



DAS President Paula Cardwell

ARC President Veronica Lopez

CRC President Lauren Wagner

FLC President Wayne Jensen

SCC President Amy Strimling

District Academic Senate (DAS) Minutes

Tuesday, November 18, 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
- Sarah Lehmann, Secretary

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. Land Acknowledgement was read
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

1. Chancellor Meeting Update
 - a. Paula and Wayne attended
2. Fall 25 Plenary Update
 - a. Los Rios Rowdies had a fabulous time at Plenary.
 - b. Highlights:
 - i. [Dual Enrollment resolution](#)
 - ii. Learning about the [politics and optics of resolution writing](#)
 - iii. Nuances of COLA allocations
3. AI Summit Recap
 - a. Fun, educational, well-attended summit
 - b. Many faculty presentations
 - c. Student panel was wonderful
 - d. Also heard presentations from industry partners and folks from the CSUs

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. CCN update:
 - i. We have courses from Phase II that will be converting to Common Course Numbering in Fall 2026. Includes courses from Astronomy, Biology, Communication
 1. Not all colleges are converting these courses to CCN. In these cases, the courses that do not convert to CCN will convert to a new course name/number (and can keep their old curriculum).
 2. CCN courses cannot be cross listed. Only one course can be kept and the rest need to be deleted. But, multiple faculty disciplines can be listed as teaching the course
2. District Equity & Student Success Committee (DESSC) – Paula Cardwell/Lydia Delgado
 - a. No update
3. District Educational Technology Committee (DETC) – Morgan Murphy
 - a. No update
4. Prison & Reentry Education Program Committee (PREP) – Jeff Knorr
 - a. The group is in the process of reviewing their committee charge
 - b. Working with the district and CDCR on scheduling for facility programs
5. Instructional Accessibility Committee - Beki Mendel
 - a. The ACMM recommendations are forthcoming within a week or so
 - b. They are looking at different accessibility suites that integrate with Canvas - looking towards the future of what tools will be most helpful in allowing faculty to integrate accessibility into their course materials. In the information gathering phase.
 - c. Also looking into some tools for math faculty, such as "[Mathpix](#)"

- d. Acknowledged that Art faculty also have a very difficult time with accessibility for their content - no plan yet to find an accessibility expert for Art
 - e. May look into hiring an accessibility specialist to assist faculty
 - f. RE: UDA Coordinator positions: if DAS can make a statement or resolution in support of the UDA coordinator positions, one at each college, some clear tangible support like that would be helpful.
6. District Affordable Learning Materials Committee – Andi Adkins Pogue
- a. No update

Decisions

(10-15 minutes per item)

1. [Academic Probation Language Change Proposal](#) (1st Reading)

Background:

Recommendation from Academic Probation Language Task Force of the DESSC to change “Academic Probation” to “Academic Notice” and to change “Academic Dismissal” to “Academic Pause in Los Rios Board Policies and Regulations

Discussion:

- DAS decided last spring to put together an academic probation language task force to look into revising the language to be more student success focused. Before the task force could commence their work, the statewide Board of Governors initiated changes to the language similar to what the task force would have developed. Nevertheless, the task force would like to forward their own recommendation to DAS in order to honor their work and signal to the Los Rios Board that they support these changes and that faculty are leading this effort
- Some early A/B testing with email messaging indicates that students respond more favorably to the new language, for example attending the writing center for help at higher rates when the phrase “academic notice” is used instead of “academic probation.”
- Please take this back to your colleges and let them know about the background
- Question about how academic notice impacts financial aid. Anecdotally, it’s not clear to students how long they are on academic notice or how this impacts their financial aid.
 - Yes, the group is working on clarifying this type of thing. Sometimes a student will be removed from academic notice but financial aid is not notified of this for several months. It is important to make the communication between departments quicker and more streamlined, and also make sure the student is aware when they are no longer on academic notice.
- Appreciation expressed for this great work and the move towards the growth mindset language
- How can we support students when they do show improvement? Do we send encouraging emails, progress reports, etc?
- Do these changes also apply to academic progress probation?
 - Yes

- Suggestion that a flyer or messaging to faculty would be helpful. We are all so used to the old language, it would be helpful to have a reminder/cheat sheet flyer. Suggestion to go through the PIOs so it can be put in the official newsletters

Discussion

(10-15 minutes per item)

1. Canvas AI Grading Enhancement Early Access

Discussion:

- Canvas has a bunch of new tools they're promoting under their "Ignite AI" product line. The Canvas Grading Tool is one of these tools. It is available in an "early access" phase, and we need to decide whether to enable this tool for each Los Rios college. Each college can decide for themselves. If it is turned on, it will be off by default and is totally opt-in for faculty.
 - [IgniteAI Grading Assistance Nutrition Facts](#)
 - [Canvas AI Resources](#) (blog posts, etc)
- If this tool is used for grading, students will get a notice that AI was used to help grade their assignments
- Canvas is not training future models with any data we submit
- Ed Tech was split on whether to turn it on or leave it off and is, therefore they are bringing the issue to DAS
- CRC is interested in turning this feature on
- Opinion that it is important to actually try out AI tools in order to decide how useful they are
- Question: what potential for bias is there in grading with this tool? Will it be biased in favor of AI writing?
- General support expressed for experimenting with AI tools. However, speaker is also concerned about experimenting with this particular tool because once you use it, students are notified that AI has assisted in their grading. Difficult to test behind the scenes.
- Question/concern: does turning this tool on make our college look bad?
- Question: might this tool actually ADD to the grading workload rather than reduce it? Not only are you grading the student, you are grading the AI's feedback. Fear that students will challenge the grades that are given by AI.
- Note: AI-mediated responses are not considered Regular and Substantive Interactions (which would be important to consider for accreditation)
- By using this tool, are we teaching it to do our work for us? If so, why are we important?
- Concern about environmental impact, for example use of water resources
- If you don't allow students to use AI but you use AI grading, this would really undermine trust between faculty and students

- Curious about workload impact and union perspectives. Will someone come and say that we can now teach more classes because we could be using AI to do our grading? If we're not spending time grading, why do we need to be paid as much?
- Is there a way that the district could create a summer cohort to test this tool in a controlled test environment before using it in live courses?
- Timeline questions...when do we need to decide whether to join the pilot?
 - There is not a hard deadline. Historically, Canvas moves slower than they say they will
- Should we deputize the colleges to decide for themselves?
- Opinion that the District should make the decision together
 - (Note: ultimately it was decided that each college will make an independent decision)
- Would not want to limit another faculty member's choice, but also want to consider what is best for students and what is in our long term interest in terms of providing the best experience for our students. Sense that this tool may be an "attractive nuisance" for faculty, who may end up using it in ways that are detrimental to student learning. Opinion that we need guardrails, otherwise we may be doing a disservice to our students
- Observation that in discussing this tool with students, many students have asked whether there would be a way for them to opt out of AI grading.
- Concern that AI will result in a lot of teachers losing their jobs
- What's our "why?" for using this tool?
- Going back to "what's our why" – we can't know our why without understanding the technology and how it works. We need to look at it and evaluate it before deciding whether we can support it
- What evidence is there for how effective or helpful this tool is? Let's focus on the pedagogy rather than just the tool
 - Canvas does have some documentation of how it's been effective
- All comes back to pedagogy. We can't figure out whether a tool can be helpful if we ignore it. Can imagine it might not be very helpful...but we won't know if we don't test it.
- Opinion: this tool may help us understand our students better and how they are using AI.
- Do we suspect there may at some point be a standard feature of Canvas that we can't turn off?
 - No, right now the Distance Ed Coordinators foresee it will always be able to be toggled on/off at the college level
- In terms of providing feedback to Canvas to help shape the tool, what does that feedback process look like? Are there forms that are sent to each faculty, or do people need to individually initiate the feedback process?
 - Instructure (Canvas) will host discussion boards and they will occasionally send out feedback surveys. Ability to vote on feature requests
- If folks decide to participate in this, could there be trainings and discussions hosted for the "coalition of the willing"?
 - Morgan Murphy (FLC DE Coordinator) is willing and interested to host these types of trainings, and imagines the other DE coordinators would be willing as well

- If this group decides we must all make the same decision, heads up that CRC's last meeting will be after DAS' final meeting so they likely could not make a decision until January.
- Opinion that we don't need to jump into a decision about this.
- Opinion that as the second largest CC district in California, it would be impactful for Los Rios to participate in this pilot
- Opinion: we should take this to our Senates and get a sense of whether they want to participate and if they want to make the decision together as one Los Rios. Emphasize that this is an opt-in tool and no one has to turn it on if they don't want to.
- Note: the early adopter program is scheduled to end in Q1 of 2026. Theoretically we could say "no" to the early adopter program and just add the feature once it's rolled out officially. We would still need to opt into it at the college level.
- Let's bring this back to our college Senates and get a sense of what each college wants to do. Then we can discuss at the December 3 meeting. If one college is ready to move forward and the others are not, those interested colleges could join the pilot solo.
 - Some Senates may not have time for a full discussion on this. Wouldn't want to rush the decision and want to give everyone the space to discuss and consider. Should we schedule another DAS meeting during finals? Yes, we could meet on Dec 16 during finals week if folks are willing.
- Between joining the early adopter program and turning on the feature – after being part of the early adopter program, would we need to make another decision about whether to turn on the full-fledged feature?
 - Morgan I didn't catch the answer to this
- Would this potentially be a feature they would charge for?
 - It's not currently slated to have a cost, but we don't know what the future holds. Currently it is just listed as "part of Canvas."
- We should also consider the ways this tool could be misused, and what faculty may ask about it. Perspective of a DE Coordinator that they are not ready to answer questions about misuse of this tool. Need more time to consider this and talk with colleagues.
- Acknowledgement that this is a tough decision to make, and many of us are not AI experts. Fear that if we move too slowly, we will get run over
- Opinion that individual colleges should make their own decisions, rather than needing it to be a districtwide decision.
- Want faculty to have academic freedom and be able to do what they want to do in their courses. But hope that faculty are using this for the right reasons.
- Similar discussions to this one have happened before around new technologies, such as whether we should use YouTube videos, and whether we should offer online classes.
- Consensus: we will let the colleges decide individually whether to turn on the AI grading tool. Let your DE coordinator know your decision so they can ask IT to turn it on at the college level. If you do turn it on, bring back what you learn and let us all know how it goes.

Items from Colleges for District Academic Senate Consideration

- CRC possible issues:
 - academic integrity - two issues here, one of which may involve a change to board language
 - Support for seeing how we could influence District to get us better data on why our students drop our classes
 - When students drop, we don't always know why and it may seem like it reflects negatively on the instructor if a lot of students drop. But we don't necessarily know why those students dropped the class, so better data would be helpful.
- Concern about how much faculty voice is honored in the hiring prioritization at the colleges. Faculty hiring is meant to be a 10+1 issue. Do some standardized practices need to be established to ensure colleges rely primarily on recommendations of the Academic Senates?

Future Returning Items:

- [Resolution in Support of Reducing and Clarifying Los Rios Counselor-to-Student Ratio.](#)
- [Proposed amendment to R-2222](#) (Attendance Requirements and Reports) to define 'no-shows' for asynchronous online classes; to distinguish between No Shows and Application of Census drops; and to define excessive absences..
- [Resolution in support of the Pan-African Virtual College](#)
- Not-for-Credit Curriculum Process

Upcoming Meetings / Events

- Nov. 20: EdTech 3 pm
- Nov. 21: Program Placement Council 2:30 pm
- Nov. 27-28: Thanksgiving Recess
- Dec. 1: DALMC Meeting, 3 pm
- Dec. 2: DAS Meeting 3-5 pm

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 Nisenan, 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 Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Nisenan, 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	