

Mid Year Report: Center for Teaching and Learning 2023-24

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INTRO

This year the Center for Teaching and Learning (CTL) at American River College updated our focus on operationalizing the Professional Development & Training Plan and acting on the recommendations of the African American, Native American, Latinx, Asian and Pacific Islander, and LGBTQIA+ Disproportionate Impact Team Reports. Progress has been made since we began this process in 2020 and it is reflected in the type of programming we offer. Our theme for programming highlights our faculty and focuses on sharing and building on what equitable teaching and learning looks like today at ARC. Fall brought us a series focused on our teaching faculty: “What Does it Mean to Be a GE Instructor” that included sessions focused on Equity in Math and Science, and on Humanities, Art and Social Science. In January 2024 the CTL launched a faculty and student brainstorming session for the collaborative design of a grant-funded and cohort based GE Faculty Teaching Institute. This faculty centered focus will continue through spring 2024 and carry over into the 2024-2025 academic year with the GE focused Learning INovation and Equity (LINE) Teaching Institute.

During the 2023/24 academic year, the CTL expanded its collaboration with Program Review, the ITC’s Equity and Culturally Responsive Online Teaching Institute, and continued our Managers Anti-Racist Community of Practice. Consistent with the workshops offered in previous terms (e.g. Native American Allyship Program, Mejorando ARC para Nuestras Comunidades: Bridging the Gap between Education and Liberation for Latinx/e Students, Black Minds Matter), we have continued to respond to the findings in the Disproportionately Impacted Project Teams reports with the following professional development opportunities: AANHPI Student Success Workshop, launched in fall 2023, and the Listening to and

Supporting LGBTQ+ Students: An Intersectional 3-Part Workshop Series in spring 2024.

In the 2023-2024 academic year, Professional Development and training was allocated 2.6 FTE: 1.0 for two STEM faculty; 1.6 divided by three additional faculty. In addition, Professional Expert Agreements (PEX), and Employment Service Agreements (ESA) were extended to the following professionals: Neue Leung, Mim Montgomery, Sara Smith-Silverman, and Chipso Ashe, Rangineh Azimzadeh Tehrani, Moira Delgado, and Katie McCleary for their work as faculty facilitators and creators, or outside consultants.

Convocation

The CTL continued its participation as members of the Convocation Planning Committee during the 2023-24 year. Our new President, Lisa Cardoza, introduced herself to the college at our Fall of 2023 Convocation.

She was followed by members of our college communities who had participated in a storytelling workshop, facilitated by John Aubert: Anthony Carter (Classified Staff), Rocio Owens (Math Faculty), and Nicole Porter Interim (Vice President of Student Services and Equity) delivered personal stories that spoke to “Centering Social Justice Through the Power of Our Stories”.

For the Spring 2024 Convocation, CTL was represented on the Districtwide Convocation Committee, [insert name]. This Districtwide Convocation was held in the American River College gym. Dr. Luke Wood, President of CSUS, was the keynote speaker, and the theme of convocation was Ethnic Studies and included a moderated panel of Ethnic Studies professors from all four campuses.

The CTL will continue to be involved in the planning of future Convocations. Since Convocation is the only time that faculty are required to participate in professional

development, the CTL is well suited for this role and particularly well positioned to participate in planning and debriefing Convocation on an ongoing and regular basis. Looking forward, Convocation can be a culminating event of a strategically planned Flex Week that is designed to move the College toward its equity goals.

Flex Week

The CTL provided the college with 25 Flex Week Workshops in Fall 2023, and an additional 25 Flex Week workshops in Spring 2024. For Fall 2023 Flex, the CTL solicited workshops that build on what you've been inspired to explore and build on from the stories that were shared with us to advance the college's Social Justice mission. For Spring 2024, the CTL called for workshops that spoke to the ways teaching and learning within our "spheres of influence" are impacting equitable outcomes for our students. Fall Flex attendance was 415. Spring Flex attendance was 249.

Professional Development During the Semester Series, Institutes, and Communities of Practice

The CTL continued to focus on producing, facilitating, and supporting professional development that set a foundation for equity learning. Professional development offerings of various lengths and formats addressed the following PD Competencies outlined in the PD & Training Plan:

- Equity-minded Service
- Leadership Development
- Data Literacy
- Effective Communication
- Collaborative Innovation

A highlight of offerings follow:

- Race and Power in the Classroom - Community of Practice (CoP) facilitated by Pam Chao and Marianne Harris. This two-hour Community of Practice met three times, was offered to all faculty, and advertisements noted that faculty developing OER may find this to be particularly relevant. 7 faculty attended the initial session, 5 at the second, and 4 returned to the final session.
- Managers Anti-Racist Leadership Community of Practice - facilitated by Tanika Byrd, Jeff Sacha, and Pam Chao. The focus of this CoP was anti-racist supervision and managing conflict through “calling in.” The CoP met twice for two-hours, was offered to managers and supported 7 attendees in each session.
- Science Communities of Practice. In Fall 2023, Victor Zarate facilitated the Science Equity Group CoP for Science faculty that met four times. The primary focus was understanding how to identify and mitigate inequitable practices common in STEM courses. This CoP continued into Spring 2024.
- Math Communities of Practice. In Spring 2024, Sonya Reichel facilitated several communities of practice in the Math Department centered around equitable grading practices, support courses, and increasing inclusion for faculty.
- In Spring 2024, Victor Zarate initiated the Science Equity Book Club for Science faculty. In addition to him, eleven faculty have signed up to read and discuss Joe Feldman's book *Grading for Equity*.
- In March of 2024, Sonya Reichel, Victor Zarate, and Tak Auyeung are facilitating two workshops, “Using ChatGPT in STEM Education”, that explore how ChatGPT can be used in service of student learning and streamline instructors’ work.
- In “Let’s Play with AI”, Michael Angelone and Marianne Harris are facilitating a 3-part series of workshops that explore the role of AI in the future of education.

- Annual Unit Planning workshop facilitated by Brian Knirk, Veronica Lopez, and Yuj Shimizu.
 - advertised to faculty and 21 participated

Fall Semester

- Annual Unit Planning workshops. The first was facilitated by Brian Knirk, Veronica Lopez, and Yuj Shimizu; the second was facilitated by Jennifer Laflam and Yuj Shimizu.
 - Offered on two separate occasions to campus employees, 7 classified professionals and 44 faculty participated.
- Asian American and Native Hawaiian/Pacific Islander (AANHPI) Student Success Workshops facilitated by Neue Leung and Mim Montgomery.
 - Two workshops were advertised to campus employees with 3 classified professionals and 19 faculty members attending.
- What Does It Mean to be a GE Instructor (STEM focus). Facilitated by Sonya Reichel and Victor Zarate
 - Offered virtually and in person to campus employees, 19 faculty and 1 administrator participated.
- Collaborate for Change weekly drop-ins facilitated by Jeff Sacha. 4 faculty met with him over the course of the semester.
- The CTL hosted “Bring Your Own Lunch” gatherings to facilitate community building. Attendance has varied.
- Fall Program Review Training Cohort. Facilitated by Jen Laflam, Yujiro Shimizu, Veronica Lopez, and Jeff Sacha
 - Advertised to campus employees, 2 classified professionals, 6 faculty, and 2 managers attended.

Spring Flex

- Know History, Know Self. No History, No Self: Critical Introspection as a tool for Transformative Teaching. Facilitated by Mark Carnero. 8 faculty attended.
- Information Session on Community Healing Spaces: Why, What, and How. Facilitated by Rangineh Azimzadeh Tehrani and Moira Delgado. 2 classified professionals and 17 faculty attended.

- Spring Program Review Training for 23-24 cohort. Facilitated by Jen Laflam, Veronica Lopez, and Yuj Shimizu. 1 classified professional and 3 faculty attended.
- What Does it Mean to be a GE Instructor? (Humanities/Art/Social Science). Facilitated by Jeff Sacha, Liz Coleman, Mark Carnero, and Robin Akawi. 4 faculty members attended.
- The CTL hosted “Bring Your Own Lunch” gatherings to facilitate community building. Attendance has been very low, which is a signal that this offering needs to be reconsidered.

Spring Semester

- Spring Program Review Training for 23-24 Cohort. Facilitated by Jen Laflam, Veronica Lopez, and Yuj Shimizu. 11 faculty members participated.
- MIS Data Reporting Training. Hannah Blodgett, Jen Laflam, and Delane Swank facilitated. 24 classified professionals and 13 faculty and 10 managers attended.
- Listening to and Supporting LGBTQ+ Students: An Intersectional 3-Part Workshop Series. Facilitated by Sara Smith-Silverman. At the time of reporting, two of the three workshops had met; 5 classified professions attended the first session and 6 attended the second; 29 faculty attended the first session and 26 attended the second.
- Accessing/Using Data in Equity Work as Instructors at ARC. Facilitated by Jeff Sacha. This workshop was offered twice. At the time of this report, only one of those sessions had meet; 8 faculty attended.
- Centering Equity in Program Review. Facilitated by Victor Zarate and Jeff Sacha. 6 faculty members and 1 manager attended.
- Bridge the Gap for Faculty. Facilitated by Katie McCleary. This event was only advertised to faculty and 16 attended.

Spring Semester - Pending at time of the report

- Listening to and Supporting LGBTQ+ Students: An Intersectional 3-Part Workshop Series (Part 3 of 3). Facilitated by Sara Smith-Silverman.

- Using ChatGPT in STEM Education, facilitated by Tak Aeyung, Victor Zarate, and Sonya Reichel. This will be offered twice in March via Zoom.
- What's It Like Teaching a STEM Learning Community Class?, 2 sessions. Facilitated by Victor Zarate.
- Collaborate for Change (tallied at the end of the semester). Facilitated by Jeff Sacha.
- Accessing/Using Data in Equity Work as Instructors at ARC (Part 2). Facilitated by Jeff Sacha.
- A science demonstration event on "Electricity and Magnetism" will be done for PRISE students.
- Bridge the Gap for Managers. Facilitated by Katie McCleary.
- Bridge the Gap for Faculty, facilitated by Katie McCleary.
- Bridge the Gap for Classified, 2 sessions. Facilitated by Katie McCleary.
- Universal Design for Learning (UDL). Collaboration with Lori Hokerson (ITC). This is a 3-part series of Zoom workshops with various themes related to UDL, where the congruence between the UDL framework and the equity framework are emphasized. CTL faculty helped design and Jeff Sacha co-facilitate these workshops.

Post-Event Survey Responses

As part of a follow up to PD events, attendees have the opportunity to provide feedback on the event. These surveys offer participants opportunities to share their reflections and provide suggestions for improvement, and it offers facilitators insight they can use to assess the experience and identify potential areas for growth. A sample of feedback gathered from the events that took place this academic year include:

- "There are some easy changes we can make to how we teach our classes that will improve outcomes for our historically under-served students."
- "Other faculty have thought of ways to find balance between a rigid style of evaluation v. a more flexible, relaxed style without compromising the spirit of the course."

- "I feel even more motivated to continue learning! It was truly humbling and helped me begin some self-reflection on why I haven't put more energy into serving specifically AANHPI students. There is so much I don't know---and it is time for me to do better in serving our AANHPI students and support[ing] our staff!"
- "I don't know that it's something to address in a Community of Practice or not, but at some point I would appreciate some time for working on developing skill in alerting folks to racial concerns gracefully."
- "I'd like to see another workshop about adjusting our classes so they help dependent learners become independent learners. We touched on it in the workshop, but I'd like to see more examples and have a longer discussion about it."

Annual Unit Plan & Program Review Workshops

Workshops were held to support faculty leading Annual Unit Plan and Program Review. CTL faculty liaisons reached out to department chairs to support this work (Fall 2023, Spring 2024). Victor Zarate and Jeff Sacha facilitated a workshop for Program Review authors to support their responses to Question #4: What will be your unit's strategies for eliminating disproportionate impact (DI)? This workshop was titled "Centering Equity in Program Review" and was attended by 7 faculty members. This workshop was designed to supplement the Program Review orientations that were held by the Program Review Committee. It is the CTL's intention to continue supporting Program Review in perpetuity. The CTL is uniquely positioned to support the College's goal of centering equity in processes like Program Review.

Data Workshops

This is the second year that the CTL has been working with faculty on their individual course data. The new version of the workshop reflects the changes that have been made in the Precision Campus portal to streamline DI data and to integrate individual instructor data. The goal is to show faculty how to access different kinds of student outcome data, as well as to center equity in deciding

what actions the data suggest. Jeff Sacha has teamed up with members of the CTL facilitation team to offer the original Understanding Your Individual Course data workshop and the next workshop in the Data portfolio, Leveraging Data for Equity in the Classroom. 9 data workshops here offered with 86 participants.

CTE and STEM Outreach

As a step toward operationalizing the Professional Development & Training Plan, CTL conducted outreach to STEM faculty and leadership to better understand their equity professional development needs and context.

In Fall 2023, CTL Faculty Liaison, Victor Zarate, facilitated Communities of Practice for Science Faculty. This CoP met four times and their primary focus was to understand how to identify and mitigate inequitable practices common in STEM courses.

In Spring 2024, Victor also facilitated a continuation of the Communities of Practice for Science Faculty initiated in Fall 2023, and is facilitating a book club where Science faculty will be reading Joe Feldman's, *Grading for Equity*. He will also be offering two workshops entitled, "What's It Like Teaching a STEM Learning Community Class?" in April 2024 that will be marketed to the campus community.

Drawing from the relationships they have developed with leaders and students in the UNITE center, Victor is offering a learning community PHYS 310 class; the students enrolled in that course are from a collective of UNITE center learning communities. And Sonya Reichel, Mathematics Faculty, offered a mathematics course for students who are part of the PRIDE learning community.

Sonya Reichel and Victor Zarate are scheduled to offer an AI workshop "Using ChatGPT in STEM Education", a collaborative effort they engaged in with Tak Auyeung, CSIT faculty.

Over the course of the Fall 2023 - Spring 2024 semester, Sonya Reichel facilitated numerous Communities of Practice for Math faculty including: Equitable Grading; Equity in Support Courses; Exploration of Alternative Calculus Series in support of Equity. She also facilitated a Math department focused Data Training in Spring 2024.

In addition to workshops and CoPs, department level work on inclusion was conducted during the fall and spring semesters.

A concentrated effort to build relationships with STEM faculty has been part of Sonya and Victor's focus that include regular meetings with CTL STEM faculty liaisons to develop and implement support for STEM faculty (F23, S24).

College Hour and Speakers

College Hour provides a designated and well-known space for programming that benefits the entire ARC community; however, its potential to meet employees' professional development needs is limited due to its lecture-style format, length (one hour), and schedule (Thursdays at 12:15). This year, the CTL offered some College Hour presentations when they were proposed by faculty and staff, and intentionally used the time to offer some of the *What Does Teaching and Learning Look Like* events to ensure the campus community had an opportunity to engage with the facilitators and their content.

Classified Professional Development Series

The CTL Staff Resource Center Assistant, Christina Wagner, continued to develop and facilitate a Classified Professional Development Series each semester. With the adoption of the Professional Development & Training Plan, the CTL is hopeful that Classified Professionals, as well as Faculty and Managers, will have even greater access to professional development that helps employees meet the college's

Strategic Goals in their roles. CTL facilitators met with the Classified Senate President to collaborate on professional development and the Dean of Institutional Effectiveness and Innovation is working on asynchronous Classified professional development.

Asynchronous Professional Development

The California Community College Chancellor's Office Vision Resource Center is another important resource for asynchronous professional development. The CTL website has a link to the Vision Resource Center.

The CTL has generated a book/video resources list of recommended resources for study that are featured on the CTL website. In addition, the CTL purchased numerous books for a variety of following professional development events it has sponsored/facilitated including:

- Equity and Culturally Responsive Online Teaching Institute
 - *Creating Inclusive Online Communities 1st Edition by Sharla Berry*
- Program Review
 - *Unearthing Joy: A Guide to Culturally and Historically Responsive Curriculum and Instruction by Gholdy Muhammad (Author)*
- Transforming Assignments through a Culturally and Historically Responsive Literacy Perspective
 - *Transforming Hispanic-Serving Institutions for Equity and Justice by Gina Ann Garcia*
- Science Equity Book Club
 - *Grading for Equity by Joe Feldman*
- Bridge the Gap
 - *Bridge the Gap by Jennifer Edwards and Katie McCleary*

Governance

The CTL Advisory Group will meet in March 2024 and includes representation from students, classified professionals, faculty, and administrators.

The CCC Chancellor's Office requires the Advisory Committee to meet "on a regular basis." The CCCCCO also says that there should be students on the Advisory Committee, and the CTL's Advisory Committee has recruited Justin Tseng, Associated Student Body Senator, to provide his insight and perspective.

The CTL has initiated more intentional collaboration with the Academic Senate. Drawing on some of the collaborative efforts started last year, the CTL has continued to contribute to the Program Review Training fall/spring, at the request of the Senate Program Review Chair. It is hoped that this collaboration will continue in perpetuity, as the CTL is uniquely positioned to help support Program Review authors center equity in the Program Review process. In addition, the CTL and Senate have met to discuss opportunities to collaborate on Black Student Success Week (April 2024), while also reaching out to the UMOJA and Black Student Success communities to gauge their interest and capacity to co-create a campus event based on this California Community Colleges initiative.

The CTL also partnered with David Austin, the PRIDE Learning Community Coordinator, to review the Safe Spaces Online Training, and collaborate on designing and implementing a beta test prior to its full implementation.

The CTL Advisory Committee met on March 5, 2024. Current CTL staff updated the Committee on steps taken to address last year's comments, shared the theme of Fall 2024's Flex Week ("Becoming Minimalist Educators"), and solicited suggestions for future PD topics and modalities. The Committee members offered insights, based on the various constituent groups they represented. Key takeaways were:

- Try and "tier" future CTL offerings to speak to the experiences and needs of faculty with different levels of comfort/expertise in equity work
- Return to the "basics" of teaching and learning as both an art and science
- Consider softening the "equity" emphasis in CTL's offerings to bring faculty in who may be uncomfortable or wary of the term
- Intentionally build some PD spaces for faculty of color

Organizational Restructuring and Intracollege Collaboration

The closure of Davies Hall has temporarily halted plans for restructuring of space for the CTL.

The CTL partnered with faculty from numerous disciplines to provide Flex and Professional Development programming. They included faculty from Math, Counseling, Humanities and Religious Studies, Sociology, Library, Psychology, Business Technology, Science and Engineering, English, Fine and Applied Arts, History, Speech, Nutrition, Computer Information Science, STEM Faculty, and English as a Second Language.

The CTL also partnered with a variety of programs and departments to provide Flex and Professional Development programming. They included Homebases, Counseling and Student Services, Work Experience and Internship, Communications Office, ARC Pride Center, UndocuScholar Resource Connection, ARC PRISE Learning Community, the Umoja-Sakhu Learning Community, the ARC Library, Workforce Development, Native American Resource Center, Academic Senate, Center for Leadership & Development, DSP&S, CAST, the ARC Puente Project, Veterans Resource Center, and the PRIDE Center.

Intercollege Collaboration

ARC continued to work with CRC faculty, Tanika Byrd, on the Managers Anti-Racist Leaders Community of Practice. In addition, efforts were made to collaborate with the CTL teams at the other Los Rios campuses regarding efforts in AI and cultural month celebrations; however, those efforts have not yet produced robust collaborative engagements.

Operations

The CTL made a number of improvements to its operations this year:

- The CTL collaborated with Shane Spencer to redesign the CTL webpage by streamlining content, increasing its functionality, and highlighting some of the work conducted by CTL faculty liaisons through videographies, and content that influences their respective practices.
- The Flex/PD Schedule document was reconfigured with an interface that has been integrated into the website and increased access for all users.
- The modalities attendees have available for them to engage in professional development opportunities have expanded and include: Zoom, hybrid, and in-person.
- Flex attendance collection is more efficient as attendees also have the option of using QR codes to record their presence at events.

The CTL continues to perform the following operations:

- The online flex reporting system that debuted in Fall 2016 continues to work very efficiently and enables faculty to track and report flex obligations easily online.
- The CTL Staff Resource Center Assistant continues to compile data for Flex and general professional development accountability reports.

Conclusion and Outlook for the Coming Year

The CTL is committed to continuing to operationalize the College's Professional Development and Training Plan and act on the recommendations of the Disproportionate Impact Project Team Reports for 2023-2024. And our commitment to supporting the PD necessary to support an equity conscious, anti-racist, and equitable college remains firm.

We have assessed what PD needs will be for Fall 2024 and are currently recruiting for a counselor to invest in professional development for our counselors. We anticipate the hiring of 21 new faculty to start fall of 24, so a New Faculty Learning Coordinator to lead faculty through their first year as a cohort. And we've reorganized operations so that a faculty member will be dedicated to the administration and management of the CTL as the CTL Faculty Coordinator.

The CTL continues to look forward to having a consistent and transparent budget so that it can plan professional development two to four semesters in advance and spend the funds to realize those plans. Given the information we currently have about the budget, which includes 2.6 FTE. In 2024-23, plans to distribute the FTE are: .5 for each of three Faculty Equity Trainers, one CTL Faculty Coordinator, and one New Faculty Learning Center Coordinator, Fall 2024 includes:

- Hiring committee screening questions workshop
- How to support new faculty cluster hires
- Building effective surveys in Canvas for student feedback
- Equitable Assessment with Integrity - Math
- Grading for Equity panel discussion - Physics
- Letting Go: Examining what we can release to free up space for what matters most
- GE STEM/Chat GPT offering
- What's it like to be part of a learning community
- Relationships & Rigor: Resolving the imagined tension
- Movie Club: *Origins* with discussion
- Increased Communities of Practice that are department specific
- Increased opportunities to work with CTL facilitators on a one-on-one appointment basis