda Jones

- a. PREP looked at some of the data for the faculty teaching in PREP – 52% of the faculty teaching in the program are from FLC. FLC Senate is doing work to support the movement of PREP to FLC. There is an MOU from CDCR for the work between CDCR and LRCCD, concerning Folsom Men's Prison. The PREP committee is concerned about 10+1 issues in the MOU. However, the MOU has

already been signed by LRCCD. It is a new document - the PREP committee has been asked to look at it. PREP is looking at their charter and membership. The committee has affirmed a new chair but is unsure how to proceed to get that new chair recommendation approved.

5. Ethnic Studies Council – Tami Cheshire

a. on hiatus - no update

6. Instructional Accessibility Committee - Beki Mendel

Captioning

Cielo24, the captioning vendor used by Los Rios, was recently acquired by REV. Los Rios previously used REV due to service limitations, many of which have still not been improved since we left REV. The only remaining pre-approved vendor for DECT caption requests that meets Los Rios' instructional accessibility needs is 3PlayMedia. We are currently transitioning over to them.

UDA Report 2024-25

Here is the Los Rios Instructional Universal Design & Accessibility 2024-25 Report - UDA 2024-25 Final Report.docx

As you'll see, our team's achievements and metrics over the past year are impressive. This information contextualizes our accessibility work and demonstrates the critical need for a dedicated universal design and accessibility coordinator at each college.

ACMM Kick Off

LRCCD has partnered with the CCC Accessibility Center to engage in the Accessibility Capability Maturity Model (ACMM) — a framework designed to guide colleges and districts in advancing digital accessibility.

Initial Accessibility Capability Maturity Model (ACMM) engagement consists of five components: a virtual kickoff meeting, in-person training, in-person assessments, a virtual office hour, and a meeting to review the ACMM report.

The Los Rios District Instructional Accessibility Committee invites you to participate in the ACMM Kickoff on Monday, October 20 from 3:00PM to 4:30PM.

<https://lrccd.zoom.us/j/82279629544>

Here is [a schedule](#) of the Accessibility Center's site visits.

- The State Chancellor's Office is driving this initiative, and they know that this needs to be run at a high level.
- The initial meetings will include the College leadership, including college Presidents and VPs, Academic Senate Presidents, etc.

- It will need to be up to College leadership (including the Senate Presidents) to ensure that they are equipping faculty with the resources they need to make sure their courses and content are accessible.
- Where accessibility intersects with instruction is our wheelhouse and has huge 10+1 implications

7. District Affordable Learning Materials Committee – Andi Adkins Pogue

- Met yesterday and had a few more faculty attend. Consensus was that the work was important and not a one-and-done thing, and that the committee should continue. Also, there is a new Title V regulation about burden-free instruction
- Will try to find a time to have a joint meeting between district ALMC and the local ALMCs. Some colleges want to keep their local committees, others may disband theirs.
- Highly recommend that each college find a faculty rep for the district committee.
- Andi will work to find a meeting time for the joint meeting - will start hopefully in Spring but if a time can't be found, then will start in Fall.
- LibreText was chosen as a statewide OER platform - trainings forthcoming

Decisions

(10-15 minutes per item)

1. P-7421: Work Experience. Proposal to approve changes to [Board Policy 7421](#) to comply with changes to Title 5. (Second Reading)

Issue: Approve changes to P-7421			
ARC		FLC	
Lopez	Yes	Jensen	Yes
Slutsky	Yes	Lacy	Yes
Garvey	Yes	Danner	Yes
Shubb	Yes	Wada	Yes
CRC		SCC	
Wagner	Yes	Strimling	Yes
Patterson	Yes	Johnson	Yes
Bond	Yes	Kirkpatrick	Yes

Crosier	Yes		Petite	Yes
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2. Proposal to disband the Ethnic Studies Council at the request of Ethnic Studies Council chair Tami Cheshire. (Second reading).

Issue: Disband Ethnic Studies Council				
ARC			FLC	
Lopez	Yes		Jensen	Yes
Slutsky	Yes		Lacy	Yes
Garvey	Yes		Danner	Yes
Shubb	Yes		Wada	Yes
CRC			SCC	
Wagner	Yes		Strimling	Yes
Patterson	Yes		Johnson	Yes
Bond	Yes		Kirkpatrick	Yes
Crosier	Yes		Petite	Yes

3. Proposed amendment to DAS By-laws Article 11: Change “Article 11: Brown Act-Open Meeting Provisions” to “Article 11: ~~Brown Act-Open Meeting Provisions.~~” (First Reading).

Discussion:

- Local officers will take this issue back to their local Senates and we will bring the item back for second reading when everyone is ready

Reports

(5 minutes per report + 5 minutes for questions)

No reports

Discussion

(10-15 minutes per item)

1. Do we wish to propose an amendment to R-2222? Current language (possible changes in blue)
 - a. 1.0 Nonattendance at First Class
 - i. 1.1 Students who fail to attend the first session of a class may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the (first [OR second OR third]) day of the class may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester.
 - b. 2.0 Excessive Absence Defined
 - i. 2.1 A student may be dropped from any class when that student's absences exceed six percent (6%) of the total hours of class time.
 - ii. 2.2 Instructors shall state in each course syllabus what constitutes excessive absence for that course.
 - c. 3.0 No Shows
 - i. 3.1 Students who have not attended at least one of the first three sessions of a class will be dropped as a no show following the third session of the class. (Ca. Code of Regs, tit. 5, § 58004)
 1. 3.1.1 If a class is scheduled for only one session per week, then students who have not attended at least one of the first two sessions of a class will be dropped as a no show following the second session of the class.
 2. 3.1.2 For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the (second OR third) day of the class. Simply logging into the LMS will not count as active participation.

Discussion:

- Link to [previous draft version](#) of potential changes to policy 2222. This was from a few years ago - we started the discussion but didn't finalize any changes.
- Appreciation that this topic is coming back to DAS. Also of concern: creating equitable policies around dropping students on ground and on line. Interest is not to ramp up more punitive opportunities for dropping, but to examine the inequities between dropping policies for on ground vs. online students.
- Suggestion that dropping on ground students if they miss 6% of a class is a pretty strict policy
- So, in an online class would it be up to faculty to decide what counted as "participation" when deciding if it's appropriate to drop someone? Yes.
- Hesitation about setting up a policy that is too punitive and therefore unlikely to actually be followed. Example: online classes officially start on Saturdays and students may not realize this - it may be more appropriate to set the deadline for participation on something like the Wednesday of the first week of class.
- Suggestion to change "shall be dropped" to "may be dropped" in the current policy since it is not contractually required that we drop students

- Suggestion that we also need to watch out for deans pressuring faculty to NOT drop students
- Considerations around when a student can get a refund for a class, when a class counts as one of their three tries, etc. May be important to highlight these dates. At least one college is looking at data around student drops and student success - a W can attach to a student very early when they drop
- Looking at the Canvas data on how much a student was engaging with course content - sometimes, a student may share a computer and it could have been someone else looking at the Canvas pages
- Suggestion: DAS could start by revising the [P-2222 changes document](#) we had begun a few years ago, and get this document to a place where we are ready for a first read. If we approve it as a first read, then it could go out to the local senates for review.
- Alternate suggestion: The proposed changes document would go out to the colleges now, gather feedback, then it can come back to DAS for a vote
- Does anyone know where the 6% came from?
 - It may be tied to instructional hours and how many hours it's considered that a student needs to engage with the material in order to be considered to have become proficient with the material.

2. Proposed amendment to DAS By-Laws Article 11, Section 2: “No action shall be taken on any item not appearing on the posted agenda. No action shall be taken on any item upon a first reading.” Do we wish to amend the by-laws?

Example 1: Change “No action shall be taken on any item not appearing on the posted agenda to: “No action shall be taken on any item not appearing on the posted agenda [unless the need for immediate action was discovered after the agenda was posted, and a vote of two-thirds of all members \(not just those present\) or unanimous if less than two-thirds of members are present.](#)”

Example 2: Change “No action shall be taken on any item upon a first reading” to “[Although decision items typically go through first and second readings at separate meetings, the body may suspend the second reading rule with a majority \(OR \$\frac{2}{3}\$ OR \$\frac{3}{4}\$ \) vote.](#)”

Discussion:

- CRC's position has not changed since last time we discussed this (CRC has concerns about suspending first readings)
- If we required a unanimous vote to suspend the rules, how would this work in practice?
 - First there is a motion to suspend the rules and move to a second reading
 - This vote would need to be unanimous
 - If approved unanimously, we could move to second reading
- Agreement from all colleges to explore crafting language for “unanimous” suspending of the rules
- This will come back as a first reading

3. Do we wish to draft a resolution in support of changing the 900:1 counseling ratio (which is a negotiated item) to a different number? The ASCCC recommends 1:370.

Discussion:

- Currently, per the hiring manual a campus can't even ask to hire a counselor unless we are at that 900:1 floor.
- The counselors who serve special populations are included in the ration, but do not serve the general population. So the real ratio is more like 1200:1.
- Counseling wait times are very long and student frustration is very high
- Strong support expressed for drafting a resolution
- Our students need to be able to get in and see an academic advisor
- Point when a counselor is reassigned to be an articulation officer, their positions are not backfilled
- Disheartened by lack of transparency about the math that goes into how the hiring decisions are made
- We will make sure we are on the same page with LRCFT in terms of what ratio we recommend
- If this lower ratio were to be approved, it would mean hiring a lot of counselors in our next round of hiring (and less in other departments)
 - The ratio could potentially be phased in - could add a few per year until we got to the right ratio
- Are we just talking about academic counselors, or also mental health counselors?
 - In this proposal we are just talking about academic counselors
- Opinion expressed: Because counselors are included in faculty prioritization, they have to compete for positions even when they have the FTE and are supposed to maintain a certain level of counselors based on the ratio. If a counseling department has 5 FTE, they should be able to fill those 5 FTE.
 - Those are local decisions – each college has its own faculty prioritization process.
 - How is the current practice for counselor hiring different from any other department, who backfills “open” FTE with adjuncts? A lot of the counselor ratio is filled by adjuncts
- It may be helpful to request from Mario some data about counselors specifically - from the last 8-10 years.
 - How many counselors at each college?
 - How many retirements have we had?
 - How many replacements have we had?
 - How much growth at each one of the colleges during that time period?
- Request to find the true number of general population counselors to students
- Would hiring a bunch more counselors affect the rule that colleges must spend 50% of their budgets on instruction?
 - Something to ask Mario

Items from Colleges for District Academic Senate Consideration

1. SCC and CRC are not satisfied with the adjunct pool process and feel it needs to be addressed again - would like to revisit this issue. Good timing because we are working on the hiring manual. The pools are too old, campuses are experiencing a lot of failed adjunct searches. Ideas for improvement:

- a. Open and continuous pools
 - b. Current process prevents campuses from doing emergency hires
 - c. Better system in place for HR to clean out the pools so they don't get too old
2. Circling back to the public comment from the last meeting about the member of the public who said she had been granted equivalency at one campus and denied equivalency at another campus. There was an error in the system that caused the application to move forward erroneously at one campus, but get reviewed for equivalency (and denied) at another campus. HR has offered that CRC can review the applicant's materials and consider whether they meet the minimum qualifications. Perhaps an alternate option could be a district wide EQ process.
3. Lecture/lab safety waivers issue at CRC. There was supposed to be a better process and a uniform list, but this has stalled out – the solution that was promised has not been implemented.
4. At CRC, performance review teams were sent the disaggregated course data for the faculty they were reviewing. This caused consternation at CRC. There have been public meetings, forums, a cease & desist letter from the union, and a lot of concerns. CRC Senate is working on a resolution. There is a sense that administrators at the District feel this was an OK thing to do and was within the contract. Other colleges may want to consider resolutions of their own to get ahead of this.
 - a. At SCC, there have been rumors of faculty being told to take down posters related to Gaza and Israel
 - b. Rumors of CRC Ethnic Studies faculty being told not to teach about Gaza
 - c. Interest in seeing the resolutions come to this body.

Future Returning Items:

-

Upcoming Meetings / Events

-

Land Acknowledgements

[Los Rios Community College District Indigenous Land Acknowledgment Statement](#)

“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](#)

“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](#)

“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](#)

“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](#)

“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
Lopez		Jensen	
Slutsky		Lacy	
Garvey		Danner	
Shubb		Wada	
CRC			SCC
Wagner		Strimling	
Patterson		Johnson	
Bond		Kirkpatrick	
Crosier		Petite	