



In accordance with California's Code of Regulation, Title 5

ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

"Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

3/11/2021

3:00 P.M.

<https://cccconfer.zoom.us/j/96212849461>

Password = 10+1

American River College Academic Senate Regular Meeting AGENDA

Preliminaries

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of Guests
5. Public Comment Period (3 minutes per speaker)
6. President's Report

Consent Items

Decision (10 minutes maximum per item)

7. LBGTQIA+ Disproportionate Impact Report (First Reading) – *Emilie Mitchell & Roger Davidson*

Reports (5-10 minutes per item)

8. Religious Inclusion & Observance Webpage (10-15 minutes) – *Nick Daily, Kristin Farlow, Faryal Said, Anita Fortman, Bill Zangeneh-Lester*
9. Councils
 - a. Student Success – *Carina Hoffpauir*
 - b. Institutional Effectiveness – *Janay Lovering*
 - c. Operations – *Araceli Badilla*

Discussion (10-15 minutes per item)

9. Reviewing Faculty Hiring Prioritization process through an Equity Lens
10. Inclusive practices for Academic Senate & increasing participation in Senator elections
11. Revising the Faculty Handbook
12. Report Back: (5-10 minutes per item)
 - a. District Fall 2021 Message
13. Report Out: District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
 - a. College/Committee reports
 - b. ASCCC Plenary
 - c. Faculty Ethnic Studies Council
14. Items from College Areas for Academic Senate Consideration

Upcoming Meetings and Events

1. District Academic Senate Meeting: Tuesday March 16th, 3:00pm
Meeting ID 943-1304-6533
2. ARC Academic Senate Meeting: Thursday March 25th, 3:00pm, Meeting ID 962-1284-9461 password 10+1
3. ASCCC Area A: Friday March 26th, 9:00am – 2:00pm, virtual
4. *Spring Recess: Monday March 29th- Sunday April 4th inclusive*
5. District Academic Senate Meeting: Tuesday April 6th, 3:00pm
Meeting ID 943-1304-6533
6. ARC Academic Senate Meeting: Thursday April 8th, 3:00pm, Meeting ID 962-1284-9461 password 10+1
7. LRCCD Board of Trustees Meeting: Wednesday April 14th, 5:30pm
<https://cccconfer.zoom.us/j/91513113440#success>

ARC Academic Senate

Approved Minutes: March 11, 2021

Preliminaries

1. Call to Order: Called to order at 3:02 pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: Nick Daily, Roger Davidson, Anita Fortman, Marianne Harris, Veronica Lopez, Dr. Emilie Mitchell, Faryal Said, Bill Zangeneh-Lester
5. Public Comment Period:
none
6. President's Report:
 - a. Library Collection Advisory Workgroup--Marianne Harris
 - i. This is a new districtwide effort created with the intent to draw on the expertise of faculty teaching subjects such as Ethnic Studies and Critical Race & Gender Studies to make recommendations in order to inform library collection decisions. A core objective is to support student research around race and ethnicity, and even address other disciplines from a different lens. Interested faculty should complete the membership form ([click here](#)). Questions can be directed to Marianne Harris (harrism@arc.losrios.edu)
 - b. Sacramento City College passed a resolution for Equity-focused Professional Development for Peer Review Teams. This will come back as a discussion item on our next agenda. (See Supporting Materials "[Sacramento City College Academic Senate](#)")
 - c. Guided pathways plan for American River College has been reviewed and has been certified. Contact Alisa Shubb (shubba@arc.losrios.edu) if you would like to read the plan.
 - d. Academic Senate Inclusiveness Panel: March 18, 2021 3pm.
 - e. There is a listening and learning series in the planning stages for faculty regarding academic integrity.
 - f. For tips on understanding the Academic Senate Agenda, see an annotated agenda: Supporting Materials "[American River College Academic Senate Agenda ANNOTATED](#)"

Consent Items

none

Decision

7. LGBTQIA+ Disproportionate Impact Report (First Reading) -- Emilie Mitchell and Roger Davidson

Dr. Emilie Mitchell and Roger Davidson gave a presentation on the work of the LGBTQIA+ DI project team. View the presentation [here](#). See Supporting Materials for the full report "[Exploring Disproportionate Impact: LGBTQIA+](#)"

Reports

8. [Religious Inclusion & Observance Webpage](#)--Nick Daily, Kristin Farlow, Faryal Said, Anita Fortman, Bill Zangeneh-Lester
 - a. The site includes an Interfaith Planning Calendar, with the goal to record major holidays to help inform the planning of events
 - b. The site includes information for how to help and how the planning calendar can be used.

9. Councils
 - a. Student Success -- Carina Hoffpauir
 - i. See supporting materials "[Student Success Council Report from 3/2/21](#)"
 - ii. Procedures for DSPS (students decide whether and when to notify faculty)
 - iii. Student Communication: It is time to revisit communication strategies in the IPaSS (Integrated Planning and Support for Students) report. Communication plans include a chatbot on the ARC website. LRC tutoring is through [ARC's Cranium Cafe site](#);
 - iv. Updating perspectives on council membership: There are four positions on the council that may be outdated. The council requests that ELT (Executive Leadership Team) should consider these positions and potential modifications, including clarifying term lengths and how individuals are selected to be on the council.

 - b. Institutional Effectiveness -- Janay Lovering
None

 - c. Operations -- Araceli Badilla
None

Discussion

10. Reviewing Faculty Hiring Prioritization Process through an Equity Lens
 - a. Senators should consider whether they are willing to use the regular ranking process and pilot a yes/no/maybe-type ranking system for Fall 2021.
 - b. The Academic Senate will review what data should be included and what information requested during the faculty hiring requests process.

11. Inclusive practices for Academic Senate & increasing participation
 - a. The Academic Senate is reviewing the process by which faculty become senators, including assessing vacancies, calling for candidates, publicizing candidates, and elections. See what is being proposed and include your ideas for consideration by commenting directly on the Google Doc "[Area Senator Elections Process](#)".

12. Revising the Faculty Handbook

- a. The handbook was last revised in 2015. To see the last version of the handbook, see Supporting Materials "[American River College Faculty Handbook](#)"
- b. Please use the discussion board "[Reforming the Faculty Handbook](#)" on the Academic Senate Canvas site to generate ideas for what we want this handbook to look like in the future. What should be included? Who is the audience? What could make this document useful?

13. Report Back:

- a. District Fall 2021 Message
 - i. Senate wants colleges to make individual decisions, based on college facilities and possibilities
 - ii. The college and district are working to plan what on-ground student services might be feasible for Fall 2021

14. Report Out: District Academic Senate:

- a. College/Committee Reports
- b. Academic Senate for California Community Colleges (ASCCC) Plenary
 - i. The event will be virtual April 15-17, 2021.
 - ii. What is plenary? From the [website](#): The plenary "general and breakout sessions permit local senates--their officers (who often also serve as their senate's official delegate), curriculum chairs, and other interested faculty--to be appraised about hot topics, to receive new training to bolster the effectiveness of their senate, to select representatives and officers, and to determine Senate positions and provide the Executive Committee its direction through the resolution and voting processes." Faculty interested in attending the virtual event should contact Alisa Shubb (shubba@arc.losrios.edu) who will work to secure funding for those wishing to attend.
- c. Faculty Ethnic Studies Council
 - i. The council is working on creating a resolution regarding the creation of Ethnic Studies departments.
 - ii. California State Assembly Bill 1040 would require California Community Colleges to offer Ethnic Studies courses and would require students to take at least one such course in order to complete an associate degree for transfer.

15. Items from areas for Academic Senate Consideration

Meeting adjourned 5:12pm

Upcoming Meetings and Events

1. District Academic Senate Meeting: Tuesday, March 16, 3pm; ID 943-1304-6533
2. ARC Academic Senate Meeting: Thursday, March 25, 3pm; ID 962-1284-9461 password 10+1
3. ASCCC (Academic Senate for California Community Colleges) Area A Meeting: Friday, March 26, 9am-2pm, virtual meeting
4. Spring Recess: Monday, March 29 - Sunday, April 4
5. District Academic Senate Meeting: Tuesday, April 6, 3pm; ID 943-1304-6533

6. ARC Academic Senate Meeting: Thursday, April 8, 3pm; ID 962-1284-9461 password 10+1
7. LRCCD Board of Trustees Meeting: Wednesday, April 14, 5:30pm
<https://cccconfer.zoom.us/j/91513113440>

ARC Academic Senate Attendance		March 11, 2021		
Area	Senator	Adjunct/FT	Term End	
Behavioral & Social Scier	Ellen Bowden	Adjunct	2021	Present
Behavioral & Social Scier	Kristina Casper-Denman	Full-time	2023	Present
Behavioral & Social Scier	<i>Unfilled</i>	Full-time	2021	
Behavioral & Social Scier	Ricardo Caton	Full-time	2022	Present
Behavioral & Social Scier	Laurinda Reynolds	Alternate Full-Tin		Present
Behavioral & Social Scier	N/A	Alternate Adjunc		
Business & Computer Sc	<i>Unfilled</i>	Full-time	2023	
Business & Computer Sc	Damon Antos	Full-time	2022	Present
Business & Computer Sc	Kahkashan Shaukat	Full-time	2021	Present
Business & Computer Sc	Sylnovie Merchant	Adjunct	2022	
Business & Computer Sc	Marc Condos	Alternate Full-Tin		
Business & Computer Sc	N/A	Alternate Adjunc		
Counseling	Jessica Nelson	Full-time	2022	Present
Counseling	Jennie Econome	Adjunct	2021	
Counseling	Reyna Moore	Full-time	2023	Present
Counseling	Carmelita Palomares	Full-time	2022	Present
Counseling	Kim Herrell	Alternate Full-Tin		
Counseling	<i>Unfilled</i>	Alternate Adjunc		
English	Catalina Carapia-Aguillor	Adjunct	2023	
English	Robyn Borcz	Full-time	2023	
English	Shannon Pries	Full-time	2021	Present
English	Carina Hoffpauir	Full-time	2022	Present
English	N/A	Alternate Full-Tin		
English	Anthony Robinson	Alternate Adjunc		
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present
Fine & Applied Arts	Jodie Hooker	Full-time	2021	Present
Fine & Applied Arts	Diane Lui	Adjunct	2023	
Fine & Applied Arts	Craig Martinez	Full-time	2022	
Fine & Applied Arts	Linda Gelfman	Alternate Full-Tin		
Fine & Applied Arts	N/A	Alternate Adjunc		
Health & Education	Cheri Garner	Full-time	2023	
Health & Education	John Coldiron	Full-time	2022	
Health & Education	Diana Johnston	Full-time	2021	
Health & Education	Jen Kirkman	Adjunct	2022	

ARC Academic Senate Attendance		March 11, 2021		
Area	Senator	Adjunct/FT	Term End	
Health & Education	N/A	Alternate Adjunct		
Health & Education	N/A	Alternate Full-Time		
Humanities	Corinne Arrieta	Full-time	2022	Present
Humanities	David Austin	Full-time	2021	Present
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Kim Walters	Adjunct	2022	
Humanities	Erik Haarala	Alternate Full-Time		
Humanities	N/A	Alternate Adjunct		
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023	
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2021	
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023	
Kinesiology & Athletics	N/A	Alternate Full-Time		
Kinesiology & Athletics	N/A	Alternate Adjunct		
Library/Learning Resources	Leslie Reeves	Full-time	2021	Present
Library/Learning Resources	Araceli Badilla	Full-time	2023	Present
Library/Learning Resources	David McCusker	Alternate Full-Time		
Mathematics	Deborah Gale	Adjunct	2021	Present
Mathematics	Joe Caputo	Full-time	2023	Present
Mathematics	Andy Halseth	Full-time	2021	Present
Mathematics	Matthew Register	Full-time	2022	Present
Mathematics	Lana Anishchenko	Alternate Full-Time		
Mathematics	N/A	Alternate Adjunct		
Sacramento Regional Public	Lonetta Riley	Full-time	2021	
Sacramento Regional Public	<i>Unfilled</i>	Adjunct	2022	
Sacramento Regional Public	Charissa Gorre	Alternate Full-Time		
Sacramento Regional Public	N/A	Alternate Adjunct		
Science & Engineering	<i>Unfilled</i>	Adjunct	2021	
Science & Engineering	Glenn Jaecks	Full-time	2022	Present
Science & Engineering	Charles Thomsen	Full-time	2021	Present
Science & Engineering	<i>Unfilled</i>	Full-time	2023	
Science & Engineering	N/A	Alternate Full-Time		
Science & Engineering	N/A	Alternate Adjunct		

ARC Academic Senate Attendance		March 11, 2021		
Area	Senator	Adjunct/FT	Term End	
Student Support Service:	Judith Valdez	Full-time	2021	Present
Student Support Service:	<i>Unfilled</i>	Adjunct	2023	
Student Support Service:	Arthur Jenkins	Alternate Full-Tim		
Student Support Service:	N/A	Alternate Adjunc		
Technical Education	Frank Beaushaw	Full-time	2021	
Technical Education	<i>Unfilled</i>	Adjunct	2023	
Technical Education	Jordan Meyer	Full-time	2023	Present
Technical Education	Craig Weckman	Full-time	2022	
Technical Education	N/A	Alternate Full-Tin		
Technical Education	N/A	Alternate Adjunc		
Officers	Alisa Shubb		President	Present
Officers	Janay Lovering		Vice President	Present
Officers	Amy Gaudard		Secretary	Present
Officers	Tressa Tabares		Past President	Present
Liaison	Dan Crump		ASCCC Liaison	
Liaison	Kate Williamson		Open Education	
Total Senate Seats Available (without Officers)		50		
Unfilled Seats		10		
Total Filled Seats		40		
Quorum (25% of filled seats)		10	(round 0.5 up)	
Guests--Please print your name for the minutes				
Nick Daily				
Roger Davidson				
Anita Fortman				
Marianne Harris				
Veronica Lopez				
Dr. Emilie Mitchell				
Faryal Said				
Bill Zangeneh-Lester				

Sacramento City College Academic Senate

Resolution 2021-01: Resolution in Support of Equity-focused Professional Development for Performance Review Team Members

Whereas, the goals of California Community Colleges as stated in Title 5 include eradicating institutional racism, eliminating barriers to student equity, and ensuring “the equal educational opportunity of all students”,¹ and which are supported by Title 5 Job Announcements and Qualifications requiring “a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students”² for faculty and administrative positions and,

Whereas these goals have been similarly affirmed through formal positions adopted by the Los Rios Community College District (LRCCD) Board of Trustees (BOT), Los Rios Community College District Academic Senate (LRCCD AS), and Sacramento City College Academic Senate (SCC AS)³ and,

Whereas, Sacramento City College’s New Faculty Academy (NFA), as a college-sponsored and college-funded professional development program, provides mentorship for new faculty through a curriculum focused on “culturally responsive teaching, innovation, and transformation”, equipping faculty to “teach in an inclusive, culturally appropriate, culturally responsive manner so that each student has an equitable opportunity to learn and succeed”⁴ and,

Whereas, Performance Review Teams have significant influence over the career, pedagogical practices, and working environment of tenure-track faculty,⁵ and include members who may or may not have been trained in culturally responsive practices and,

Whereas, Sacramento City College’s (SCC) Faculty Statement of Professional Ethics affirms that faculty should “regularly assess for personal biases and remain dedicated to a culture of equity and fair advancement for all,”⁶ and this commitment includes an Equity Reflection⁷ that is now required of all faculty undergoing performance review as evidence of the importance of equitable faculty practices in the pedagogical assignment and,

Whereas, “policies for faculty professional development activities” are a “10+1” issue and are under the Academic Senate purview as a recommending body to our college administration and to our LRCCD Board of Trustees⁸ therefore,

Resolved, that the Sacramento City College Academic Senate recommends and urges all members of faculty Performance Review Teams to engage in equity and anti-racist professional development offered or sponsored by our SCC Staff Resource Center for this purpose and,

Resolved, we urge our College administration to examine and align institutional practices with stated equity commitments in order to ensure a fair and equitable process for all faculty undergoing the performance review process and,

Resolved, we urge the Los Rios Colleges Federation of Teachers (LRCFT) to consider how equity and anti-racism efforts may be further supported by future contract negotiations regarding the performance review process and,

Resolved, that we as an Academic Senate body will disseminate this resolution widely to constituency groups at Sacramento City College, our District Academic Senate, our College and District administrative personnel, and our Board of Trustees.

Notes:

¹ CCC Statement on Diversity, Equity, and Inclusion, Title 5 CCR § 51201

² CCC Job Announcements and Qualifications, Title 5 CCR § 53022

³ LRCCD BOT Resolution № 2020-09 Affirming Our Commitment to Student Success for Black and African American Students, Adopted July 14, 2020. LRCCD Academic Senate Call to Action, Approved Tuesday November 17, 2020. SCC Academic Senate Resolution in Support of Equity, Anti-Racism, and the ASCCC and DAS Calls to Action, Approved December 1, 2020

⁴ SCC NFA Curriculum Syllabus

⁵ LRCFT Contract 2021-2023 Articles 8 <https://employees.losrios.edu/lrccd/employee/doc/hr/cba/lrcft2020-2023.pdf>

⁶ SCC Faculty Statement of Professional Ethics <https://inside.scc.losrios.edu/faculty/faculty-ethics-and-performance>

⁷ LRCFT Contract 2021-2023 Article 8 and Appendix E1

<https://employees.losrios.edu/lrccd/employee/doc/hr/cba/lrcft2020-2023.pdf>

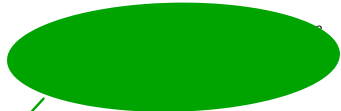
⁸ LRCCD BOT P-3412 <https://losrios.edu/shared/doc/board/policies/P-3412.pdf>



ARC Board Room, Student Center Location
 01/01/01 Date
 3:00 P.M. Time

American River College Academic Senate ANNOTATED AGENDA

Anyone is welcome to attend all or part of a meeting as a guest



Preliminaries

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes
4. Introduction of [redacted]
5. [redacted] (3 minutes per speaker)
6. President's Report

The Academic Senate President reports items of interest to the body. Clarifying questions can be addressed. If discussion is desired reported items may be placed on a future agenda

Routine items or decisions made by other governance bodies, including committees of the Academic Senate that require/request approval of the Senate without requiring detailed or addition discussion. Any item can be pulled from Consent by request of a Senator, thus moving the item instead to 1st Reading

7. [redacted] (10 minutes maximum per item)

Decision items are those that require a vote by the body. Most decisions can be made with a simple majority. Senators must be present to vote.

8. [redacted]
9. [redacted]

Items can be placed directly on the agenda as a 1st reading or items may be moved from discussion to 1st reading. Items will appear on the next agenda as 2nd reading unless otherwise specified.

10. [redacted] (5-10 minutes per item)

Items that have appeared on an earlier agenda as 1st reading, or when the rules have been suspended to move an item directly from 1st reading to 2nd reading are voted on.

11. [redacted] (10-15 minutes per item)

All Senators participate in discussions. Variety in point of view and perspective is valued.

11. [redacted] District Academic Senate

- a. ... Discussion of issues of importance - reports from District Academic Senate (DAS) are regularly on the agenda, as well as other topics.
- b. ...
- c. ...

12. [redacted] Topics from earlier meetings that Senators have been asked to address with their constituents. Faculty who have made their views known to their Senators will have these views represented. Email and Canvas discussion board feedback will also be heard.

13. [redacted] for Academic Senate Consideration

Any Senator can bring forward timely discussion topics not already on the agenda forward; these may be addressed immediately and/or placed on a future agenda.

Known as the "10 + 1" or Academic Senate purview

Invited guests give prepared reports on various topics. Guests wishing to provide a report and/or solicit feedback will contact the Academic Senate President about being placed on the agenda. Time allotted for reports varies based on the agenda.

EXPLORING DISPROPORTIONATE IMPACT: LGBTQIA+

FULL REPORT



OUR COMMITMENT TO SOCIAL JUSTICE AND EQUITY

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community.



Image Credit: Cover art created by Bee Curiel (2021).

COMMUNITY & STRENGTH

This piece is dedicated to the resilient LGBTQIA+ communities of students at American River College. It was through centering student narratives, that we are able to come together, engage in critical dialogue, and develop this report.

I made the American River College Pride Center as the background of this image because one of the things that stood out the most to me in reading about student experiences, were that when students did feel positively about the campus climate and culture, many of them emphasized that the positive feelings were because ARC has an active Pride Center. Although the Pride Center is tucked in the corner of The Hub in the Student Center, the Pride Center's impact ripples through the Los Rios district and the ARC campus, which have led to policy changes that are crucial to the well-being and inclusion of LGBTQIA+ students. It has also impacted me and other LGBTQIA+ employees across the district. To me, the Pride Center is what holds it all together and makes it possible for this type of comm(unity) to exist on our campus.

Over the background is the "Progressive Pride Flag" that was designed in 2018 by graphic designer Daniel Quasar that is inclusive of communities of color and incorporates a segment of the Transgender Pride Flag. This flag was created to acknowledge that transgender people and people of color need to be more actively included in LGBT policy, visibility, and community spaces across the board. I drape this flag over the background, because to me this is the work that the Pride Center has done at ARC whether it is student programs and events, graduation celebrations, or their involvement with educating campus employees.

The arms coming together is to highlight that this work takes community coming together and it takes strength to drive this work with narratives that are often painful to recall. The hands come together to form a bridge because this work of advocacy also requires us to build bridges and work collectively with our campus partners so that LGBTQIA+ students do not feel siloed into a specific community but are being welcomed and included across the different support programs on campus. The arms are also intentionally draped over the image of Marsha P. Johnson (left), a Black transgender woman and Sylvia Rivera (right), a Latinx transgender woman. These two women were visionary activists who paved the way for the queer liberation movement and advocated for the decriminalization of LGBTQIA+ people. Their legacy informs our work today for intersectional LGBTQIA+ advocacy.

In Solidarity,

Bee Curiel (they/them/theirs)

Interim Outreach Specialist

Classified Senate, Student Services Senator

La Comunidad, Communications Lead

TABLE OF CONTENTS

TABLE OF CONTENTS	3
INTRODUCTION: FRAMING THE PROCESS	4
LGBTQIA+ Project Team	5
HISTORY AND CONTEXT	6
Definitions and Terms	6
History of Exclusion and Marginalization of LGBTQIA+ People in the United States	9
THEORETICAL FRAMEWORK	20
Critical Race Theory	20
Intersectionality	20
From POC to BIPOC	22
Trickle Up Theory	22
ARC AND LGBTQIA+ HISTORY	25
ARC’s Role in Prop 8	25
LGBTQ+ Subcommittee of Equity.....	27
The Importance of Staffing Models	28
Establishment of the ARC Pride Center	28
Pride Centers Across the California Community College System	32
Existing Barriers.....	33
THE STUDENT EXPERIENCE	36
National and Local Research On LGBTQIA+ Student Experiences in Higher Education	36
Data Invalidation of LGBTQIA+ Students	36
ARC Campus Climate for LGBTQIA+ Students.....	37
STUDENT & COMMUNITY KNOWLEDGE:	43
Survey & Listening Sessions	43
LGBTQIA+ Student Listening Sessions.....	45
College Partner Listening Sessions.....	46
Sacramento Community Partner Listening Sessions:	46
RECOMMENDATIONS FOR ACTION	48
REFERENCES	51
APPENDIX A	55
APPENDIX B	58

INTRODUCTION: FRAMING THE PROCESS

This report is the result of the concerted efforts of a dedicated and diverse team of individuals who came together to create the report under the direction of our college's Institutional Equity Plan. The most important take away that this team wants you to have is the understanding that our LGBTQIA+ students do not identify with, nor are defined by, a single umbrella term. Our students have intersectional identities based on who they are and how their history has shaped them. For example, you may identify by your gender, your race, your particular religious beliefs, and world view, etc.; and all those identities intersect in you. Similarly, our LGBTQIA+ students may identify with any race, any religion in addition to the complex web of genders and sexual attraction. Our team believes that any recommendations made here or actions the college takes will only be as successful as the college is able to support our students as whole persons with intersectional identities.

The report itself is written to familiarize readers outside the LGBTQIA+ community with the terms, history, and sociological theories that underpin this report. In addition, the report highlights the highs and lows of American River College's own history with LGBTQIA+ students and policies. The team took considerable effort to connect with and hear the stories of our students, even while working remotely through the COVID-19 pandemic, and this report shares some of those stories with you to help you better understand the human side of this important work.

As part of this project, the team reached out to students via a survey and also a number of listening sessions. Student quotes from both sources are scattered throughout this document, and themes of what our team learned from both are included in the section on The Student Experience. Ultimately, all these sections of the report inform a set of ten recommendations that the team believes, if implemented, will not only improve the lives of our LGBTQIA+ students, but also allow the college to measure and track that progress.

Thank you for taking the time to better understand and support this community of students at ARC.

“Recognize that LGBTQ+ students might be in the room, even when they don’t know it, and that they [professors and other college employees] should never conduct conversations about LGBTQ+ rights in a way that might make them feel unsafe or dehumanized”

LGBTQIA+ PROJECT TEAM

Special thanks to the project team who offered invaluable contributions that shaped the content of this document and its recommendations.

Emilie Mitchell (Lead)

Roger Davidson (Co-Lead)

Alejandra Fernandez Garcia

Anjelica Maria Lopez

Bee Curiel

Christopher Collins

Christopher Nguyen Pheneger

Corey D. Winfield

David McCusker

Jazzie Muganzo Murphy

Jennifer Laflam

Joshua Moon Johnson

Mario Rodriguez

Mary Goodall

Sara Smith

Sponsoring Council: Student Success Council

HISTORY AND CONTEXT

The LGBTQIA+ student experience at ARC exists within the context of the historical marginalization of this community within the United States as well as how the community is currently defined.

DEFINITIONS AND TERMS

It is essential to recognize that language and terms are continuously evolving and are only a reflection of the current state of understanding. The words used by a community are based on history, a desire to be seen and understood, and sometimes the reclamation of terms formerly used to oppress and marginalize. Acknowledging that not all LGBTQIA+ community members use the same terms or adhere to the same meanings of each term and acknowledging the importance of using terminology that communities use to name themselves, it can be helpful to give some general definitions to help orientate and familiarize the reader.

Acronyms: LGBTQ+ or LGBTQIA+

Either of these acronyms are commonly used to describe members of the community. The plus sign is a recognition that the acronym falls short of including all the expressions of sex, sexual orientation, gender identity and gender expression.

- L = lesbian
- G = gay
- B = bisexual
- T = trans
- Q = queer
- T = trans
- I = intersex
- A = ally or asexual

Queer

The term queer has a long and painful history for many gender and sexual minorities. For years, the term queer was used to denigrate and harass individuals as illustrated by the common playground game of the 1970's and 80's called "smear the queer." As with many terms of oppression and marginalization, the term queer has been reclaimed by many in the community to be an omnibus term describing individuals who hold a non-normative identity (i.e., not straight and/or not cisgender). Some people have also reclaimed the term as a celebration of not fitting into social norms; however, it is important to note that not all people who identify as LGBTQIA+ use queer to describe themselves.

Queer and Trans

It has also been increasingly common to see the community referred to as the queer and trans community. In this context these omnibus terms indicate that the community consists of two distinct and separate identities, sexual orientation, and gender identity. Within each of these overarching identities there exists much variation. These broad terms encompass the ever-evolving terms associated with sexual orientation and gender identity.

QTBIPOC = Queer and Trans, Black, Indigenous, People of Color

"When used within 'BIPOC'— Black, Indigenous, and people of colour— it emphasizes the particular oppression faced by Black and Indigenous peoples when compared to others who may identify as POC but benefit from privilege as the result of their skin colour or physical appearance and/or the particular historical and societal circumstances associated with their race or culture" (Awe, 2020, pg. 3)

Sex versus Gender

Unfortunately, all too often sex and gender are conflated in popular discourse. It is important to understand that ones' biological sex or sex assigned at birth is a wholly separate concept from ones' gender and gender identity.

- *Sex assigned at birth.* The label a person is assigned at birth based on the genitals and chromosomes they have. Individuals are generally assigned either "male" or "female".

It is vital to understand that even within the realm of biological sex important variations exist.

- *Intersex.* An umbrella term for individuals whose genitals, gonads, and/or chromosomes do not fit the typical definitions of "male" or "female".
- *Gender.* Socially constructed ideas about behavior, actions, and roles a particular sex performs.

Gender Identity

Gender identity is ones' personal sense of their own gender. This is a spectrum not defined by discrete boxes and for many individuals may change over the course of their life as ones' understanding of themselves evolves. Below are some common terms used to describe gender identity.

- *Transgender.* An adjective used to describe an individual whose gender identity and/or gender expression differs from their sex assigned at birth. This is an umbrella term that encompasses any number of ways in which an individual's personal sense of their gender may differ from their assignment at birth.
- *Non-binary.* Someone whose gender identity is not exclusively male or female. In recent years, some states have moved to recognize non-binary as an additional gender option on legal documents (e.g., driver's licenses).
- *Two-Spirit.* An umbrella term encompassing sexuality and gender in Indigenous Native American communities. Two Spirit people often serve integral and important roles in their communities, such as leaders and healers. It may refer to an embodiment of masculinity and femininity, but this is not the only significance of the term. There are a variety of definitions and feelings about the term Two Spirit – and this term does not resonate for everyone. Two Spirit is a cultural term reserved for those who identify as Indigenous Native American. Although the term itself became more commonly used around 1990, Two-Spirit people have existed for centuries.
- *Cisgender.* An adjective describing someone whose gender identity is in accordance with their sex assigned at birth. This term is often used to highlight the privilege of people who are not transgender.

Gender Expression

This term is used to describe how one expresses their gender identity through outwardly observable characteristics such as behavior, dress, and mannerisms. Gender expression is a spectrum with feminine and masculine at the polar ends and androgynous as the center point.

- *Gender conforming.* Someone whose gender expression conforms to the norms of those who identify with a particular gender (e.g., an individual who identifies as a cisgender man and wears a suit).
- *Gender non-conforming (GNC).* Someone whose behavior or appearance does not conform to gender expectations (e.g., an individual identifies as a cisgender woman and wears a suit). It should be noted that what is characterized as non-conforming varies considerably across cultures and historically. For example, within the contemporary "American culture", gender conforming expectations are stronger and options for expression more limited, for those who identify as "male" than those who identify as "female." It is also important to remember that GNC (gender non-conforming) is also a variation of gender identity.

Sexual Attraction

This term is also sometimes referred to as physical attraction. In the broadest sense, sexual attraction is attraction that is based on sexual arousal or sexual desire.

- *Allosexual*. An adjective that describes individuals who experience sexual desire for other individuals.
- *Demisexual*. Individuals who experience sexual attraction only after an emotional connection occurs. Individuals who identify as demisexual may not experience arousal based solely on sexual desire.
- *Asexual*. This term describes an individual who does not experience sexual or physical attractions. It should be noted that asexual individuals often desire and experience fulfilling romantic relationships that are absent the sexual desire or attraction.

Sexual Orientation

Sexual orientation is a term that broadly describes to whom an individual is sexually and/or romantically attracted. It is important to state that sexual and romantic attraction are distinctive types of attraction and individuals may possess the desire for romantic relationships without sexual desire. The definitions below attempt to encompass this complexity of sexual orientation but recognize that there exists far more variation in sexual and romantic attraction than are captured within these definitions.

- *Bisexual*. A person who is sexually and romantically attracted to two genders.
- *Pansexual*. An individual who is sexually and romantically attracted to all genders, sexes, and gender identities; said another way, pansexual individuals are attracted to the person irrespective of all aspects of sex and gender.
- *Lesbian*. A woman who is attracted (sexually and romantically) to women.
- *Gay*. Although this term is used by both those who identify as male and female, it generally is understood to mean men who are attracted (sexually and romantically) to men.
- *Straight*. An individual who is attracted to the opposite sexed individuals.

Phobias and Prejudices

Although the term phobia is generally understood to mean an extreme and irrational fear of something, in terms of phobias related to the LGBTQIA+ community the meaning is a bit different. As directed toward the LGBTQIA+ community, phobias indicate fear but also relates to prejudice and a propensity to discriminate and mistreat members of the community.

- *Homophobia*. A dislike or prejudice against people who are not heterosexual.
- *Transphobia*. A dislike or prejudice against people who are not cisgender.
- *Heterosexism*. The assumption that all people are or should be heterosexual. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay, bisexual, and queer people while it gives advantages to heterosexual people. It is often a subtle form of oppression which reinforces realities of silence and erasure. (LGBTQIA Resource Center Glossary, UC Davis)
- *Heteronormativity*. Attitudes and behaviors that privilege heterosexuality and cisgenderism as “normal” and LGBTQIA+ as “other”. It also incorrectly assumes gender is binary, and that people should and will align with conventional ideas around gender identity, gender expression, and sexual or romantic attraction.
- *Cissexism*. The belief that there are, and should be, only two genders and that one’s gender or most aspects of it, are inevitably tied to assigned sex. This is the systematic marginalization of transgender and gender non-conforming/non-binary people. (Admin, 2020)
- *Transmisogyny*. A dislike or prejudice towards transwomen or transfeminine people that may not be experienced by cisgender women or transmasculine people. This form of prejudice is at the intersection of transphobia and misogyny (prejudice or discrimination against women). Transmisogyny has shown to

have deadly consequences by the disproportionate rates of violence that trans women experience. ([Fatal Violence Against the Transgender and Gender Non-Conforming Community in 2020](#)).

- *Misgendering*. Attributing a gender to someone that is incorrect/does not align with their gender identity; can occur when using pronouns, gendered language (e.g., “Hey guys” or “Hey ladies”), or assigning genders to people without knowing how they identify.

HISTORY OF EXCLUSION AND MARGINALIZATION OF LGBTQIA+ PEOPLE IN THE UNITED STATES

Only recently has the United States started to become more inclusive of the rights of LGBTQIA+ people, even while there is much work left to be done. Additionally, progress made in the past several years has been directly threatened, particularly with regard to the rights of transgender Americans. Most recently, the Trump administration imposed a ban on transgender people in the military, and transgender and queer immigrants fleeing violence in their home countries have experienced horrific conditions in Immigration and Customs Enforcement (ICE) detention centers and the denial of very legitimate asylum claims (Chung & Stemple, 2019; LGBTQ Immigrants, n.d.).

In this report we outline the long history of the marginalization of LGBTQIA+ people in the United States, with emphasis on the treatment of LGBTQIA+ students and educators. We also highlight the ways in which resistance has always been a central part of this history – from individuals being true to themselves when to do so was violating the law, to more collective forms of resistance to promote social change. We approach this history through an intersectional lens, in recognition that there is no universal experience of what it means to be a member of the LGBTQIA+ community, and that to truly understand this history we must consider the ways in which race and class intersect with gender and sexuality to shape queer history.

Early Queer History

The queer history of the United States began before the inception of the nation. Indigenous populations for centuries accepted same sex marriages and normalized non-binary gender categorizations (Gutiérrez, 1991; Hurtado, 1999). When the Spanish arrived to colonize the Americas, they immediately denounced the indigenous population’s sexual and gender norms and offensively labeled biological males who expressed their gender in feminine ways and took on women’s roles in their tribes *berdache*, translated as a sodomized boy prostitute. Historian Deborah Miranda describes Spanish colonizers genocidal policies against third-gender indigenous peoples as gendercide. European colonizers like the Spanish and the English understood gender transgression to be reducible to homosexuality and arrived to the Americas with the belief that same-sex relationships were a disruption to God’s will of procreation and a desecration of human anatomy. As they established their economic and political power in the Americas, European colonizers murdered indigenous communities, stole land, and indoctrinated the indigenous populations to believe that same-sex relationships and gender transgression were unacceptable forms of behavior (Bronski, 2011; Gutiérrez, 1991; Hurtado, 1996; Miranda, 2010).

Sodomy laws, often called buggery in colonial America, were laws incorporated into colonial society that prohibited anal sex and bestiality (Bronski, 2011; Eskridge, 2008). Intertwining bestiality and same sex relations together was intentional in order to dehumanize the sexual relationship between two consenting males. In this era, the concept of homosexuality was an action rather than an identity and therefore was viewed as something that could be altered through public humiliation and punishment. In 1683, Pennsylvania’s sodomy law called the action of same sex copulation an “unnatural sin” and in East New Jersey the sodomy laws called it “offenses against God” (Foster, 2007, page 13). More often than not, men of color and immigrants were prosecuted for sodomy, while unsurprisingly sodomy laws were rarely enforced on the politically well-connected wealthy White males who notoriously engaged in same sex relationships according to colonial records. This demonstrates how sodomy laws were created inherently to not only criminalize same sex relationships, but also to make it a crime where only the minoritized and marginalized would be the ones unable to escape punishment.

The institution of slavery was central to the economic, political, and social life of the early nineteenth century America, continuing the more than four century span of a slave system that embodied exploitation, dehumanization, and commodification of Africans and their African American progeny (Smallwood, 2007). Queer history is interconnected to the history of slavery. Evidence of consensual same-sex relationships on US plantations is fragmentary, though it does exist here and there. Because White slave-owners prevented enslaved people from being able to read or write, they could not easily keep a record of their lives or correspond with other enslaved people for fear of punishment. One of the ways that slavery was extraordinarily violent was this theft of written sources that would fill in this history of same-sex relationships and gender transgression among enslaved people. Although sources are limited, there is evidence that demonstrates the understanding of African Americans of their inherent sexual orientation. Linguistically, terms such as *mati* were used by Creole women to identify their female lovers that bonded them to surviving the saltwater slavery of the Middle Passage. A same-sex relationship was also identified in a court case about an enslaved woman who ran away during the War of 1812. In the court record they identified her enslaved husband and how her name had changed when she entered “an intimacy with” another Black woman (Sears, 2019, page 40). Furthermore, Esteban Montejo’s memoir a *Biography of a Runaway Slave*, candidly discusses that men outnumbered women on the plantation and he observed that some men opted for celibacy and others had sexual relationships with men (Sears, 2019).

Sex, sexuality, and gendered regulations permeated the lives of enslaved people from birth until death (Parent & Wallace, 1993). The objectification of enslaved female bodies from rape and coercive sexual force was a common occurrence that produced future generations of enslaved people (White, 1985). On the auction block and in the slave pens, masters would touch, fondle, and penetrate the women in order to determine if they could have children, demonstrating that sexual assault and rape was a likely occurrence for all enslaved women as multiple points in their lives (Johnson, 1990). What often goes untold is how Black male bodies were also eroticized and similarly were groped, assaulted, and raped (Foster, 2011). Because of the power structure it is crucial to identify the same-sex torment that occurred because of the exploitative nature of slavery, but also perhaps due to repressed sexual orientation that manifested in sexual abuse towards the enslaved people. In her memoir *Incidents in the Life of a Slave Girl*, Harriet Jacobs discusses how an enslaved man named Luke was stripped naked and sexually assaulted by a White master (Sears, 2019; Jacobs, 1862). Harriet Jacobs reveals in her autobiography how the plantation’s wife Mrs. Flint encouraged Harriet to sleep in the same bed with her to make sure that Harriet was not raped by the master. Harriet complied, but woke in the middle of the night with fright when she heard Mrs. Flint whispering sexual obscenities while pretending to be her husband. In her writing Harriet Jacob’s describes this happening because Mrs. Flint is jealous about her husband’s constant sexual harassment of Harriet (Sears, 2019). From the limited amount of evidence of same-sex relationships, historians can surmise that the dynamics of slavery and the interconnectedness to queer history was predicated on the structural power of patriarchy and paternalism. The power structure of coercive sexual assaults and attacks from their masters that came from a societal sexual orientation repression, denial, and fear of their true identity being exposed to the public overshadowed and obfuscated the experiences of enslaved people and caused their consensual same sex relationships to be hidden.

In the late 19th and early 20th centuries, American society viewed queerness through a triad of sin, illness, and crime. Most Christian denominations continued to describe homosexuality and gender-transgression as contrary to God’s plan. And by the late nineteenth century, modern medical science in the West further pathologized queer people as mental illness, and as a result increasing numbers of LGBTQIA+ people were institutionalized and forced to undergo “cures” such as a forced abstinence, cold baths, psychoanalysis, surgeries, and castration (Bronski, 2011).

We see the influence of anti-queer cultural norms in the law as well. In the late nineteenth century local municipalities began passing laws against cross-dressing in larger numbers than previously, which, combined with anti-sodomy laws and other laws against “lewdness,” made LGBT identities as well as queer forms of

gender expression and intimacy illegal. In order to just be themselves, queer people faced police harassment and imprisonment. In San Francisco, if somebody violated that city's anti-cross-dressing law, they could face up to six months in jail, deportation for non-citizens, and perhaps even psychiatric institutionalization. These anti-cross dressing and anti-sodomy laws, in combination with laws against "lewdness" and "indecent" were intended, according to historian Clare Sears, to impose "moral order in municipalities in order to make them safe for 'good' White middle- and upper-class citizens by excluding gender [and sexual] 'outlaws' from public spaces." Predictably the police targeted in particular queer people of color, immigrants, and low-income people for discipline and punishment (Ritchie & Whitlock, 2018, pg. 303).

Historically, race- and class-based biases in immigration have intersected with gender and sexuality to target queer immigrants of color, in particular. In 1917, LGBT people and others considered "constitutional psychopathic inferiors" (Luibhéid, 2018, p. 194) were explicitly barred from entering the United States or were deported, even when legally in the U.S. otherwise. For instance, Sarah Harb Quiroz, was deported to Mexico after her employer testified that she wore "trousers and a shirt when she came to work, and that her hair was cut shorter than some other women's" (Ritchie and Whitlock, 2018, p.304). In 1952, in the midst of the Cold War, the McCarran Walter Act "recodified the ban on those perceived as lesbian, gay, or gender non-normative, this time on the grounds of 'psychopathic personality'." (Luibhéid, 2018, p. 194) The explicit ban on gays and lesbian immigrants was not repealed until 1990, but even then, those who had tested positive for HIV continued to be banned until 2010, a policy that disproportionately harmed cisgender women, gay men, men who have sex with men, and transgender women. It should be noted, moreover, that other racist, sexist, homophobic, and transphobic aspects of U.S. law have had, and continue to have, negative impacts on queer immigrants in particular. For instance, before the Supreme Court decision in *Obergefell v. Hodges* in 2015 legalizing gay marriage, same-gender couples were not able to bring their partner and their partner's family members to the U.S. through the family reunification provisions of the 1965 Immigrant Act, nor were they able to confer their own citizenship on their partner through marriage. As historian Eithne Luibheid argues, "migration controls have provided a literal means to try to produce a White heteronormative nation-state and citizenry" (Luibheid, 2018, pp.194-195).

World War II as a Turning Point

World War II marked a turning point in gay and lesbian history, as "the mass war mobilization forced many American men and women to discover their homosexuality for the first time, to end their isolation in small towns and find other people like themselves and strengthen their identity as a minority in American society" (Bérubé, 2011, p. 86). Even as gay men and lesbians found each other and formed queer subcultures in the military, they also experienced intensified repression. It was during World War II that the federal government, for the very first time, sought to identify and reject all gay recruits from the military. Previously, the military disciplined people for homosexual acts. Now the military persecuted people for their attraction to the same gender; in other words, they were newly persecuted because of their identity as gay or lesbian. If they passed through the screening process without trouble and served in the military but were subsequently discovered to be gay, they could be forced into military prisons and psychiatric wards and were routinely harassed and beaten up by their fellow soldiers and military commanders. Ultimately, if discovered, they were thrown out of the military as "undesirable" discharges – a new classification meant for them specifically, which in civilian life might out them to their families, friends, and employers (Bérubé, 2011).

An undesirable discharge disqualified these military veterans from gaining access to the GI Bill, which granted a range of benefits that helped many working-class people – particularly White, cisgender, and straight working-class veterans – lift themselves into the middle-class. The GI Bill provided veterans with generous home and business loans; grants to attend college; and unemployment compensation. The effects of this exclusion were not trivial or incidental. The GI Bill, alongside the Social Security system, comprised the largest portion of welfare

state expenditures. This exclusion further institutionalized homophobia in the United States (Canaday, 2011). This practice continued until the repeal of the Don't Ask Don't Tell policy in September 2011 (Beals, 2020).

Queer Communities, Early Homophile Activism, and American Culture, 1920-1960s

In the face of pervasive discrimination, queer people were able to form distinct and often visible subcultures in the decades preceding and the years following World War II, even though they did so at great risk themselves. There was a particularly vibrant gay nightlife in the Black neighborhood of Harlem, New York in the 1920s and 1930s. There were clubs, bars, and speakeasies where Black lesbians, gay men, and gender non-conformists, including many drag queens, socialized with one another and could simply be themselves. This was during the Harlem Renaissance, an unprecedented artistic movement representing and affirming Black life nationally at the same time that the system of Jim Crow segregation was hardening in the South. Many of the most famous artists, writers, and musicians of the Harlem Renaissance were gay or bisexual (Chauncey, 1994). There were gay and lesbian bars in cities and towns across the country even in the 1940s and 1950s, a time period known for its hostility, which promoted the model White, straight nuclear suburban family. From the 1930s through the 1970s, due to outside pressure, most significantly from the Catholic Church, there could be no positive mention of homosexuality in Hollywood films (Epstein & Freedman, 1996). The bars helped to facilitate identity and community formation, both necessary ingredients for future queer political activism. Although these bars provided some respite from the discrimination experienced in the broader society, it is important to note that they had to do so in the shadows and always at great risk of legal and social repercussions.

Police routinely harassed, beat, humiliated, and arrested people they picked up at gay and lesbian bars as local politicians and elites oversaw efforts to stamp out vice and in doing so, sought out gay and transgender street "hustlers" (aka sex workers) to harass and arrest. There was a practice of publishing the names of people arrested for gender and sexual transgressions in the newspapers. So, in addition to experiencing police brutality and possibly imprisonment, queer people also experienced loss of employment, divorce, loss of child custody, vigilante violence, humiliation, and isolation (Ritchie & Whitlock, 2018). Transgender people, particularly trans people of color and poor trans people, often led resistance to this police harassment, even in the 1950s and early to mid-1960s, years before the Stonewall Riot. For example, in May of 1959 at Cooper's Donuts in Los Angeles, a racially mixed crowd of trans and gay customers resisted the police when they arrived to arrest them. And in San Francisco in 1966, when police arrived at Compton's Cafeteria in the Tenderloin District to arbitrarily arrest the late-night crowd of drag queens, hustlers, and others, a riot broke out. Ultimately, the riot combined with other forms of activism and resulted in long-lasting institutional change in San Francisco (Stryker, 2017).

The repressive atmosphere created by McCarthyism in the 1940s through the 1960s extended into the schools which had devastating effects on teachers and students. There is a long history of psychologists associating homosexuality with sexual deviance. As historian Estelle Freedman has emphasized, by the 1940s psychologists promoted the idea that environmental factors caused children to become gay, particularly through direct recruitment by gay men sexually interested in minors (Freedman, 1987). Because it was thought that gay adults served as role models for youth, teachers' sexuality was especially scrutinized. As part of the broader "lavender care" which sought to root out gay and lesbian employees in the federal government, the Johns Committee, a legislative committee in Florida in the 1950s and 1960s, systematically identified and fired gay and lesbian public-school teachers claiming that "homosexuals are made by training rather than born" (Frank, 2013, p. 127). This practice made it incredibly difficult for teachers to be open about their sexual or gender identity at work and as a result, students who were trying to make sense of their own identities in a society that said there was something sinful or deviant about them had little open support from teachers.

In the repressive atmosphere of the 1950s small numbers of LGBTQIA+ people, who were mostly though not exclusively White and usually middle-class, became involved in the homophile movement, or early gay rights activism. Harry Hay, a gay White man who had previously been involved in leftist activism, helped to form the Mattachine Society in 1950, a political and social group for gay men. It stated that "homosexuals" were an

oppressed minority, a fairly radical proposition, but it also promoted assimilation into the majority culture, a more conservative argument – in essence it tended to promote a politics of respectability. Phyllis Lyon and Del Martin, both White middle-class lesbians, established the Daughters of Bilitis in 1955 for lesbians, and modeled the group's politics in many ways after the Mattachine society. In the groups' early years members maintained their anonymity for fear of the social and legal repercussions of being publicly gay (Bronski, 2011).

During the 1950s homophile groups were especially known for their educational work and providing a social space for gays and lesbians, though by the 1960s some homophile activists participated more openly in protests advocating for gay rights. In the 1950s and 1960s, homophile groups efforts to appear respectable to straight people involved mandating a dress code to send a message to straight society that gay people were just like them: men should dress in masculine attire and women should dress femininely, a policy that further marginalized transgender people and gender non-conformists. This lack of solidarity around the rights of transgender people would continue to plague gay and lesbian rights activism over the next several decades, which ultimately would lead transgender activists to strike out on their own to advocate for their rights. (Bronski, 2011; Peacock, 2016).

Participants in these homophile groups tended to be overwhelmingly White. Why they were White is illustrative of some of the issues majority-White gay rights organizations would have for the next several decades. Historian Kent W. Peacock examined the racial politics of the Mattachine Society in Washington, D.C., founded in 1961 in the midst of the Civil Rights Movement and in a city, D.C., that was majority Black. Though the chapter supported civil rights struggles, and wanted to attract Black members to the group, it was unable to do so. Why not? First, leaders of the group like Frank Kameny, who was White, offered explicit comparisons between the discrimination experienced by gay people and African Americans in such a way that implied gay people were White and Black people were straight, a use of language that could feel alienating to people who were both Black and gay. Second, the Mattachine Society lacked an intersectional politics; Kameny, for example, insisted that gay people had a singular experience of homophobia regardless of their gender or race. This ignored the complex ways gay people experienced their social identities. Third, and perhaps most importantly, U.S. society was very segregated politically and socially, which made it difficult (if not impossible) to organize interracially. This segregation was compounded by the fact that the Mattachine Society was a secretive organization. Current members recruited people they knew to join the group, which usually meant recruiting other gay White people. They also often spread the word in gay bars, which were largely segregated by race. White gay bars in Washington, D.C. and elsewhere were also notorious for the ways they discriminated against queer people of color (Peacock, 2016).

Due to the tendency of early gay rights activism to be too White, it is important to consider the ways that queer people of color became involved in other kinds of activism. For instance, the influential though under-appreciated activist Pauli Murray, who was Black, biracial and queer, and focused their activism on the labor movement, Black civil rights, and women's rights. Murray even helped to found the National Organization for Women in 1966 with Betty Friedan. As a young adult, Murray might have identified as transgender had the language or support existed, though it is important to recognize how people defined themselves at the time, and not unilaterally apply contemporary identity terms to their lives. In any event, Murray certainly was gender transgressive; as a young person, Murray asked a doctor for male hormones, but was denied. Murray also chose to go by the more androgynous or even masculine Pauli in place of Murray's birth name (Rosenberg, 2017). Additionally, Bayard Rustin, who has become somewhat more well known in recent years, was a gay Black man and an important leader in the Civil Rights Movement. In fact, he was the leading architect and organizer of the 1963 March on Washington. Despite decades of involvement in civil rights activism, Rustin is not as well-known as he might be because of the discrimination he experienced for being gay. In fact, Martin Luther King, Jr. distanced himself from Rustin, pressuring him to resign his position in the Christian Leadership Conference, one of the most influential civil rights groups of the 1950s and 1960s. In the 1980s, Rustin was more public about his sexuality and became involved in activism around HIV/AIDS (D'Emilio, 2004).

On college campuses prior to the late 1960s, many LGBT students found ways to be themselves despite legal and social barriers, but usually did so in secret. They developed “semiprivate meeting spaces and informal social networks on many college campuses” (Beemyn, 2003, p. 206) before the rise of the homophile movement in the 1950s and 1960s. College students rarely were open about their sexual or gender identities for fear of the legal consequences of violating the law, as well as fear that they would be disciplined or even expelled by their school’s administration for being gay. In 1965, school officials forced openly bisexual student Stephen Donaldson out of his residential hall at Columbia University due to complaints by his roommates (Beemyn, 2003).

Students also formed organizations on college campuses starting in the 1960s, though before the rise of the politics of gay liberation, the groups tended to function in secret for fear of the repercussions. Likely the very first officially chartered gay rights college student group was the Student Homophile League formed at Columbia University in April, 1967 which was founded by a bisexual man. The formation of the group triggered a backlash after the *New York Times* ran a front-page article about it being granted a charter by the University, with the dean of the college saying it was “quite unnecessary” and the director of the counseling service claiming it would promote “deviant behavior” among students. The university’s administration allowed the group to keep its charter, despite this push back, but only under the condition that it not serve a social function for fear that it would violate New York state’s anti-sodomy laws. The second-ever Student Homophile League was formed at Cornell University soon after. It faced similar challenges as the Columbia chapter – students who decided to become involved insisted on anonymity or using pseudonyms, fearing the consequences of visibility. Because so many gay, lesbian, and bisexual students tended to keep their identities secret it was quite difficult to recruit members; also, at first the meetings were not publicly advertised in order to safeguard the identities of current members (Beemyn, 2003). In its early years, the Cornell Student Homophile League attracted only a few women and many of them were heterosexual allies. Also, the group was not inclusive of transgender students. Pauline Layton, a student who says they “felt stuck in a female body” was disappointed in the lack of awareness around trans issues by the gay students in the group, commenting, “transgender and cross-dressing weren’t much talked about circa 1968-1970” (Beemyn, 2003, p. 211).

Initially the mission of the Cornell Student Homophile Leagues was focused on promoting civil liberties of gays and lesbians and cultivating a gay subculture. Inspired by the militant politics of activism against the war in Vietnam as well as the Black Power movement on campus, the Student Homophile League at Cornell University became increasingly more radical. It changed its name to the Gay Liberation Front in 1970 and began to confront homophobia more openly and directly on campus and in the community. Rather than only holding private house parties, now the group organized very public dances. Rather than just showing up to a local bar to hang out with each other, despite the homophobia of the bar owner, the group organized a sit-in at the bar to demand full inclusion with fifty protestors sitting in and hundreds more demonstrating in front of the bar. This was likely the first ever gay student sit-in. The developments at Columbia and then at Cornell were a harbinger for things to come. By 1971, there were more than 175 gay student organizations at colleges and universities across the U.S. and college students were central in building a political movement for the rights of LGBT people in the years to come (Beemyn, 2003).

The Social Movements of the 1970s and 1980s and the Politics of Backlash

The social movements of the 1960s produced a country in a revolt, helping to inspire and mobilize LGBTQIA+ people to fight for their own rights in ways never quite seen before. The Black Freedom Movement, the movement against the U.S. war in Vietnam, the Women’s Liberation Movement, and the Asian American, Native American, and Chicano movements served as inspiration, proving that marginalized groups could successfully protest against oppression and win. Additionally, many LGBTQIA+ people who started their own groups to challenge homophobia and transphobia had been directly involved in these other movements, gaining the political experience, skills and political analyses that informed their activism for queer rights.

Then on June 28, 1969 anger over police harassment of queer bar patrons at the Stonewall Inn, a gay bar in New York City, exploded into a riot that lasted for days. Transgender women of color, gay street hustlers, and butch lesbians, in particular, played a leading role in sparking the riot. This marked the beginning of the gay liberation movement in the United States. A month after the riot at the Stonewall Inn, Martha Shelley, a lesbian feminist, and Marty Robinson, a gay rights activist, organized a rally of more than 500 gay and lesbian rights activists in Washington Square Park, three blocks from the Stonewall Inn. And then on July 31, activists formed the Gay Liberation Front (GLF)(Eskridge, 2008). Pride Month is celebrated in June, and Pride parades, as well as marches for lesbian and transgender rights, occur each year in June because of the Stonewall Riot.

The rise of gay liberation in the late 1960s and 1970s marked a departure from homophile politics of the previous couple of decades as gay liberationists put forward a more radical critique of American society, particularly repressive gender roles and sexual norms. Gay liberationists also tended to critique broader systems of oppression – like racism, sexism, imperialism, and capitalism – and emphasize the importance of working in solidarity with others on the political Left. Martha Shelley said, “we didn’t want to be accepted into America the way it was.... We wanted America to change.” (Eskridge, 2008, p. 168) Gay liberationists were informed by the feminist and progressive politics of the day which called for bodily autonomy and sexual freedom. The feminist argument for reproductive rights insisted that women should be able to freely choose whether or not to have children. This argument, rooted as it was in the idea sex should be separated from reproduction, provided a political space for gay liberationists to say loudly and proudly that there was absolutely nothing wrong or “unnatural” about same-gender sexuality. People came out of the closet in unprecedented numbers and joined GLF chapters across the country, particular in big cities in the North and western United States, and on college campuses (Bronski, 2011).

Activism for queer rights in the 1960s and 1970s was not limited to the Gay Liberation Front, as activists found themselves at political odds with one another and formed separate organizations, which was not unusual for a movement consisting of activists of different identities and political inclinations. For instance, gay rights activists – who were disproportionately though not exclusively cisgender White men – became involved in groups like the Gay Activists Alliance, a tactically militant group that was less politically revolutionary than the GLFs – GAA called for political reform rather than radical transformation. Due to experiences with transphobia among gay activists, in New York City transgender people under the leadership of trans women of color Sylvia Rivera and Marsha Johnson left the GAA and formed the Street Transvestite Action Revolutionaries (STAR). Due to homophobia, lesbian and bisexual feminists formed their own groups highlighting women’s oppression and the distinctive experiences of lesbians, while LGBTQIA+ people of color formed groups that offered a more integrated analysis of the ways that various systems of oppression, including racism, shape their lives. For example, in the 1970s in San Francisco queer Latinx activists formed the Gay Latino Alliance which, according to historian Horacio Roque Ramirez, “proved to the foundation for a local social movement that integrated racial, gender, and sexual politics” (Roque Ramirez, 2003, p. 225).

Activists had many successes in the 1970s, even while there was much left to be done to protect queer rights. In big cities in the North and West, in particular, activists pressured their local governments to reduce police harassment of gays and lesbians. In San Francisco, for example, in the early 1970s arrests for consensual sodomy and solicitation stopped altogether, though the police continued to make arrests for anybody engaged in public or commercial sex. The mainstream press and Hollywood began to cover the topic of homosexuality in a somewhat more sympathetic manner. By 1976 LGBTQIA+ activists successfully passed twenty laws barring discrimination on the basis of sexual orientation in towns, cities, and counties around the country and by 1979 anti-sodomy laws were repealed in twenty states (Bronski 2011, p. 219). In a particularly big victory, as a result of lobbying by lesbian and gay activists, in December 1973 the American Psychiatric Association decided to drop homosexuality from the Diagnostic and Statistical Manual of Mental Disorders (Bronski, 2011).

This activism was also felt in education. In a precedent setting victory in San Francisco in 1975, for example, the Gay Teachers Coalition successfully pressured the San Francisco Board of Education to include sexual orientation in their nondiscrimination clause. In California teachers worked through their unions to promote the rights of their gay and lesbian students, as well as protect their own rights on the job. At the California Federation of Teachers (CFT) Convention in 1969, for instance, delegates passed a landmark gay rights resolution calling for the establishment of a “vigorous life and sex education program at all school levels which explains the various American life-styles.” (Beemyn, 2003, p. 206) And at the 1970s CFT convention delegates approved a resolution, “Counseling the Homosexual Student,” which included plans to draft a pamphlet to be sent to 15,000 CFT members (Smith, 2020). Though there’s much to celebrate about the activism of the 1960s and 1970s, for the most part American society was still thoroughly homophobic and transphobic.

And then in the 1970s, American society took an even more conservative political turn, with the anti-gay Christian Right embarked on its crusade to undo any progress made on gay rights. The reaction against queer rights by the political Right is perhaps best epitomized by Anita Bryant, who led a backlash against a gay rights ordinance in Dade County, Florida (where Miami is located). Bryant was previously known for being a country singer, former Miss Oklahoma, runner-up for Miss America, and a spokesperson for the Florida Orange Juice Commission. But she was also a Christian fundamentalist who repeatedly expressed concern about the harmful impact that a sexually permissive society would have on children. In fact, central to her message was the impact gay rights would have on the schools. If discrimination against gay people was outlawed, then gay, lesbian, and bisexual people would be hired as teachers and they would be free to be themselves; to Bryant and others, this meant school children would be harmed. Not only would gay, bisexual, and lesbian teachers serve as potential role models to their young students, but as supposed sexual deviants they might even molest the children. Bryant pronounced, “I don’t hate homosexuals! But as a mother, I must protect them from their evil influence” (Smith, 2020, pg. 88).

After the Dade County Board of Supervisors passed an ordinance providing protections against discrimination in housing, employment, and public accommodations based on “sexual preference,”¹ Bryant formed the group Save Our Children with the objective of gathering enough signatures to put repeal of the ordinance up for a popular vote. Her efforts proved successful: on June 7, 1977, voters repealed the ordinance by a vote of 69 to 31 percent (Smith, 2020). Bryant’s campaign inspired conservative activists to take up the cause of defeating gay rights in state after state. In California, John Briggs, a Republican senator from Orange County with dreams of becoming governor on the backs of LGBTQIA+ people, put Proposition 6 (aka the “Briggs Initiative”) on the November 1978 ballot. If passed, the proposition would have fired gay and lesbian teachers, as well as their straight supporters, en masse. Though initially polls showed the Briggs Initiative passing by a big margin, queer activists mobilized up and down the state of California, in not only big cities but also in suburbs and small towns where they went door-to-door to convince voters to do otherwise. Their activism paid off when 59 percent of voters rejected the Briggs Initiative on November 8, 1978 (Smith, 2020).

However, despite this victory in California, the New Right, of which the religious Right was a part, ultimately thrived at the national level from the 1970s through the 1990s promoting a range of conservative social causes including rolling back progress on reproductive rights and gay rights. From the 1970s onward states began passing a range of anti-gay laws, including barring gays and lesbians from fostering or adopting children. The culture wars of the 1970s, moreover, made some people turn violent: in 1978 not long after the defeat of the Briggs Initiative, Harvey Milk, the first openly gay city supervisor in San Francisco, was assassinated along with

¹ Though “sexual preference” might have been used in legislation barring discrimination against lesbians, gays, and bisexuals in the 1970s, today we use “sexual orientation” instead, in recognition of, as GLAAD writes, “an individual's enduring physical, romantic and/or emotional attraction to members of the same and/or opposite sex.” “Sexual preference” is often considered offensive because it often used to “suggest that being gay, lesbian, or bisexual is a choice and therefore can and should be ‘cured’” (<https://www.glaad.org/reference/offensive>).

progressive mayor George Moscone (Bronski,2011). And the New Right led a backlash against progress made on racial justice by supporting policies that led to the mass incarceration of people of color, the defeat of affirmative action and school desegregation policies, and the militarization of the United States-Mexico border. The New Right, alongside centrist allies in the Democratic Party, also promoted neoliberal economic policies resulting in de-unionization, capital flight, the gutting of the welfare state, the defeat of environmental and labor regulations, and lowered taxes on the wealthy while the federal minimum wage remained stagnant, all of which contributed to a dramatic rise in economic inequality in the U.S. The results were devastating for LGBTQIA+ people, particularly poor queer people and queer people of color, whose experiences at the intersection of various systems of oppression meant they were that much more vulnerable to rising social and economic inequality (Mogul et al., 2012; Duggan, 2004; Ferguson & Kyungwon Hong, 2012).

The HIV/AIDS Epidemic & Cultural and Political Changes in the 1980s and 1990s

Just as the New Right rose in power and influence, helping to elect Republican Ronald Reagan to the presidency in 1980, the U.S. and the rest of the world was about to experience a new and very deadly disease: HIV/AIDS. And though HIV/AIDS was not linked with same-sex sexual behavior, because it initially spread among gay men it became associated with gay male sexuality. Jerry Falwell, a leader of the Religious Right, even said “AIDS is the wrath of a just God against homosexuals” (Bronski, 2011, p. 226). Rather than the federal government rushing to the aid of people falling victim to this new virus, gay men, as well as bisexual men were reduced to their attraction to men; faced additional stigmatization as disease carriers; and were routinely discriminated against in housing, education, and employment. President Reagan refused to even publicly mention AIDS until 1985, four years after the start of the epidemic (Bronski, 2011).

Governmental neglect was magnified for queer people of color who experienced rates of infection in larger numbers than the queer White population. By 1986 Black people comprised 25% of people with HIV/AIDS, though they made up only 12 percent of the population, while Latinx people comprised 14% of HIV/AIDS cases, though they made up six percent of the U.S. population. Not only that, but life expectancy was also much lower for people of color with the virus: on average, a White person lived for two years after diagnosis while a person of color only lived for 19 weeks (Esparza, 2019). And, as mentioned previously, immigrants with HIV/AIDS were explicitly prohibited from coming to the United States, a policy only repealed in 2010.

In the face of government neglect, LGBTQIA+ people turned inward. Because gay and bisexual men and transgender women were often rejected by their families, they had to rely on a network of friends and lovers, including many lesbians who offered their help, for care. During the early years of the epidemic, members of the LGBTQIA+ community focused their activism on community caretaking, as they formed organizations like the Gay Men’s Health Crisis in New York City and the National Latino/a Lesbian & Gay Organization to provide support such as meal deliveries, legal assistance, and help with medical paperwork (Esparza, 2020). By the late 1980s, LGBTQIA+ activists marshaled their grief, transformed it into anger, and they formed the AIDS Coalition to Unleash Power (ACT UP) to take direct action to put an end to governmental neglect and medical profiteering while people with HIV/AIDS died in droves. Many ACT-UP activists put forward intersectional politics, that emphasized how “problems of housing discrimination, incarceration, immigration, sex work, and racism, sexism, and poverty affected both the spread of the virus and access to and efficacy of medical care” (Hobson, 2016, p.159).

We can see the influence of conservative politics on queer rights in other areas of American political life. In 1986, the U.S. Supreme Court decision *Bowers v. Hardwick* upholding anti-sodomy laws is an example of how entrenched homophobia was in the law. Additionally, both the Republican and Democratic parties supported anti-queer policies, though there certainly was more active endorsement of anti-queer policies by the Republican Party. Democratic President Bill Clinton signed into law Don’t Ask, Don’t Tell in 1993, which said the military could not ask whether or not a military recruit was gay, but if their gayness were revealed in some way, they could be kicked out of the military and denied all military benefits. Clinton also signed into law the Defense

of Marriage Act (DOMA) in 1996, first introduced by Republicans in Congress. DOMA defined marriage as the union of one man and one woman at the federal level, which meant all benefits and rights bestowed upon married couples by the federal government would not be extended to same-gender couples. When Massachusetts became the first state to legalize same-gender marriage in 2004, newly married gay couples were denied, for instance, tax and immigration benefits (Bronski, 2011).

However, in response to these attacks, there was a resurgence of activism for gay, lesbian, bisexual, and transgender rights. In 1987, the Second National March on Washington for Gay and Lesbian Rights drew 650,000 protesters, no small feat. And then in 1993, the efforts of bisexual activists pay off with the inclusion of the word “Bi” in the 1993 March on Washington for Lesbian, Gay, and Bi Equal Rights and Liberation. Though bisexuals had been active in previous social movements for queer rights, their bisexuality was usually erased. This includes activist leaders like Alan Rockway, who, among other things, helped to lead the opposition to Anita Bryant’s anti-gay campaign in Florida. He was publicly open about his bisexuality but usually gets identified as gay by default. The erasure of bisexuality means, as a society, we do not have an adequate understanding of the specific and complex ways bisexual people experience discrimination – for instance, research shows that bisexuals are more likely than lesbians and gays to be closeted and un-accepted, and more likely to experience stereotypes (Hutchins, 2018).

In the 1990s and 2000s there was a surge in activism for the rights of transgender and intersex people in the face of persistent discrimination. In fact, it was around 1990 that the word “transgender” came into usage in the way it is used today as a “catchall term for all nonnormative forms of gender expression and identity” (Stryker, 2017, p. 154). Trans people and their allies had an uphill battle: by the end of the 1980s, only three municipalities in the country had enacted civil rights protections for trans people. New thinking about gender and sexuality in the disciplines of Queer Studies and Trans Studies helped to get trans activism off the ground. Judith Butler’s insight in *Gender Trouble*, for instance, said gender is not reducible to biological sex, but rather is a performance defined by how we dress, act, move, speak, touch, look, and so on. Stryker writes, “the implication of this argument is that transgender genders are as real as any others, and they are achieved in the same fundamental way” (2017, p. 163). Trans activists embarked on numerous campaigns: they organized for inclusion in gay and lesbian political activism and social spaces; and they fought for HIV/AIDS treatment and services; an end to legal discrimination in employment; trans inclusive-health coverage; access to all-gender bathrooms, and called attention to violence against trans people, particularly trans people of color (Stryker, 2017).

The early 1990s also witnessed the emergence of an intersex political movement which overlapped with trans activism in some ways. Groups like the Intersex Society of North America demanded an end to the practice of performing genital surgeries on babies born with ambiguous genitalia. After the reconstruction surgery, the doctor would then assign a gender to the baby based on whether or not they constructed male or female genitalia – more often than not, because it was an easier surgery, they decided to construct female genitalia. Often when the babies grew up, they suffered immensely due to this decision made for them when they could not possibly consent. This activism produced results when, in 2006, a “Consensus Statement on the Management of Intersex Disorders” was published in the *Journal of Pediatrics* affirming much of what intersex activists had been saying all along, though doctors at hospitals across the U.S. continue to perform these surgeries, and intersex activists continue to demand change (Stryker, 2017; Intersex Justice Project).

Queer Rights and Queer Resistance, 1990-2020

The 1990s saw changes in institutions like schools and health organizations that signaled tolerance – if not acceptance and inclusion – of the LGBTQIA+ community. In 1990, a group of teachers formed the Gay, Lesbian, & Straight Education Network (GLSEN) to create supportive education environments for LGBTQIA+ students (GLSEN, n.d.). At the time, only two Gay-Straight Alliance (GSA) clubs were known in the United States (GSAFE, n.d.). In 1998, the GSA Network was founded to connect and support GSA youth and school-based clubs with

peer support, leadership development, and community advocacy (GSA Network, n.d.). In 2016, the GSA Network formally changed its name to Genders & Sexualities Alliance Network in response to youth leaders who pushed the organization to move beyond the labels of gay and straight (GSA Network, n.d.). The work of these grassroots organizations was supported by the 1996 landmark federal appeals court case *Nabozny v. Podlesny*, which ruled that schools are responsible and accountable for protecting students from anti-gay violence and abuse (Lambda Legal, n.d.). In 1999, the American Counseling Association Governing Council adopted a resolution officially affirming the rights of LGBTQIA+ clients and opposing the use of “reparative therapy” to “cure” members of the LGBTQIA+ community (GSAFE., n.d.). That same year, numerous health organizations representing 480,000 health professionals took official positions affirming that homosexuality was not a mental disorder (GSAFE., n.d.).

Yet as institutions signaled change, high-profile hate crimes against members of the LGBTQIA+ community marked the decade as reminders that the community continued to experience life-threatening violence. These high-profile crimes that became part of the American narrative in the 1990s were against White victims. In 1993, Brandon Teena, a young transman in Nebraska was brutally beaten, raped, and murdered. In 1998, Matthew Shepard, a gay man, was brutally murdered in Laramie, Wyoming. The hate crime against Teena was dramatized in the 1999 film *Boys Don't Cry*, and Shepard's story became the subject *The Laramie Project*, a play supported by The Matthew Shepard Foundation designed to stimulate discussion about hate and hate crimes in communities across the country (Fairington, 2013; Matthew Shepard Foundation, 2020).

Beginning in the 1990s, community activism on college campuses shifted from a focus on social support for LGBTQIA+ students to advocating for and enacting change to make college campuses more inclusive (Marine, 2011). In the last several decades, LGBTQIA+ activism on college campuses has focused on three themes: increasing tolerance at religious institutions, expanding gender-neutral housing, and questioning the legitimacy of the military's Reserve Officer Training Corps (ROTC) on college campuses (Marine, 2011). Marine notes that students have contributed the most to movements toward equality on college campuses and the burden of change should move from students' shoulders to the institutions themselves (2011).

LGBTQIA+ campus resource centers and clubs have grown on U.S. college campuses (Marine, 2011). The founding of each campus resource center has been different, depending on the unique contexts of the colleges; however, resistance and persistence are consistent themes that have led to the founding of centers across colleges (Marine, 2011). Student activists have often pushed for resource centers in response to homophobic incidents, and objections over tax dollars being spent on LGBTQIA+ resource centers at public institutions has also been common (Marine, 2011). By 2011, approximately 190 colleges and universities had centers, and, at that time, only one community college had a center, which was founded in Denver in 1993 (Marine, 2011).

In these four decades, federal court cases have expanded rights and protections for the LGBTQIA+ community, and the regular occurrences of these cases illustrates the continued backlash to the LGBTQIA+ community gaining rights.

THEORETICAL FRAMEWORK

The theoretical foundation that was considered by the project team, and which subsequently influenced our recommendations, involved the concepts of Critical Race Theory, Intersectionality, and Trickle Up Theory. While each of these theories is distinct, the combined perspective highlights how interlocking systems of oppression prevent LGBTQIA+ students from being successful in higher education.

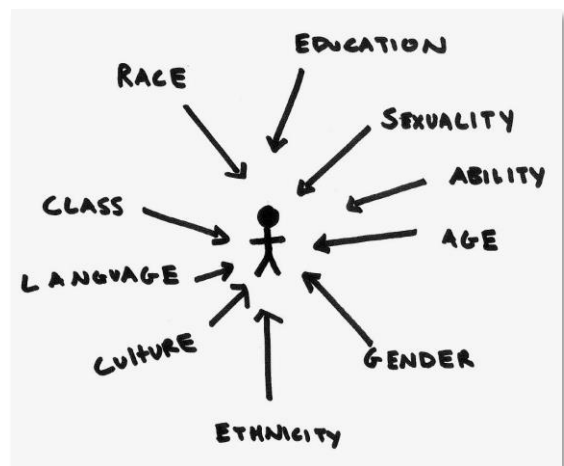
CRITICAL RACE THEORY

Critical Race Theory (CRT) provides both a framework for identifying and describing the structures, policies, and practices that advantage dominant populations and marginalize and disadvantage subordinate populations, and a call to action to transform those structures, policies, and practices to promote social justice. While CRT addresses racism, the framework can be, and has been, used to address other forms of oppression. Below are some of the basic tenets of CRT. It is important to note that CRT has been adopted by scholars who apply the theory as a lens to examine the ways dominant oppressive systems operate across other fields, including higher education (Museus, 2014). The tenets of CRT have changed slightly over time, depending on the context in which it is used. Even so, CRT remains a useful analytical lens for exploring, understanding, and analyzing the racialized experiences and conditions of people of color in the United States.

- Basic tenets of CRT: Centrality and intersectionality of race and racism - - race and racism are endemic to, and central factors in, all aspects of U.S. society. Racism intersects with other forms of oppression (heterosexism, gender discrimination, etc.).
- Interest convergence - - a tenet that suggests that policies benefiting people of color are implemented when the policy also benefits White people.
- Social construction - - race is a product of social relations and therefore is socially constructed.
- Differential racialization - - suggests that different racial groups are racialized in different and disparate ways at different times, depending on the shifting needs of the dominant society.
- Anti-essentialism - - the idea that there is no singular experience for any racial group and that there is no essential experience or attribute that defines any racial group.
- Voice-of-color, otherwise known as storytelling - - experiences of people of color are valuable and valid pieces of knowledge that can be used to counter or subvert dominant narratives and to highlight the ways oppression manifests in the everyday lives of people of color.

INTERSECTIONALITY

Intersectionality was first introduced as a legal theory by Dr. Kimberle Crenshaw to signify the way race and gender, specifically racism and gender violence, interact to shape the realities of Black women (Crenshaw, 1989). Like CRT, intersectionality has traveled and been used widely across a number of different fields, including education. Intersectionality is not a fixed body of knowledge, but rather a constant work-in-progress and has been rearticulated within and across multiple fields. It is therefore more important to understand what intersectionality does than what it is (Crenshaw, Sumi, & McCall, 2013).



Collins and Bilge offer a working definition:

“ . . . in a given society at a given time, power relations of race, class, and gender, for example, are not discrete and mutually exclusive entities, but rather build on each other and work together; and that, while often invisible, these intersection power relations affect all aspects of the social world.” (2020, pg. 1)

Intersectionality provides a tool for critical inquiry of the historical underpinnings of social problems and patterns of social injustice. Through an intersectional lens, we can better understand the complex ways in which social identities are intertwined. Identity cannot be understood by focusing on a single aspect of identity, or multiple identities considered independent of – or added to – each other. Rather, individuals are members of social groups that are constructed and influenced by systems of power and privilege within a specific historical context.

It is important to note that intersectionality does not focus on personal experiences of identity in a vacuum. Instead, intersectionality helps us explore and understand how systems of power and privilege are interconnected and mutually reinforcing and produce environments in which identity is experienced by individuals and social groups. An application of intersectionality can highlight how systems and power relationships affect the nature of knowledge, cultural norms and practices, and institutional structures and policies.

Why is CRT and Intersectionality a useful framework for supporting LGBTQIA+ scholars?

People in the LGBTQIA+ community bring ranging experiences and identities. These experiences and identities are not monolithic. Black and Brown LGBTQIA+ people such as Marsha P. Johnson, Silvia Rivera, and Miss Major, have always been at the forefront of the Queer Liberation Movement and continue to contribute to this social movement through the foundation that they built. Despite this legacy, however, LGBTQIA+ initiatives and representation have also historically benefited White, cisgender middle-class people in their assimilation into mainstream society. In order for us to fully understand and support LGBTQIA+ scholars, we must understand the various other social identities they carry and the systems of oppression that they may navigate simultaneously.

A lens informed by CRT and Intersectionality allows educators to understand the disproportionate impact that might come with navigating multiple target-identities and intersecting systems of oppression. According to Cerezo & Bergfeld (2013), “CRT places a historical and political lens on the treatment of historically marginalized groups, including policies and practices that affect LGBTQ students” (2013, p. 357) and is a useful framework for addressing oppressive campus climates in which students feel the need to conceal their LGBTQIA+ identities. Intersections of Race, Gender, and Sexuality.



Progressive Pride Flag, Daniel Quasar, 2018

The LGBTQIA+ community is not immune to systems of oppression existing within it: racism, classism, sexism, cissexism, ableism, etc.. LGBTQIA+ spaces and movements have historically centered white people. Like all communities, white privilege, systemic racism, and white supremacy exist in the LGBTQIA+ community. It is crucial for practitioners to be open to learning the unique history and experiences queer and trans Black, Indigenous, and People of Color face.

FROM POC TO BIPOC

POC or people of color is a general umbrella term that collectively refers to *all* people of color - or anyone who isn't White. Historically, we have seen movement away from terms like “colored people,” “marginalized” or “minority” to “people of color” in order to prioritize our collective humanity. While there is power in a unifying “people of color,” Black and Indigenous issues and experiences kept getting glossed over under the POC umbrella. This shift also grew significantly as the world witnessed the murders of Ahmaud Arbery, George Floyd, Breonna Taylor, Tony McDade, and countless others at the hands of law enforcement or white supremacist vigilantes - which is an example of anti-Black racism, or racism that disproportionately affects Black communities.

Black and Indigenous people have moved away from identifying as “people of color” because they have not seen themselves and their experiences acknowledged. While racism can be experienced by anyone who is not White, there are still complexities and nuances to racial dynamics that allow for a perpetuation of anti-Blackness and anti-Indigeneity within broader communities of color. Some effects of racism overlap, but others such as police brutality or land sovereignty remain largely unique to a specific group.

[The BIPOC Project](#)

QTBIPOC (formerly known as QTPOC)

QTPOC has evolved into QTBIPOC for the same reasons stated in the aforementioned paragraphs. QTBIPOC serves as an empowering label that embodies self-determination and autonomy. Black and Indigenous queer and trans people face specific oppressions, the acronym names and acknowledges that their experiences are not monolithic under a generalized QTPOC umbrella. It also demands an intersectional lens when it comes to community building, healing, and advocacy. It is important to acknowledge that the acronym QTBIPOC emerged from grassroots community activism, not academia. It has been widely adapted across various community members, organizations, and academic institutions. Ultimately, QTBIPOC are in the constant process of naming themselves, evolving language for liberation and reminding the world that they have always existed--no permission needed.

[QTBIPOC History \(ccgsd-ccdgs.org\)](#)

TRICKLE UP THEORY

In conjunction with CRT and Intersectionality, Trickle Up Theory offers another relevant approach. Trickle up policymaking has been proposed by the researcher Z. Nicolazzo to provide a framework for understanding how to transform our campuses to better serve trans and gender non-conforming students (Dockendorff, Nanney, & Nicolazzo, (2019). This work is based on theorizing around social activism which focuses on centering the voices of the most marginalized when organizing justice movements (Spade, 2015). In utilizing this model to provide recommendations on how to create a more welcoming and affirming campus for LGBTQIA+ students, we assert that queer individuals still face discrimination, harassment, and violence. These affronts are more likely to be borne by the trans community and particularly by transgender and gender non-conforming individuals of color.

Violence and Harassment

Transgender and gender non-conforming individuals face deplorable levels of violence and harassment for their identity. For example, the U.S. Transgender Survey sampled roughly 30,000 individuals who identified on the trans spectrum from across the United States. The results clearly showed that trans individuals report high levels of violence and mistreatment in their families and community, within educational settings, and in employment. As a consequence, they are more likely to experience poverty and homelessness. Additionally, trans individuals

of color were likely to have more aversive life experiences than their White trans counterparts (James, Herman, Rankin, Keisling, Mottet, & Anafi, 2015).

Within Families and Community

One in ten of the USTS (U.S. Transgender Survey) respondents reported that a family member was violent towards them because of their identity and 8% were kicked out of the house because they were transgender. More than half of respondents (54%) experienced some form of intimate partner violence during their lifetime. Outside of their families, trans individuals reported high levels of community harassment and violence. Nearly half (46%) of respondents reported being verbally harassed in the past year and nearly 10% were physically attacked and that number was 14% for Black transgender respondents (James, Herman, Rankin, Keisling, Mottet, & Anafi, 2015). These statistics are also consistent with hate crime statistics and the epidemic of the murder of transgender women. In California, of the hate crimes that were identified as gender based, 83% were directed at trans or gender non-conforming individuals ([California Department of Justice Hate Crime Statistics, 2018](#)). The murder of transgender individuals has increased year after year. The year 2020 saw 44 transgender people killed. The total number of homicides in 2019 was 26. The majority of these victims were trans women of color and the majority of those are Black trans women.

Within the Educational System

Within educational institutions, trans students recount similar experiences of mistreatment. More than half of youth respondents in the K-12 system reported being verbally harassed, a quarter reported being physically attacked, and a little over 10% reported being sexually assaulted because they were transgender at school. Almost 20% of students reported such severe maltreatment that they left school as a result. These data are wholly consistent with research regarding trans and gender non-conforming student experiences on college campuses as well (Rankin, Blumenfeld, Weber, & Frazer, 2010; Garvey, Taylor, and Rankin, 2015).

Employment

In terms of employment, 30% of the USTS (U.S. Transgender Survey) respondents who had a job reported being fired, denied a promotion, or experiencing some other form of mistreatment in the workplace due to their gender identity or expression. Although transgender people are more likely than the general population to have a college degree, they have double the rate of unemployment as cisgender folks with rates for trans people of color being four times the unemployment rate.

Poverty and Homelessness

Respondents in the USTS sample overall were more than twice as likely as the U.S. population to be living in poverty, and trans and gender non-conforming people of color were up to three times as likely as the U.S. population to be living in poverty. For example, 34% of Black transgender people live in extreme poverty compared to just 9 percent of non-transgender Black people. In terms of homelessness, 30% of respondents had experienced homelessness at some point in their lives, with 12% having had such an experience within the past year. Transgender women of color experienced even higher rates of homelessness. For example, 51% of Black transgender women reported being homeless at some point in their lifetime. These data are also supported by research in our own California Community College system. Specifically, in the most recent Hope Center college survey (#RealCollegeSurvey, 2019) which assessed basic needs for college students, results showed that non-binary and transgender college students reported substantially higher homelessness rates than their cisgender counterparts (31%, 28%, and 17.5%, averaged for cisgender males and females respectively).

How Does Trickle Up Policy Making Work in Practice

Trickle Up theory contends that focusing on the most marginalized students when approaching policy development not only creates a more equitable experience for those students, but also for various marginalized groups and the college community as a whole. Thus, as we think about the focus of our work in making changes on campus we must name and consider our most vulnerable students. For the purpose of this project, we center on the experiences of transgender and gender non-conforming students, particularly those who are also students of color because they face the strongest barriers to success.

Consider for a moment how campus policies generally favor majority communities at the expense of marginalized communities. In one particularly salient example for members of the trans community are the myriad of institutional forms that ask about gender. The utility and necessity of such questions is generally dubious at best. The vast majority of these forms ask students to indicate their gender as either “male” or “female”. These types of questions disadvantage and marginalize trans students and do not generally provide necessary and important information for the college. In contrast, forms that allow individuals to self-identify their gender, or omit gender questions unless absolutely necessary, provide substantial benefits to trans students while creating no negative consequences to cisgender students.

“Unfortunately, despite the progress we have made I don’t feel like a lot of instructors nor administration understand the economic stress on students which results in negative emotional impact. I don’t miss class work because I don’t care, I miss class work because I’m overwhelmed with everything else going on.”

This same type of analysis can be applied to name policies and facilities. Having a name policy that allows one to indicate a lived name that is other than their legal name or the ability to indicate gender pronouns produces no deleterious effects to cisgender students and substantial benefits to transgender students, with such policies resulting in reduced depression, suicidal thoughts, and suicide attempts for trans students (Russell, Pollitt, Li, & Grossman, 2018). Similarly, having all-gender bathrooms on campus does not produce a hostile and threatening environment for cisgender and gender conforming students. However, having only gendered bathrooms substantially endangers transgender students. Research indicates that the vast majority of trans and gender non-conforming individuals face harassment and mistreatment while using the restroom (Herman, 2013). Additionally, research has also shown that restrictive and discriminatory bathroom policies increase the rates of suicide and attempted suicide for transgender individuals (Seelman, 2016). Again, these policies do nothing to increase the safety of the cisgender community and in fact do great harm and inflict violence on the trans community.

ARC AND LGBTQIA+ HISTORY

In 1999, California enacted the legal vehicle called domestic partnerships as a way to extend many of the rights and benefits of marriage to same-sex couples. The Los Rios Community College District, inclusive of American River College, extended domestic partner and family benefits to its employees on January 1, 2000. Other companies and institutions, particularly academic institutions had begun extending benefits in the early 1990s, and domestic partnerships were established for some California cities in the 1980s, with Berkeley being the first in 1984.

American River College has had LGBTQIA+ student clubs under various names for decades, but they have struggled until recently. [An article](#) about ARC on the website www.gobeyondthebrochure.com, which assists students in choosing a college, states that the LGBT community at ARC “is more fledgling than flourishing” and concludes with “If you’re looking for a school with a well funded and very established LGBT group, then you won’t find it at American River College. What you will find is a tight knit community that’s not afraid to chase their goals.” It is our hope that this report on LGBTQ+ disproportionate impact and its recommendations will change this perception.

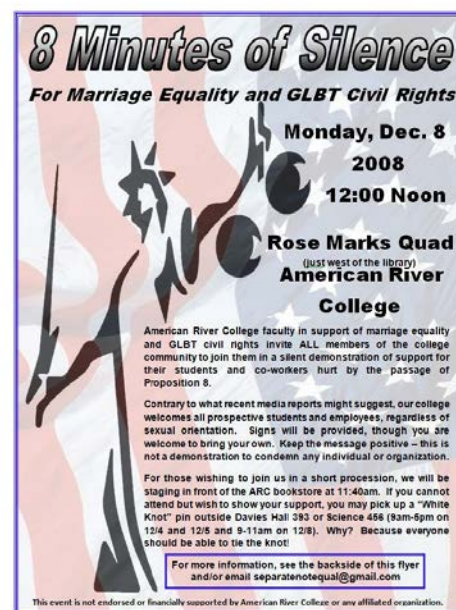
ARC’S ROLE IN PROP 8

In the spring of 2008, a small group of five religiously conservative students were elected to the ARC Student Association. Only about 300 students voted in that election, and it was later found that three of those students (Viktor Choban, Alex Malash, and Vladimir Musorichi) had violated the campaign rules that all candidates were required to sign. This resulted in those students being stripped of their office by the Student Board of Justice, but they were later reinstated by an administrator who decided the ruling inappropriate.

That religiously conservative majority ultimately led to an emotionally charged vote in October of that year on a Student Association resolution in support of Proposition 8 – the voter initiative that banned gay marriage in California. ARC was the only student government association in the state to take such a stance. [As a result, ARC became nationally recognized for its anti-marriage-equality stance and was used as an example by Prop 8 supporters.](#) The main architects of the student council resolution were invited to [speak at Prop 8 rallies and often seen at marriage equality protests.](#) A recall election occurred shortly after, but the all the student association members remained in power.

[A silent protest, organized by ARC employees and students, was held in the Rose Marks Quad in opposition to the resolution.](#)

During the 8 minutes of silence, Prop 8 supporters stood behind the protestors jeering and trying to engage those observing the silence. As might be expected blog posts from the time are peppered with angry, homophobic comments that, thanks to the internet, live to this day displaying vitriol for everyone to see and damaging our college’s reputation and our students’ psyches.



Why a rally for marriage equality at ARC????? Read what these 8 people have to say...

I'm writing this endorsement as a faculty colleague and not from any of my other roles at the college. On Saturday, November 15th, I attended a No on Proposition 8 rally. I was surprised and disappointed to see a protestor across the street with a sign that read "ARC Students Support Proposition 8." While the ARC Student Association has the right to take stands on an issue, their efforts have painted ARC with a wide brush. For the first time in my career, I feel shame at being associated with the college I love. I grew up in a southern state known for its bigotry and intolerance. As a young adult, I made the decision to move to a fair-minded, diverse, and tolerant state. For a few short months this year, I shared all the rights and privileges of my nongay colleagues. Now, I am legally regarded as a second class citizen, denied the fundamental right to marry. Please join me on December 8 for the Noon rally Eight Minutes of Silence for Marriage Equality. **Phil Smith, Mathematics**

On November 2, I spoke to a friend at church who had married her partner of 22 years earlier in the week. I asked her how it felt to be married after such a long time together. She smiled, shook her head, and said, "It's different. Really, it's different." Any of us who are married know that, in fact, marriage changes oh-so-many things-- for richer or poorer, in sickness and in health, forsaking all others, until death parts us. As a wife, a mother, and a faithful Christian, I stand in support of same-sex marriage, and I support my gay and lesbian colleagues and friends. **Kathy Sorensen, Biology**

When anti-sodomy signs appeared over Highway 50 in our town, my wife and I and our son and daughter joined a rally of Placerville citizens with a counter-message, that we are a diverse, accepting, hate-free community. I can do no less now on our campus as a teacher of ALL students - straight, gay, bisexual, Christian, Muslim, atheist, immigrant, California native -- nor can I fail to support my friends, colleagues, and students whose marriages are threatened by a change to our state Constitution. We must remain a diverse, accepting, hate-free college community. **Keith Atwater, Humanities**

This summer, I lived a dream so many of us wish for in our lifetime. In front of my entire family, including my 80-year-old godmother, I married my partner of 10 years. To have our closest friends and family gather to honor our relationship in a very public manner did, in fact, make our commitment and bond stronger. This surprised me more than I anticipated. I would never have guessed that I could feel closer or more committed to my partner, Karen, but having the blessing of those closest to us who, by their attendance, said "We love you, we support you, we wish you all the happiness you both deserve," and receiving our marriage license in the mail a few weeks later ... let me say it has made a difference. I shall forever be grateful for the Court's decision that allowed me to legally establish a family with the person of my choice and provided the opportunity to publicly and officially express my love for and commitment to my partner. **Chris Rubio, English**

When ARC began getting so much publicity because of the Student Association's support of Proposition 8, I felt very uncomfortable that the message was "ARC against gay marriage." It certainly does not represent my beliefs, and I feel it is important to speak out and let my voice be heard. I am a straight, single woman who believes "equality" means equality for all, not just for a select group. **Jana Gonsalves, Nutrition**

Our college has many faces and many voices, and everyone has the right to feel safe, welcome, and valued for their role in the college community. When one group increasingly demonstrates a preoccupation with denigrating and persecuting another, I can no longer stand on the sidelines. As a straight man who is committed to my marriage, my family, and my church, I find it absurd that some folks think same-sex marriage is a threat. The fact is that marriage segregation devalues the institution of marriage, while marriage equality uplifts it... Sexual orientation is not a choice, but discrimination is. **John Aubert, Geography**

Children don't care about whether their parents are gay or straight. They care about being a family. As an early childhood educator and child advocate, I am heartbroken for the many children who are being told their families are second-class. I plan to take part in the rally to give a voice to all the children who can't vote. Please protect children and their families! All families deserve equal rights! **Alina Cervantes, Early Childhood Education**

As an ARC faculty member, as a woman of color, as a mother, and someone who believes in marriage and the family, I support gay and lesbian marriage rights. There is no other way to fulfill the promise and destiny of our great country and to ensure a future except to work towards perfecting the reality of equality and justice for all. All are created equal here, and equal protection under the law and non discrimination are the tools we have to build that house of equality. I choose to stand with my fellow ARC community members in support of full marriage rights for everyone...which I believe is in the spirit of a community college education, which is designed to give educational access to everyone. **Pam Chao, Sociology**

Please join us Mon Dec 8, 2008 at
Noon in Rose Marks Quad at ARC.

An 2013 editorial in the ARC Current student newspaper (<https://www.arccurrent.com/opinion/2013/04/24/arc-should-learn-from-its-prop-8-mistakes/>) called on the college to learn from the mistakes made in 2008 surrounding Prop 8. It is the hope of this team that just as ARC was an example of homophobia in 2008 that this report in 2021 will show ARC as an example of how far it has come in shedding its ugly history and will chart a path to better supporting our LGBTQIA+ students as well as those in our district and community colleges in our state.

LGBTQ+ SUBCOMMITTEE OF EQUITY

Before the establishment of the ARC Pride Center, there were years of groundwork and labor provided by a committed group of faculty, classified professionals, administrators, and students. The Pride Center would not be in existence today without these efforts. Thus, while the Pride Center may have appeared to manifest quickly, it was the result of multi-faceted persistence by the LGBTQ+ Subcommittee of Equity to 1) serve our students and campus employees directly concerning LGBTQ+ equity matters, and 2) to prove the need for a Pride Center over the long haul (2 years to get approval and then another year for the physical space) and 3) show the commitment to the cause from students, staff, and faculty working on and with the committee.

Initially, two Subcommittee members (Dennis Lee and Natasha Fratello) administered the Campus Climate Index to evaluate the climate for LGBTQ+ students on campus, and then spearheaded a campus effort to address concerns the Index illuminated. The results of this 2014 evaluation served as the basis for the need on campus for what became the LGBTQ+ Subcommittee of Equity. Once established, the LGBTQ+ Subcommittee of Equity began advocating for the establishment of a Pride Center. At this same time, Brett Spencer, a student and president of our LGBTQ+ student club, provided advocacy, support, and many hours of labor advocating for a Pride Center to serve students. The subcommittee members repeatedly and persistently brought up to multiple campus interest groups the need for and the solutions a Pride Center would bring, ensuring the establishment of the Pride Center was part of numerous formal and informal campus conversations. The subcommittee collaborated with each senate – Student, Classified, and Faculty – to approve resolutions stating that they supported a Pride Center at ARC.

They further monitored the Student Equity Plan and made sure LGBTQ+ students were included, long before the mandate established by AB 1018. Additionally, the committee pushed to ensure that the state mandated AB 620 liaison position was filled. It was through this advocacy and hard work that the ARC Pride Center came into existence.

LGBTQ+ Subcommittee of Equity Members

- Natasha Fratello, Faculty, Psychology, initiating member and initial Chair
- Dennis Lee, Faculty, English, initiating member
- Emilie Mitchell, Faculty, Psychology, second consecutive Chair
- Roderic Agbunag, ARC UNITE Coordinator
- Tori Bovard, Faculty, Psychology
- Kristina Casper- Denman, Faculty, Anthropology
- Alina Cervantes, Faculty, ECE
- Mary Goodall, Clerk III, Operations and Facility Reservations
- Susan Howe, Faculty, English
- Manuel Perez, Dean of Equity Programs and Pathways, Inaugural AB 620 Liaison
- Leslie Reeves, Faculty, CIS and ITC
- Carlos Reyes, Dean, Behavioral and Social Sciences
- Valencia Scott, President, ARC ASB
- Brett Spencer, Student Representative, ASB, President of FIERCE
- Phil Smith, Faculty, Mathematics
- Sara Smith, Faculty, History

THE IMPORTANCE OF STAFFING MODELS

During the years and months of negotiations surrounding the establishment of the Pride Center, staffing models were a primary discussion point. Those working on funding the Pride Center were asked by countless administrators along the way to consider having temporary staffing, part time staffing, or no staffing models. The committee was steadfast in advocating for a permanent full-time classified professional position SPA (student personnel assistant) and part-time faculty coordinator position. This stance presciently recognized that in the inevitable lean budgetary times a center staffed with temporary staff would quickly disappear. Those suspicions have been validated in 2020 by the loss of positions within student equity that had temporary or part-time staff.

ESTABLISHMENT OF THE ARC PRIDE CENTER

In January of 2018, building on the exemplary work of the LGBTQ+ Subcommittee of Equity and with the support of our



college president

Thomas Greene, the ARC Pride Center officially opened! The Center's funding specified a permanent full-time SPA (student personnel assistant) and a part-time faculty coordinator. At the initial opening only the Faculty Coordinator position was filled (Dr. Emilie Mitchell) with oversight provided by the newly hired Dean of Equity, Programs, and Pathways (Dr. Joshua Moon Johnson). This was uncharted territory as few examples of Pride

Centers existed in the California Community College system and there was no pre-existing infrastructure on the ARC campus to support the work of the center. Dr. Johnson and Dr. Mitchell set about establishing the mission, goals, and objectives for the center.

During those first few months in collaboration with the GSA (Gender and Sexuality Alliance, formerly known as FIERCE), students helped to develop programs specifically aimed at LGBTQIA+ students including queer D & D meetings, crafting events, and a book club. In addition to programming, the center was able to hire and welcome our permanent full-time classified professional to the team (Alejandra Fernandez Garcia) in July

2018. With a full team in place the center was able to begin to make substantial contributions to improving the campus for the LGBTQIA+ students at ARC as well as undertake some larger district wide accomplishments. Following are just a few of the many accomplishments that the Pride Center has made in its brief two-year existence.

[The PRIDE Center] "means that I have a space to find other members of my community, it means that I have been given a space as a queer person and that I matter to the school."

"Because of ARC's efforts to make a safe environment, I have met some incredible people in the LGBTQ+ community on campus and it is one of the only reasons I was able to come to terms with my own identity."

"It means people like me will feel seen and welcome, regardless of whether I personally choose to attend their meetings."



Extensive Programming for Students

Programming and events are intentionally organized through an intersectional lens by the ARC Pride Center Team. The Pride Center’s mission and values clearly state that we seek to uplift and highlight LGBTQIA+ voices that have also been historically ignored.

Signature Event - Lavender Graduation

One of the first events that the ARC Pride Center sponsored was the college’s first Lavender Graduation on May 4, 2018. The event had only five graduates that year, but it featured moving speeches by several graduating students as well as a powerful set of closing remarks by Professor Susan Howe. In addition, there were pride award categories for students, faculty/staff, and outstanding alumni. Starting the next year, Lavender graduation expanded to become a district-wide event (although still produced and hosted by ARC’s Pride Center). Lavender Graduation in 2019 was held in the ARC Music Recital Hall with 18 graduates and live performances by the ARC Chamber Singers. The 2020 Lavender Graduation event was held virtually due to the COVID-19 pandemic but was still well attended and a joyous event.



LGBTQIA+ Trainings Across Campus and District

The Pride Center provides general training (LGBTQIA+ 101) as well as more specific training (Bias and Maltreatment Intervention, Intersex Awareness) across the campus and throughout the district. Specifically, trainings are offered every semester during flex events, at least once during college hours, and in response to direct requests for training from departments and individuals or in response to campus events. The Center also provides yearly training for our Los Rios Community College District Police Department to ensure officer awareness of the community; grounding in the history of policing of the LGBTQIA+ community; research on queer and trans experiences with law enforcement; and provide practice opportunities through scenario-based discussions to address real world interactions in the field.



Online/ Social Media Presence

The ARC Pride Center has built an online social media presence, via Instagram & Facebook, in the 2.5 years of its existence. The intention of building these platforms was to meet students where they were at and utilize the tools of communication that most resonated with them.

While the Pride Center still maintains an email list-serv and production of printed materials, the team found that sharing content via social media allowed for a marketing strategy that reached a wider audience, allowing information to be shared easily. These social media platforms facilitated networking and collaborations with other Sacramento based LGBTQIA+ community organizations and sibling Pride Centers across the state.

Additionally, these platforms are a documented timeline of all the work that the ARC Pride Center has done since opening in 2018. Visit:

[ARC Pride Center Instagram](#)

[ARC Pride Center Facebook](#)

Transitioning into remote operations in 2020 with the onset of the COVID-19 pandemic, having a social media presence and launching #TheQueerantimeProject has become a critical tool in keeping students connected to community. None of this would have been possible without the immense support and labor of Pride Center student staff.

Establishment of Counseling Services in the Pride Center

In recent years, the California Community College State Chancellor’s Office has adopted the Student-Centered Funding Formula (SCFF) that ties the funding colleges and districts receive to outcomes that include the number

“I’m very thankful for the pride center! It has helped me by connecting me to a counselor and offering other useful information!”

of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, and the number of students who complete transfer-level math and English within their first year. The Pride Center recognized that a direct relationship with a counselor was most likely to result in these outcomes while also being cognizant that many queer and trans students are reluctant to seek services

from strangers who may not be culturally competent in serving the community. To ensure that Pride Center students were able to meet these targets, the Pride Center worked in collaboration with the Counseling department administration and with counselor Anita Fortman to begin offering counseling hours in the Pride Center for our students. Anita began offering Counseling services to our students beginning in Spring 2019. The results of this partnership have been quite impressive.

According to the [California Community College Chancellor’s Office Student Success Metrics](#) (academic year 2017-2018; the most recent data available), a total of 6,711 students of our roughly 94,855 enrolled in the LRCCD either earned an AA/AS (N = 2,959), an ADT (N = 1,637), or earned a credit certificate (N = 2,115). In aggregate these numbers mean that roughly 7% of our overall student population met these goals. In contrast, 100% of the students served by our Center are working toward the degree or certificate goals. Additionally, according to [national statistics](#) just about 30% of students who enrolled in a community college transfer to a four year college or university, the data for our center students indicated that 65% of our students will be transferring. In terms of Math and English completion the [Student Success Metrics data](#) indicated that just 5% of our district students completed both transfer-level Math and English in their first academic year (23% for English only and 6% for Math only). Of the students served by our Pride Center those percentages are 9% (both Math and English), 26% (English only), and 9% (Math only). The increased performance of students served through the Pride Center might also suggest that LGBTQIA+ students could benefit from a learning community model that utilizes a case management style to help ensure that students are meeting educational goals.

Relevant Student Success Allocation (SCFF) Data

	District Wide	Pride Center Students
Aggregated percent of Students earning AA/AS, ADT, or Credit Certificate	7%	100% working toward these goals
Percent of students transferring to four-year colleges and universities	30% (based on national statistics)	65%
Percent who complete transfer-level Math within their first year	6%	9%
Percent who complete English within their first year	23%	26%
Percent who complete both transfer-level Math and English within their first year	5%	9%

Campus Climate Study

The Campus Climate Study was conducted during the Fall 2018 semester with final data collection ending in mid-December. A total of 1,201 individual student responses were collected focusing on the hiding of one's identity and mistreatment on campus based on their identity.

“Preferred” Name Policy

In 2018, The Pride Center was able to successfully advocate for a change to our PeopleSoft systems that allowed all students and employees to indicate a lived or affirmed name on their records that might differ from their legal name. The affirmed name appears on nearly all official college documents and records, including

“I was taking class in Electronics Technology and in the electronics lab you have to sign-in to the computers. For some reason I couldn't get anyone to update my name in that respect so every time I logged in/out it displayed a name that immediately outed me if anyone saw it. Often we were sharing computers with partners and mine was painting a target on my back.”

rosters and ID cards. The legal name only appears on any legal document produced by the college or required for state or federal law, such as academic records, transcripts, and financial aid award information. Exceptions continue to creep up but are quickly rectified once they are reported as was discovered when this committee was established and the system used legal, rather than affirmed, names for our committee members.

Inclusion of Gender Pronouns on Learning Management System and Rosters

As of October 2020, students and employees now also have the ability to indicate their gender pronouns and have those reflected in the Learning Management System (Canvas) and on student rosters.

“Ensure students are being called correct pronouns and names. It can be difficult to talk about this stuff when you're not sure where people stand. I found I was always much more comfortable talking to professors about my being trans when they introduced themselves in their syllabus with their preferred pronouns.”

CCC LGBTQ+ Summit

In 2021, American River College will be hosting the CCC LGBTQ+ Summit. This Summit is an opportunity to collaborate with members of the California Community College campuses at all levels. Allowing students and practitioners to learn from each other's innovative and successful ideas that will transform campuses to better serve and affirm LGBTQIA+ students. The conference is focused on improving not only individual community college campuses but encouraging changes at the structural level as well. The Summit will be held on April 28th and 29th and is expected to be an extraordinary conference.

PRIDE CENTERS ACROSS THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

Of the 116 California Community College campuses only 9 currently have at least a half-time paid staff position to serve queer and trans students with three additional campuses currently working to establish such positions. Only a portion of those campuses also include a physical space on campus for queer and trans students to seek services and find support. According to the California Community College Chancellor's office, the system serves roughly 2.1 million students. It is almost unfathomable that, in an educational system serving millions of students, only a handful of colleges have positions focused on serving queer and trans students. While it is impossible to ascertain an accurate count of the exact number of students on the ARC campus who identify as LGBTQIA+, research from our own Pride Center as well as our Institutional Research Department indicates that between 21-34% of our students identify on the queer spectrum and between 4-13% identify on the trans spectrum. Thus, thousands of our students are members of the LGBTQIA+ community. In addition to the numbers of queer and trans students we serve there also exists structural mandates and changes that make serving students and improving outcomes of utmost important. In 2017 the passage of AB 1018 required the inclusion of LGBTQIA+ individuals in all community college equity plans and requires that colleges articulate the ways in which their campus intends to serve these students.



EXISTING BARRIERS

Doing More with Less

Although the CCC system is mandated with serving LGBTQIA+ students, there are large numbers of these community members on campus, and very few resources available to serve them. The most direct consequence of the limited financial resources provided to serve queer and trans students is that progress toward the minimization of disproportionate impacts is hard to obtain. Planning, evaluating, and executing plans to address the needs of LGBTQIA+ students takes considerable time and effort. We are more fortunate than most campuses as we have a full-time classified professional position and a part-time faculty coordinator position. As we think about the accomplishments of our center, both on our local campus and across the district, it must be acknowledged that this is attributable to our increased staffing levels. That being said, we are not able to meet all the needs of our campus, our district, and our students with the current funding.

Organizational Barriers

As administrative shifts have occurred and departments have been dissolved and reconfigured, the administrative structure for the Pride Center has become a barrier to the Center's continued success. Initially, the Pride Center and other equity programs were housed within the department of Equity Programs and Pathways (EPP). This provided administrative support and oversight by both a Dean (Joshua Moon Johnson) and a supervisor (Satya Chima) focused on equity. In late 2019, a new interim position was hired (Dean of Equity and Inclusion – Nick Daily) in response to the Institutional Equity Plan recommendations. When the decision was made to disband the EPP department, it was assumed that the Pride Center would be housed under the recently created dean position; however, this has not occurred. Currently, the Pride Center belongs to no department or has yet to be informed on where it exists within the organizational structure.

Additional concerns involve classification, compensation, and lack of district level support. As mentioned above, the ARC Pride Center has spearheaded many system level changes and continues to be asked to work on projects that span the four colleges in the district (e.g., district Lavender Celebration, policy initiatives that involve all campuses, programming that spans all colleges, develop, and manage an Employee Resource Group).

Although the faculty coordinator was given one year of additional release time to work on some of these projects, this funding ended in Spring 2020. Thus, though there is a tacit assumption that the Pride Center would continue to oversee efforts for the district, these additional efforts are done without compensation and in addition to the campus-level work. Additionally, there is no singular person at the District Office that is responsible and accountable for programs and services that serve queer and trans students. While programming decisions are best left to the individual colleges, it is incumbent upon our district to ensure that all four colleges are able to provide support to the queer and trans students on their campuses. One need look no further than the wide variation of support provided on each campus to recognize that queer and trans students have vastly different experiences depending on the campus they attend. Specifically, while ARC has a part time faculty coordinator and a full-time classified professional, SCC has a temporary part-time staff position; CRC has one faculty member with a .2 release time and no additional staff; and FLC serves all DI populations with a full-time classified professional and a part-time faculty coordinator. This variation in local campus personnel is directly related to how much support each campus can provide and underpins the importance of a district-level position to help support and bolster the work on each campus.

Another institutional barrier faced by the Pride Center staff is a discrepancy in the classification of the Center's classified professional job title, the Student Personnel Assistant (SPA). The classified staff SPA position is the only full-time position in the entire LRCCD to date dedicated to serving LGBTQIA+ students. This position is the co-coordinator of the center, though not exemplified by the SPA title, pay scale, or institutional recognition. Specifically, while other equity areas (UNITE and UndocuScholar) are part-time Specialist positions, a higher ranking, the Pride Center position has remained an SPA position. It is important to note that presently the Pride Center SPA position is the only full-time position of all the equity centers (UNITE and UndocuScholar). This pattern of hiring of part-time student affairs professionals to coordinate equity centers, while not providing health benefits, paid time off, or a pension, is not sustainable and does not provide stability for this work to truly thrive. This work is not sustainable or stable if only part-time positions are funded and full-time positions are paid less hourly. Additionally, and not inconsequentially, the Center classified professional has also been asked to take on roles that were well outside their job description and unrelated to their central charge of serving queer and trans student at American River College.

We must be critical and hold our institution accountable for its stated commitment to equity and social justice. We must ask: how is equity work being valued (structure of support, funding, physical space on campus, full time positions)? How are the people working these positions valued and funded? What are their identities? We will often find that the people in these underfunded positions hold multiple intersecting identities with a wealth of lived experiences that resonate with the scholars they serve: Black, Indigenous, People of Color, queer, trans, 1st generation college grads, women, undocumented, working class, living with a disability, current grad students, etc.

Budgets and Business Processes

As mentioned in both the [Institutional Equity Plan](#) and the [Educational Master Plan](#), organizational processes are often a barrier to completing tasks and can hinder the ability to serve students effectively. Of particular concern are processes connected to how budgets are established, the limitations of those budgets, and how budgets are accessed. For example, the requisition process is time-consuming, difficult to complete, and frequently unforgiving since there are many possible ways to unintentionally make errors and very few quick remedies. It is neither intuitive, nor well explained for those who lack familiarity with the intricacies of Los Rios business practices, accounting principles, or the siloed budget code categorizations required for California Community Colleges (e.g., supplies vs. equipment). Further, the capacity to navigate processes successfully is sometimes dependent on expertise that is most easily accessible to the well-connected (i.e., who you know) rather than streamlined and clearly communicated procedures. While most processes were designed with good intentions (e.g., accountability), the result can be inherently inequitable.

Additional Barriers

There are many other barriers that exist within the ARC environment that hinder the effort to support LGBTQIA+ students. A few examples that can be highlighted include:

- Club Formation – Clubs create a sense of community, but there are tremendous barriers to forming an officially recognized club. Two particular constraints are the minimum number of members required to form a club and the limitations on who can serve as an advisor. Per Los Rios Board [Policy 2312](#) and its corresponding [regulation](#), each club must have a faculty advisor but many faculty are at capacity.
- Marketing/Communication – It is difficult to promote LGBTQIA+ services and to share information with students about topics such as the presence of a Pride Center, how to change their name in Los Rios systems, and other relevant information.
- Lack of Recognition – Emotional labor involved in supporting marginalized students is not sufficiently recognized and valued. This is difficult for faculty and classified professionals who provide the support. Those with marginalized identities may also feel overburdened when asked to do more (e.g., participate in committees, give presentations).
- Classified Compensation – There is currently no formal structure in place to compensate classified professionals for contributing their talents, energy, and labor to LGBTQIA+ activities that are outside their normal job duties.

THE STUDENT EXPERIENCE

NATIONAL AND LOCAL RESEARCH ON LGBTQIA+ STUDENT EXPERIENCES IN HIGHER EDUCATION

Research has consistently found that LGBTQIA+ students experience negative treatment on campus. For example, in the 2010 study by Rankin, Weber, Blumenfeld, and Frazer, researchers found that 21% of LGBT students experienced harassment on their college campus in the last year. The findings further indicated that many students were choosing to conceal their identity in order to avoid this type of harassment. Specifically, 43% of queer spectrum and 63% of trans spectrum concealed their identity. Additionally, trans spectrum and queer spectrum people of color reported more harassment and concealment of their identity to avoid harassment than their White trans and queer spectrum counterparts. Research reveals that these types of experiences directly affect students' persistence in school. Recent research has indicated that 16% of trans students left school because of their treatment on campus (James, Herman, Rankin, Keisling, Motter, & Anafi, 2016). Queer-spectrum and trans-spectrum college students are also almost three times as likely to have seriously considered suicide in the last year compared to other college students (Greathouse, BrckaLorenz, Allison, & Hoban, 2018).

It should be noted that little research has focused specifically on the experiences of LGBTQIA+ community college students. The few research studies conducted with this student population found that students' feelings of safety, comfort, and feeling welcomed were the strongest predictors of overall campus climate, and that LGBTQIA+ students rated the community college campus climate as rather low (Garvey, Taylor, & Rankin, 2015). Finally, the recently released [California Community College \(CCC\) Student Success Metrics](#) as well as research conducted in the California Chancellor's office (Gobuyan, 2018) suggest that students in the LGBTQIA+ community show an approximately 10% lower rate of transfer, persistence, and course success than non-LGBTQIA+ students.

DATA INVALIDATION OF LGBTQIA+ STUDENTS

It is very important to understand that getting accurate data on the queer and trans community on our campus faces substantial challenges. First, we understand that being a gender or sexual minority still remains stigmatized. Thus, many students are reluctant to identify themselves as members of the LGBTQIA+ community out of fear or lack of comfort with their identity.

"I have social anxiety and coming out to people was hard, since I never had friends to affirm my identity with, and I wasn't able to visit the pride center for meetings because of my schedule and my non-supportive parents."

Additionally, there are systemic issues that pose difficulties in obtaining accurate counts of LGBTQIA+ community members on

our campus. Specifically, almost all students who enroll in California Community Colleges fill out the CCCApply admission application and as of 2011, students were queried regarding their sexual orientation and gender identity. While this was a tremendous step forward, there exist several issues related to this data collection. First, the questions asked regarding sexual orientation and gender identity are not consistent with current terminology and thus likely result in undercounting of the community. Additionally, and most importantly, students under the age of 18 are not shown the SOGI questions (Sexual Orientation and Gender Identity) and students only complete the application at their initial matriculation. Thus, the queer and trans student population live and study in the shadows of our campus and its systems. Consequently, queer and trans students are often not recognized in the demographic profiles of our student population and as a direct result are often overlooked in institutional planning.

At the federal level, the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Educational Statistics is the primary federal data source for information on postsecondary institutions. IPEDS includes only the two dominant gender identifiers, men and women, in its data collection surveys, and it does not collect information on students' sexual orientation. This lack of data is a glaring problem in the attempts to

extend campus equity work to LGBTQIA+ students. While acknowledging the limitations of LGBTQIA+ data, two studies specific to ARC have attempted to ascertain the experiences of queer and trans students on our campus.

ARC CAMPUS CLIMATE FOR LGBTQIA+ STUDENTS

The ARC Pride Center Campus Climate Study surveyed 1201 students in Fall 2018 and the Institutional Campus Climate Survey conducted in Fall 2019 surveyed the campus experiences of 1075 Main Campus students. Below is a summary of findings from each of these two studies.

Clarification of Terms

For the results presented, the term *queer spectrum* indicates individuals who identified their sexual orientation as other than strictly and exclusively heterosexual or straight. The term *trans spectrum* indicates individuals who identified their gender identity as other than exclusively cisgender.

"I have had several professors who were outspoken about their support for their community and their absolute intolerance for homophobia, transphobia etc. of any kind in their classroom. It was refreshing and it reassured me that I was safe and valued in those spaces."

ARC Campus Climate for Queer Spectrum Students

When student respondents were asked on the ARC Pride Center Campus Climate study if they hid their sexual orientation, roughly 38% indicated they hid their sexual orientation from fellow students, and just under 31% reported they hid their sexual orientation from their professors. In addition, findings from both the ARC Campus Climate Study as well as Institutional Campus Climate Survey found that in comparison to heterosexual students, queer spectrum students were significantly more likely to report negative experiences on campus and in classrooms. Specifically, queer spectrum students were significantly more likely to report being mistreated by

"...nothing has made me feel more violated and nonhuman than hearing classmates' opinions on whether me or my loved ones deserve civil rights or respect or medical validation. It's violent and oppressive, and I cannot understand what the benefit of it is, because it should not be up for discussion. Human rights do not have a "both sides" argument, it is dehumanizing, and it just entertains ideologies that need to remain buried. Education is supposed to reduce bigotry and hate, not entertain it or play devil's advocate."

fellow students and instructors; to feel less safe on campus; and reported being more concerned for their psychological and emotional safety. Additionally, queer spectrum students were significantly more likely to report feeling that they were treated less fairly and equitably in the classroom; less heard by their instructors and classmates; and more likely to report that their classes were less accepting of queer individuals. Finally, overall, they were significantly more likely to see the campus as homophobic.

ARC Campus Climate for Queer Spectrum Students of Color

Interestingly, the ARC Pride Center Campus Climate study found that student respondents who identified as both queer and person of color (POC) viewed their classes as significantly less accepting of gay, lesbian, bisexual, pansexual, asexual, etc. individuals than queer identified Caucasian/White students. Findings from the Institutional Campus Climate Survey did not find any moderating effects of racial/ethnic identity on findings.

ARC Campus Climate for Trans Spectrum Students

When student respondents were asked if they hid their gender identity, roughly 31% indicated they hid from fellow students and just over 30% reported they hid their gender identity from their professors. In addition, findings from both the ARC Campus Climate Study as well as Institutional Campus Climate Survey found that in comparison to cisgender students, trans spectrum students were significantly more likely to report negative experiences on campus and in classrooms. Specifically, queer spectrum students were significantly more likely to report being mistreated by fellow students and instructors; to feel less safe on campus; reported being more

concerned for their psychological and emotional safety; and to believe that students are harassed on campus because of their gender identity. Finally, trans spectrum students were significantly more likely to see the campus as transphobic.

Mistreatment in the Classroom

As mentioned above, both the ARC Campus Climate Study and the Institutional Campus Climate Survey found that both trans and queer spectrum students were more likely than their cisgender heterosexual counterparts to report negative experiences in their classes. This was particularly true for trans spectrum students.

Below are some examples of narratives provided by students regarding experiences they have had in their classrooms and with campus departments.

"I have been told that my choice of pronoun (they) isn't grammatically correct and that my identity (non-binary, etc.) does not exist."

"When talking about gender a professor said they didn't understand how people identified as another gender other than their biological one and went on to say they didn't feel like a thing or an "it". I spoke up about it and they said that they felt like people were pushing identities on to others. I tried to explain the complexity of identities but ultimately was made to seem like I overreacted. I didn't really feel comfortable in class after that."

Reporting and Responding to Hate/Bias Incidences

The aforementioned research and narratives highlight the need for our campus to understand the effect of hate/bias incidences on the experiences of queer and trans students at American River College and develop a strategy for addressing these incidences. One point of confusion for many is the difference between a hate crime and a hate/bias incident and how these incidents affect the collegiate experience.

A hate crime is a legal classification that in the most general terms means a criminal offense that is motivated, in whole or in part, by bias. In California, the definition of a hate crime is a crime against a person, group, or property motivated by the victim's real or perceived protected social group. In California, you can be a victim of a hate crime if you have been targeted because of your race or ethnicity, nationality, religion, gender, sexual orientation, physical or mental disability, or your association with a person or group with one or more of these "actual" or "perceived" characteristics. Requirements of the U.S. Department of Education, require that data on hate crimes on college campuses be collected and disseminated ([The Clery Act](#)). Thus, the requirements for how to handle a hate crime is quite clear.

"I approached a professor during class to ask him a question. He said "yes sir... Uh... Ma'am... Sir..." and then he exasperatedly said "OH WHATEVER! what do you want?"

What is less clear is how to handle hate or bias incidents and how these types of incidents affect our students. Hate incidents are actions or behaviors motivated by hate or bias but legally protected by the First Amendment right to freedom of expression. Examples of these types of behaviors include: name calling, insults, displaying offensive material on personal property, and distributing biased hateful material on public property. Thus, hate and bias incidents do not meet the level of criminal standards, however they create a hostile campus environment. There is a myriad of these experiences on campus and how our campus chooses to respond or not respond influence the campus climate for queer and trans students. Below are two common examples of hate/bias incidents that occur on our campus.

The Hateful Preachers

Our campus is regularly frequented by proselytizing individuals who vigorously assert their version of religion and morality. Many of these individuals bring incendiary posters (e.g., “God Hates Fags”) and use inflammatory language (e.g., It is Adam and Eve not Adam and Steve). These individuals often target queer and trans identity and clash with students. ARC is an open campus and these individuals’ right to speak is protected by the Constitution. However, the lack of counter messaging from the campus; the inability for students to have their experiences of victimization and violations acknowledged by the presence of these individuals; and a lack of uniform response to the presences of such people gives the impression that the college at least condones, if not expressly supports, these individuals’ positions which leaves queer and trans students feeling increasing vulnerable on our campus.

The Classroom and Campus Environment

As several of the narratives above clearly illustrate, queer and trans students experience these types of hate and bias incidents in their classrooms and while interacting with various campus departments. These experiences include both direct discrimination as well as microaggressions. Direct discrimination might take the form of name calling or slurs (e.g., being called a faggot or a tranny). Microaggressions are comments or actions that subtly and may unconsciously or unintentionally express a prejudiced attitude toward a member of a marginalized group. Research has shown that LGBTQIA+ students who experience microaggressions (e.g., being told to act ‘less lesbian, gay, bisexual, or queer or being told that they talk about discrimination against transgender or gender queer people too much) reported lower self-esteem and higher stress and anxiety. (Seelman, Woodford, & Nicolazzo, 2017) Again, when as a campus we choose not to give students the opportunity to report these incidents and to provide support for students whose identities feel under attack, we leave queer and trans students to experience a campus environment that is hostile and invalidating. We also fail to support our college colleagues in serving our students better.

“I always appreciate it when professors give their pronouns - it helps to add to the acceptance of trans individuals and normalizes having alternative pronouns.”

The Physical Environment

Bathroom Facilities

Our students must interact with the physical campus environment on a daily basis and many of our students find that environment hostile to their identity. Research has been very clear that transgender and gender non-conforming community members experience very high levels of assaultive behavior in the bathroom. For example, in a study by the UCLA School of Law’s Williams Institute researchers found that 70 percent of trans and gender non-conforming study participants (N = 93) had expressed harassment while using the restroom (Herman, 2013). This treatment included being told they were in the wrong facility, told to leave the facility, questioned about their gender, ridiculed or made fun of, verbally threatened, or stared at and given strange looks. In some instances, the police were called, and folks were followed after using a facility. Just under 10 percent of respondents reported physical assault. Almost 20% reported being denied access to a restroom. This is also echoed in the comments made by our own students.

“I am routinely ‘informed’ that I’m in the wrong bathroom, sometimes by people looking at the sign on the door and then at me, sometimes by the obvious reaction by people, and sometimes by people asking/telling me I’m in the wrong bathroom. I go out of my way to use a nongendered bathroom, but it’s often in use.”

Bathroom restriction is associated with increased rates of physical ailments including dehydration, urinary tract infections, kidney infections, and other kidney problems as folks try to avoid going to the restroom during the day. Additionally, the limited number of single stall all gender

“I was terrified to use the bathrooms in Tech Ed for fear of being caught alone by someone who might have figured out I am trans.”

bathrooms on campus presents a problem for access to the facilities as well as the time needed to access these restrooms while on campus. American River College currently has six single stall bathrooms on campus which are designated as all gender.

These six bathrooms must serve a population of over 30,000 students. The limited access to gender inclusive bathroom facilities results in long wait times and because many of the bathrooms are clustered in the more recently constructed building many folks have no realistic option to utilize these facilities. Additionally, faculty may become irritated by how long it takes students, who need to use the restroom, to do so. Importantly research has also shown that restrictive and discriminatory bathroom policies negatively affect transgender folks and increase the rates of suicide. Specially, in a study from Georgia State University investigators found the attempted suicide rate of all transgender people in the study was 46.5 percent (Seelman, 2016). This number is consistent with most research on the high rates of suicide in the trans community. The rate for those denied bathrooms or living spaces that reflected their gender identities was 60.5 percent (Seelman, 2016). Gendered bathroom policies do little to increase the safety of the cisgender community and in fact do great harm and inflict violence on the trans community.

Locker Room Facilities

In addition to bathroom facilities, the design of our locker rooms creates substantial barriers for transgender and gender non-conforming students to participate in physical education courses. While less research has focused on the effects of gendered locker room facilities, the Pride Center has fielded numerous complaints from transgender and gender non-conforming students about their inability to utilize the locker room facilities. In all of the cases in which the Pride Center has been involved, the student has dropped this class because we were unable to find an appropriate solution. Because some degrees have a PE requirement these facilities issues are both discriminatory and regressive as well as keep us from meeting our basic mission as a college.

It is of utmost importance to note, that our facilities management team (Cheryl Sears and Annaliese Pennell) have worked tirelessly to address these issues. They have consistently and vociferously advocated for additional single stall all gender single restrooms as well as multi-stall all gender bathrooms in our new construction projects. They have also stridently worked on retrofitting projects to update our gendered locker room facilities to allow all students to confidant in participating in physical education courses. However, new construction of buildings and substantial renovations are led by our district Facilities Management team, and up to this point recommendations made on this issue by our college have not been approved. Thus, our campus’ efforts have been unsuccessful at making substantial changes.

Identity Invalidation in Curriculum

Curriculum is not neutral. It can either sustain or challenge systems of power and oppression. For queer and trans students, curriculum often promulgates heteronormativity, privileging cisgendered and heterosexual people by positioning them as “normal” and LGBTQIA+ people as “abnormal” or “other”. Curriculum that is not inclusive of LGBTQIA+ voices, experiences, and issues, or that includes anti-LGBTQIA+ bias, sustains heteronormativity. LGBTQIA+ inclusive curriculum challenges heteronormativity and is associated with myriad benefits. LGBTQIA+ students at schools with inclusive curriculum ([Kosciw, Clark, Truong & Zongrone, 2019](#); [O’Shaughnessy, Russell, Heck, Calhoun & Laub, 2004](#)):

- Perceive their school as being safer.

- Report fewer instances of anti-LGBTQIA+ harassment.
- Report that their peers are more accepting of LGBTQIA+ people.
- Are less likely to feel unsafe and to report fewer absences due to feeling unsafe.
- Report higher levels of school-belonging and lower levels of depression.
- Report being more comfortable discussing LGBTQIA+ issues with educators at their school.
- Report that other students are more likely to intervene when hearing anti-LGBTQIA+ remarks.

While LGBTQIA+ students at community colleges are understudied in the literature, the existing data suggests that LGBTQIA+ topics are largely absent from community college curriculum ([Garvey, Taylor & Rankin, 2015](#)). American River College has made inroads in curricular inclusion with the establishment in Spring 2020 of the Social Justice Degree Program and an Associate of Arts for Transfer degree in Women, Gender, and LGBTQ Studies as well as the development of an Introduction to LGBTQ Studies course that introduces students to Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) studies. It explores how LGBTQ individuals and communities are impacted by various social, cultural, historical, and political factors. Topics include politics of sexuality and sexual identities; forms of oppression including heterosexism, homophobia, and transphobia; resistance to oppression; violence against LGBTQ individuals and communities; and queer activism. This course also includes contemporary issues in families, education, religion, and the law. Although this is a major advance for an inclusive curriculum, it is one class among hundreds offered at American River College. In order to truly affect curricular change all instructors in all courses must ask themselves questions such as these:

- How often do you highlight the contributions of LGBTQIA+ individuals in your field?
- How often is the intersection and difference of sexuality and gender identity addressed in your class?
- How often are the examples given in your class reinforcing only a heteronormative narrative?
- Do the media images you use in your class (e.g., images in presentations or movies) include positive images of LGBTQIA+ individuals?

Additionally, hiring committees should consider including questions such as these into screening of candidates.

Curriculum Training

Campus-wide training is essential for addressing curricular inclusion and improving the campus climate for queer and trans students. Further, comprehensive equity-focused training has the potential to translate across the intersectionality of disproportionately impacted groups by fostering an increasingly equitable educational environment.

Many of the needs, barriers, and potential strategies for improvement were previously discussed in ARC's [Institutional Equity Plan](#) (2019) and [Professional Development and Training Report](#) (2020). While these reports did not solely focus on the LGBTQIA+ community, the documents were influenced by members of the community and can offer insight into potential areas of employee growth that would benefit LGBTQIA+ students. The Institutional Equity Plan observes that "ongoing professional development is essential to shifting the institution to an equity-based, student-first focus. Training should equip employees to understand, develop, practice, and become equitable practitioners." (p. 16)

Among its competency-based model, the Professional Development and Training Report contends that the institution should provide training that helps employees develop a variety of equity-minded qualities such as:

- distinguishes culturally responsive and learner-centered andragogy/pedagogy/heutagogy. (p. 13)
- tailors service to the needs of the individual in order to provide intentionally human-centered support that goes beyond a transactional experience. (p. 13)
- fosters inclusivity and a positive (equitable) atmosphere through communication. (p. 14)
- uses equity principles to streamline, improve, and/or automate processes. (p. 16)

- seeks representative voices from minoritized groups and includes those voices in the decision-making process in a meaningful way. (p. 17)
- demonstrates transparency and engages in processes of inclusivity. (p. 18).

Although ARC is still in the initial stages of implementation, these recently adopted documents provide hope that the campus climate and curricular inclusion will improve as ARC's professional development program is cultivated in the years ahead.

STUDENT & COMMUNITY KNOWLEDGE:

SURVEY & LISTENING SESSIONS

The LGBTQIA+ DI group was assembled Fall 2020 by faculty, staff, and administrators of ARC from various departments. It was important to have areas of instruction, student services, and administration represented in order to assess the needs and challenges of LGBTQIA+ students. Our team faced ongoing challenges writing this report during the global COVID-19 pandemic which moved all of us into a remote environment and also impacted the capacity and participation from students, campus partners, and Sacramento community partners.

Our initial student survey did not have high participation rates in general and was not reflective of QTBIPOC student feedback. As the report evolved and feedback was gathered, we wanted to have more BIPOC voices and student experiences highlighted and centered. After a discussion in the larger DI group, an additional subcommittee was created to increase student participation in the survey and create listening session spaces. We were able to increase the data on BIPOC students and have more BIPOC students participate in the survey and listening sessions. The subcommittee organized listening session groups in three categories: students, ARC campus partners, and community partners in Sacramento. These groups were invited and asked for their honest feedback about the current challenges and successes in supporting LGBTQIA+ students. We worked within a compressed timeline in order to complete this report by late February 2021.

LGBTQIA+ DI Student Survey

Themes from the LGBTQIA+ DI Student Survey

Of the 49 queer spectrum respondents to the survey, eight (16%) reported that they had experienced mistreatment from fellow students due to their sexual orientation. The experiences described ranged from inappropriate or denigrating jokes regarding LGBTQIA+ people to outright bullying either verbally or in discussion boards.

Of the 49 queer spectrum respondents, ten (20%) reported that they experienced mistreatment from fellow students due to their gender identity. Among the 29 trans spectrum respondents, the proportion of mistreatment was notably higher at 9 of 29 (31%) reporting similar mistreatment. The most common theme of these respondents were incidents of misgendering and uncomfortable and even hostile reactions to the respondents' gender identity and presentation.

"Another student while in class read my short story about my trans gender experience and kept referring to me in class discussion as "a girl pretending to be boy" and "a confused tomboy"."

"Some teachers are very insistent on binary pronouns and will refuse to use any others, occasionally actively making fun of them."

When asked the same questions about mistreatment due to sexual orientation and gender identity from ARC employees (instructors, staff, and managers), responses were better in regard to sexual orientation with only one respondent reporting an incident involving ARC employees. However, the proportion of mistreatment by employees due to gender identity was comparable to the LGBTQIA+ student experience with their fellow students: 9/49 (18%) for queer spectrum respondents and 7/29 (24%) for trans spectrum respondents. Again, the common theme was misgendering and uncomfortable reactions with all but one of the incidents reported involving faculty.

With regard to physical safety on campus, 13 of the 49 queer spectrum respondents (27%) reported feelings of being physically unsafe on campus. Many of the respondents reported feeling unsafe in parking lots particularly at night, and others reported self-censorship around public displays of affection with partners or around wearing items displaying LGBTQIA+ pride. Emotional safety was a greater issue with 15 of the 49 queer spectrum respondents (31%) reporting feeling emotionally unsafe on campus. Many of the incidents reported involved ignorance and insensitivity of students and employees to LGBTQIA+ issues as well as comments made that assume only heterosexual cisgendered people are in the vicinity.

"I had a professor who seemed to hold old-fashioned views and dealt in humour that denigrated LGB people."

"Anytime there are LGBTQ+ events on campus or when I went to the hub, I felt supported and valued as an LGBTQ+ student. Even if I am too busy to attend such events, the fact that they are hosted gives me such a warm and prideful feeling."

The survey also asked respondents if there "had been a time when you felt particularly supported or valued as a LGBTQ+ student," and here 36 of the 49 queer spectrum respondents (73%) reported a positive incident. The existence and programming of the ARC Pride Center was a dominant theme mentioned by many respondents, as well as particularly supportive faculty, coworkers, and even departments such as Psychology and Theatre were

mentioned. Inclusivity of LGBTQIA+ people and issues in curriculum was also noted as important.

The survey also asked, "What is one thing that American River College could do to improve the campus for LGBTQ+ students?", and all but 6 of the respondents had an idea of possible improvements. The main two themes were LGBTQIA+ visibility and education, particularly around gender pronouns (28 respondents) and the lack of gender-neutral bathrooms and facilities (4 respondents). Also mentioned were increased funding and space for LGBTQIA+ clubs and better access to LGBTQIA+ friendly counseling/mental health services.

More specifically, the survey then asked, "What is one thing that professors could do to improve the classroom experience for LGBTQ+ students?", and 40 of the 49 queer spectrum respondents replied with a suggestion. The dominant theme was correct use of names and gender pronouns with over half of those responding (23) making comments affirming the practice or requesting it be normalized in the classroom setting. The next highest number of responses (5) requested more visibility of LGBTQIA+ people in curriculum and the faculty as well as more courses on LGBTQIA+ history and culture.

"Recognize that LGBTQ+ students might be in the room, even when they don't know it, and that they should never conduct conversations about LGBTQ+ rights in a way that might make them feel unsafe or dehumanized."

The final question of the survey centered on what the ARC Pride Center means to our LGBTQIA+ students. All but 4 respondents replied and all comments were overwhelmingly positive – even from those students who were either unaware of the Pride Center or who have been unable to visit it yet due to the COVID-19 campus closure. Some of the quotes from students are included in this report on the section on the ARC Pride Center. Since at least 10% of the respondents were unaware that ARC had a Pride Center, it's clear that the campus

"I feel safer just knowing that there's a place I can go to talk with people in my community, as well as find resources for students like me."

needs to continue work on visibility as well as improving data collection on our students to better identify the students who could benefit from Pride Center services.

LGBTQIA+ STUDENT LISTENING SESSIONS

Students are the experts of their own experiences. Students arrive on our campus with knowledge and experience to teach us as practitioners. They are scholars and educators themselves. The LGBTQIA+ Student Listening Sessions were created for the intention of listening to student feedback about our institution. These sessions were created in order to stay connected to the people that this report is about and not write something that is academically disconnected. The student listening session groups were created as such: Queer Trans Black Indigenous People of Color (QTBIPOC), Transgender/Non-Binary, and LGBTQIA+. The vulnerability and truth that came from these spaces was powerful and invaluable. The LGBTQIA+ DI Team recommendations were shaped and informed by the themes that came up in these listening sessions.

Curriculum: The Time Has Come...To Upgrade!

Students widely reported that few classes outside of English, History, or Gender Studies reflected LGBTQIA+ curriculum in general. When QTBIPOC students were asked if LGBTQIA+ people were also represented across race and ethnicity most could only reference a few classes in the disciplines mentioned previously. This reflects a lack of intersectionality in our curriculum across ALL disciplines and students seeing themselves represented in it. Students who are LGBTQIA+ can

"There is little to no LGBT representation unless you're taking a specific class on minorities or LGBT+ history or gender studies. So suffice it to say there is even less LGBT+ people of color representation."

hold many different identities across race, ethnicity, gender identity, ability, social class, immigration status, religion, body size, etc. The lives of students are not one dimensional and neither should their curriculum be. Cultivating a more inclusive curriculum and classroom environment is very important in terms of students being retained by resonating with the material being taught, being affirmed in their identity, and persisting through their academic journeys. As one student pointed out, "I think a lot of the times when I do see LGBT representation it's a White gay man. And there's so much more to our community, I feel it gets glossed over a lot historically...there's a lot of times, where I've looked up people for research and I'll find out that they were part of the LGBT community and the professor will have never said anything about it...or when we learn about colonialism I feel like they gloss over the fact that many nations and Indigenous peoples were LGBT inclusive prior to colonialism, I think that gets glossed over quite a bit and I don't really understand it..."

Gender Identity & Pronouns: We Can't Practice What We Don't Learn

"Normalize using gender neutral pronouns, please. That would be amazing...it's so hard for me to try and explain to people that people have been using the singular they for hundreds of years. It's not weird. It's not new, and you use it probably every day."

Since many educators can go through their formal education and not receive any training about LGBTQIA+ people, especially Trans and Non-Binary people, there is a learning curve that needs to occur institutionally. Understanding gender identity and the usage of pronouns is a practice that can create an equitable cultural shift on our campus, if done intentionally. Many students will arrive on our campus and expect cultural competency around this. It is imperative that our entire campus of staff, faculty, and administrators understand their part in educating themselves and respecting Trans and Non-Binary people.

Training specific to gender identity, and all the intersectional identities tied to it, should no longer be made optional but must be incentivized and explored as a mandatory training series that goes in-depth. One-time training to disrupt cissexism and transphobia will not suffice, and is at best a surface level way of engaging. Learning must be prioritized around this and it should be supported institutionally so that it does not only fall on the shoulders of a few people--which is not sustainable.

"In order to create equity, people are going to feel, you know, a little bit uncomfortable and that discomfort is healthy..."

The partners that would be effective in this collaboration would be the Faculty Union (LRCFT), Classified Staff Unions (LRCEA & SEIU), and Los Rios District Level Staff. The alternative is to continue to create harm towards Trans and Non-Binary people on our campus. Understanding gender identity, gender expression, and pronouns is a matter of protecting trans student’s physical safety and overall mental health.

Basic Needs: More Barriers to The Barriers

“I feel like nobody's going to believe me if I say, hey, can you help me out with this because I had a mental health problem because People don't really treat mental health, the same way as they do physical health. I'm not trying to make myself go through all of this, if I was that would be ridiculous but I just wish that people respected mental health, like they did physical health.”

Trans and queer students face a variant of basic needs that impact their persistence and retention in higher education. Students reported needs around mental health support services with a provider that was trans and queer affirming. Students also reported needing support around housing, workforce development, preparing them for a post grad experience.

Ultimately this work is about causing less harm and creating not just an inclusive-but affirming environment for trans and queer students. It is about honoring their whole selves and not making them feel like they have to choose between their identities. It is imperative that every program, center, and field of discipline understand that LGBTQIA+ students are relevant and are here to stay. As one student put, “We are here. We are queer. We are not going anywhere.”

“...resources designed to overcome barriers, don't take into account...what's the word...access. So it almost becomes perfunctory and performative to access these resources, you know, yes, we offer them, but we have, you have to fulfill certain amounts of unrealistic things.”

COLLEGE PARTNER LISTENING SESSIONS

The Project Team held two listening sessions with College partners to hear from leaders and representatives of College programs that support disproportionately impacted students. A primary goal of the listening sessions was to build community among the programs and employees who serve LGBTQIA+ students in order to fully support students as they experience college with intersectional identities. Another important goal of the sessions was to learn about how various programs and departments support LGBTQIA+ students. Approximately 35 employees participated in the two sessions, and a follow-up questionnaire was sent via email to collect additional contributions.

Themes that emerged from the listening sessions focused on how to better support the success of LGBTQIA+ students and fell into three categories: 1) centering the intersectional experiences of LGBTQIA+ students in College structures; 2) building collaboration and community; and 3) increasing access to information. Nine themes and practical examples from the college partner listening sessions are listed in Appendix [A].

SACRAMENTO COMMUNITY PARTNER LISTENING SESSIONS:

The community partner’s listening session was intended to gain further insight into the LGBTQIA+ populations that also look to these community organizations for resources and community support. In doing the work to support LGBTQIA+ students at American River College, we recognize that support often extends beyond our campus. Furthermore, if students aren’t able to persist in their academic goals, our community partners might have firsthand experience in working with the most vulnerable of our students.

We reached out to six organizations.

1. Sac LGBT Center
2. Gender Health Center
3. The Lavender Library
4. Golden Rule Services
5. The Stonewall Foundation
6. California TRANScends

After surveying their availability, we moved forward with holding a one-hour long session with the following questions:

1. In your experience, what are some of the highest needs trans and queer community members face in Sacramento (especially considering youth)?
2. In your experience, what are some of the barriers trans and queer students face when trying to access and persist through community college?
3. What is your perception of American River College and, specifically, the ARC Pride Center?
4. How do you think the relationship with ARC can be strengthened to support our students and community?

Out of the six organizations that were invited, the only organization that was represented was the Sacramento Lavender Library. One of the themes that came out of the listening session were around basic human needs such as housing, food, and healthcare. We discussed how LGBTQIA+ youth of color experience homelessness at higher rates than their straight white counterparts. It is important that the housing resources ARC offers be inclusive to transgender and queer youth. Other themes that were present in this listening session revolved around positive representation in curriculum, adequate name changing practices for the transgender community, and affirming spaces for students to be in community. The Lavender Library expressed the importance of LGBTQIA+ students seeing themselves reflected in the academic curriculum in positive ways, which can help curate a sense of belonging within the campus community and affirm their experiences in and out of the classroom. In addition, while the ARC Pride Center has advocated for transgender students in regard to their voice their affirmed name, it is important that this process be visible and easily accessible to transgender students.

While we may not have access to tangible data yet, it is important to be aware how the pandemic disproportionately impacts LGBTQIA+ students who live in unsupportive environments. Physical community spaces at school often serve as a safe haven for students and our community partners urge us to think about how we can make these virtual spaces safe for students to seek community or mental health support, especially for those who live in unsupportive environments. We hope these discussions continue to take place in providing a holistic view on the needs of our current and prospective students. More information from the from the community partner listening sessions are listed in Appendix [B].

RECOMMENDATIONS FOR ACTION

Based on the team’s research and dialogue, the following recommendations are offered with the intent to eliminate the equity gap for LGBTQIA+ students. The implementation of many of these recommendations will require the acknowledgment, support and advocacy of ARC governance, labor partners and district policies, and we invite that responsibility.

“[One thing that ARC could do better to improve the campus would be to...] non-gendered bathrooms everywhere, lgbt+ mental health & support center.”

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
<p>Improve data collection regarding LGBTQIA+ status</p>	<p>As discussed in this report, a primary barrier is the lack of accurate data on the queer and trans community at ARC. Specifically, student demographic data collected via the CCCApply admission application has substantial limitations (e.g., sexual orientation questions not presented to minors at time of application) that hinder data-informed decisions and recommendations regarding LGBTQIA+ students. ARC should regularly query students to remedy data gaps and track changes in student demographics over time. Once a method for querying students is implemented, efforts may be needed to create awareness that students can self-identify. The approach could be similar to how ARC communicated that students could select their pronouns and affirmed names.</p>
<p>Adopt a trickle up approach that expects those in positions of power to shift thinking around policy making</p>	<p>Instead of considering what is expedient for faculty, administrators, and students from privileged positions we ask that policy be constructed around the least advantaged. Specifically, we are asking that the campus prioritize the needs of QTBIPOC students. It is our firmly held belief that this is the only way to substantially and systemically create changes that will create a welcoming and affirming campus communities for queer and trans students especially those who hold many additional marginalized identities. One way to do this would be to center and increase the visibility of LGBTQIA+ students in institutional structures where power resides, such as the Academic Senate and the Curriculum Committee.</p>
<p>Engage and/or assign a culturally competent mental health professional and basic needs programming to assist LGBTQIA+ students</p>	<p>Recognizing the local data that indicates LGBTQIA+ students are significantly more likely to experience mistreatment and hide their identities, as well as national data that indicates a higher likelihood of suicide among queer-spectrum and trans-spectrum college students, there is a substantial need for mental health services to support students as they navigate these issues. Basic needs resources for ARC students must be LGBTQIA+ inclusive so that there are not further barriers to these students’ success.</p>
<p>Create an inclusive classroom environment and curriculum for LGBTQIA+ students</p>	<p>The Instruction and Curriculum theme of the Institutional Equity Plan highlights various opportunities and recommendations for better supporting marginalized students. Building upon those recommendations, we contend that the instructional environment should be further adapted to be more inclusive of LGBTQIA+ students. Some suggested strategies include:</p> <ul style="list-style-type: none"> ▪ employing more queer faculty, particularly queer BIPOC (Black, Indigenous, and People of Color) faculty in the classroom ▪ striving for smaller class sizes. ▪ revising curriculum so it is culturally relevant and representative of intersectional identities. ▪ providing support for revising curriculum through the Academic Senate Curriculum Committee and professional development.

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
<p>Strengthen the organizational structure to better coordinate efforts</p>	<p>Specific actions that are suggested to strengthen the organizational structure:</p> <ul style="list-style-type: none"> ▪ Alter the reporting structure to place the ARC Pride Center under the oversight of the Dean of Equity and Inclusion. ▪ Maintaining equitable staffing levels. Specifically, our campus DI populations are not part time nor are they temporary, therefore, the classified professionals who serve them should not be either! Positions serving DI populations should be full time and permanent. ▪ Standardize the titles, job classifications, and position descriptions - - recognizing and honoring specialized knowledge and skills - - for centers that support all campus DI populations. ▪ Advocate for a district-level liaison to help facilitate efforts across all campuses while also recognizing the need for campus-level involvement in decisions about programming and other local efforts. ▪ Commit time and resources for ARC support entities to interact (e.g., regular meetings) to better coordinate efforts that provide support across various facets of students' lives. For example, the Pride Center might learn how to better assist Veteran students while the Veterans Resource Center might learn how to better assist LGBTQIA+ students. ▪ Create clear and consistent methods for sharing information in the LGBTQIA+ community's own voice about PRIDE Center programming with other student support programs.
<p>Increase counseling support through the Pride Center</p>	<p>Expand the number of dedicated hours assigned to the Pride Center for academic counseling. This role is currently filled by Academic Counselor Anita Fortman at .2 FTE. Explore and advocate for the development of a learning community for LGBTQIA+ students in conjunction with the Pride Center.</p>
<p>Increase accountability related to hate and bias incidents</p>	<p>Institute a bias and reporting system with appropriate infrastructure:</p> <ul style="list-style-type: none"> ▪ Assign an employee to collect these reports and determine to whom they report. ▪ Market the bias and reporting system so that students are aware of how to report issues. ▪ Adjust the peer review process to hold faculty accountable for their role in identifying and responding appropriately to hate and bias incidents in the classroom and on the ARC campus.
<p>Commit to training specific to gender identity and intersectional identities</p>	<p>Provide regular and robust training and professional development for students, faculty, and classified professionals – including exploration of adding this training to the mandatory sexual harassment training. A component of this training should be increasing understanding of name policy, pronouns, and bias reporting. Integrate training into department, division, and committee meetings and structures.</p>
<p>Work intentionally to reduce process barriers that inhibit employee efforts</p>	<p>Many Los Rios and ARC processes act as a barrier to equity-minded service and create an inequitable playing field as employees try to navigate the processes. This issue has been previously discussed in both the Institutional Equity Plan and Educational Master Plan (Imperative 8). A few of the processes identified in this report that should be reviewed include processes for how budgets are established and the limitations of those budgets; requisition process; and requirements for club formation (including district policies).</p>

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
	<p>Additionally, the technical complexity of certain existing processes can be both frustrating and error prone. It would be beneficial to provide:</p> <ul style="list-style-type: none"> ▪ quick, solution-oriented responses from those with expertise when errors inadvertently occur rather than merely pointing out the error or returning paperwork to the originator for correction; and ▪ more frequent training opportunities for employees on specific processes as well as how to navigate the related institutional structures (as described within the Organizational Adeptness competency of the Professional Development and Training Report).
<p>Address restroom, locker room, and showering facilities on our campus to ensure equitable access and safety for all our students</p>	<p>Advocate for a district wide inclusive building policy similar to building policies enacted by the UC system. This policy should include:</p> <p><u><i>Bathroom Facilities</i></u></p> <ul style="list-style-type: none"> • For New Construction or Major Renovation <ul style="list-style-type: none"> ○ The construction at least one single stall all gender inclusive restroom on each floor ○ The inclusion of a multi-stall all gender restroom on the ground floor of all buildings • Current Building Stock <ul style="list-style-type: none"> ○ Buildings that currently have no all-gender restroom facilities should convert at least one multi-stall gendered restroom into an all-gender multi-stall restroom. <p><u><i>Changing and Shower Facilities</i></u></p> <ul style="list-style-type: none"> • New Construction, Major Renovation, and Current Building Stock <ul style="list-style-type: none"> ○ Construct or renovate our facilities to allow for private changing and shower facilities located within the locker room/changing room facility. ○

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COLLEGE PARTNER LISTENING SESSIONS METHOD

Members of the Project Team Student & Community Voices subcommittee sent individual email invitations to two listening sessions held on Zoom to representatives of the following programs and departments (listed in alphabetical order):

- Achieve at ARC
- Beaver Food Pantry
- Black Student Success Center
- HomeBase
- DSP&S
- Educational Talent Search
- English as a Second Language Department
- EOP&S
- International Student Program
- Kaneko Gallery
- Muslim Student Association
- Native American Resource Center
- PRISE
- Puente Project
- STEM Center
- Transfer Center
- TRIO STEM
- TRIO Journey
- Umoja-Sakhu
- UndocuScholar Resource Connection
- UNITE
- Upward Bound
- Veterans' Center

Questions discussed during the listening sessions included:

1. How can our college do better in providing support and opportunities to the practitioners in your program to help with the inclusion and retention of LGBTQIA+ students?
2. What is going well/what are some challenges in your program in supporting LGBTQIA+ students?
3. Is there any feedback you have received from the students you work with on how our campus and the Pride Center can better support them?
4. What is your perception of ARC Pride Center?
5. How do you think the relationship between the ARC Pride Center and your program can be strengthened to support our students and community?
6. Is there anything else you would like to share?

The following table illustrates themes with specific examples that emerged in the College Partner Listening sessions.

Themes	Examples (as needed)
<i>Centering the intersectional experiences of LGBTQIA+ students in College structures</i>	
Center and increase the visibility of LGBTQIA+ students--with the support of committed allies--in institutional structures where power resides, such as the Academic Senate and the Curriculum Committee.	
Build culturally appropriate interactions of support across coordinated and subordinated identities within and among programs.	<ul style="list-style-type: none"> ● Hire Two Spirit Native people to hold talking circles on campus. ● Muslim students in the LGBTQIA+ community need specific support and safe spaces that recognize the context of Islamophobia as it intersects with patriarchy and heteronormativity. ● Support home cultures of students of color in Pride Center. ● Help the college remember that LGBTQIA+ students are everywhere, so when we are working with Latinx students or Veterans, for example, we acknowledge that.
Maintain and grow collaborative space (i.e. UNITE) and specific spaces (i.e. Pride Center, Black Student Success Center) to support students who are members of minoritized communities.	
Integrate information that will help instructional departments center LGBTQIA+ students and students from other DI student groups into department business and structures.	<ul style="list-style-type: none"> ● Video for chairs to show at department meetings.
<i>Building Collaboration and Community</i>	
Increased collaboration among support programs--and resources to support collaboration--are needed to adequately support LGBTQIA+ student success.	<ul style="list-style-type: none"> ● Meetings for collaborative processing and planning among programs and departments. ● Pride programming at PRISE Falafanos. ● Collaborate on events with Vets Center, Kaneko Gallery, etc.. ● STEM Center connecting to LGBTQIA+ community to bring in mentors and speakers. ● Pride Center support in Transfer Center when students are writing about LGBTQIA+ identities in personal statements.

Themes	Examples (as needed)
Creativity and resources are needed to create community in the online environment to support LGBTQIA+ students.	<ul style="list-style-type: none"> ● Develop online personalities (YouTube, TikTok). ● Adjust marketing for the remote environment.
<i>Increasing Access to Information</i>	
There is a need for clear and consistent methods for sharing information <i>in the community's own voice</i> about Pride Center programming and other student support programming among College departments and with students.	<ul style="list-style-type: none"> ● Pride Center information incorporated in student onboarding process. ● Coordinated and accessible calendar. ● Sharing across social media platforms. ● Links to Pride Center on program Canvas sites (i.e. EOP&S, HomeBase). ● Restoring access to ARC Everyone on Exchange to programs that are operated by DI communities to support DI student success, such as the Pride Center.
Departments need flexible and varied delivery of information to help them support LGBTQIA+ student success.	<ul style="list-style-type: none"> ● Videos. ● Pride Center representatives presenting at department meetings. ● College Hour programming with faculty buy-in to incorporate into instruction.
Training regarding pronoun use and preferred names is needed in specific contexts.	<ul style="list-style-type: none"> ● EOP&S needs help supporting students navigating FAFSA. ● Faculty need mandatory training on how to access student-identified pronouns in Starfish so students are not mis-pronounced.

APPENDIX B

SACRAMENTO COMMUNITY PARTNER LISTENING SESSIONS METHOD

The community partner’s listening session was intended to gain further insight into the LGBTQIA+ populations that also look to these community organizations for resources and community support. In doing the work to support LGBTQIA+ students at American River College, we recognize that support often extends beyond our campus. Furthermore, if students aren’t able to persist in their academic goals, our community partners might have firsthand experience in working with the most vulnerable of our students.

Members of the Project Team Student & Community Voices subcommittee sent individual email invitations to two listening sessions held on Zoom to representatives of the following organizations (in alphabetical order).

- Gender Health Center
- Golden Rule Services
- California TRANScends
- The Lavender Library
- Sac LGBT Center
- The Stonewall Foundation

Questions discussed during the listening sessions included:

1. In your experience, what are some of the highest needs trans and queer community members face in Sacramento (especially considering youth)?
2. In your experience, what are some of the barriers trans and queer students face when trying to access and persist through community college?
3. What is your perception of American River College and, specifically, the ARC Pride Center?
4. How do you think the relationship with ARC can be strengthened to support our students and community?

Themes	Examples (as needed)
<i>Basic Needs such as housing, food, and healthcare access</i>	
Build housing and food resources and that are inclusive to LGBTQIA+ student needs.	<ul style="list-style-type: none"> • Provide training for our food access and housing resource liaisons to be able to better assist and respond to LGBTQIA+ students with basic needs access. • Hire a health liaison that works specifically with the transgender community to address health access to gender affirming care and resources.
Positive and empowering representation in curriculum	<ul style="list-style-type: none"> • Hold faculty accountable to diverse representation in their curriculum. • Include a curriculum that is empowering to LGBTQIA+ people and not retraumatizing. • Provide facilitation and intervention training for faculty to be more proactive when harmful things are said inside the classroom.
Adequate Name-Changing policies	<ul style="list-style-type: none"> • Create a visible and accessible process for name changes and other gender-affirming practices on campus.

Themes	Examples (as needed)
Community Building for LGBTQIA+ Students	<ul style="list-style-type: none"> • Create resources and virtual spaces for students who are seeking community - being aware that many may live in unsupportive environments during the pandemic. • Offer adequate mental health resources for students that includes a warm hand-off process.

Student Success Council Report from 3/2/21

Updates, Brief Reports, Action Items: (none)

Discussion Items:

- **DSPS Procedures:** A faculty member previously asked why DSPS doesn't tell faculty which students are DSPS students. DSPS visited the Council to share there are many reasons why they don't do this such as privacy concerns, infringement upon student agency, student fears about discrimination, and a lack of DSPS staff to monitor class enrollments and send letters to all faculty. Students are instead encouraged to make their instructors aware of letters and make accommodation requests early. A survey is being conducted by the District to find out more about what students served by DSPS need.
- **Student Communication:** As follow-up to the Council's previous discussion of student communication, Jessica Nelson, Jeff Stephenson, and Scott Crow gave an update on IPASS communications recommendations. Recommendations from IPASS that have already been implemented include the HomeBases and case management. Other recent online communication improvements were discussed such as the addition of a Chat Bot to the ARC website and the rollout of Cranium Cafe as a platform to host the LRC's virtual tutoring services. The next step is to review how we communicate to students to increase retention and to improve the user experience including preferred methods.
- **Updating the Perspectives Represented on SCC:** The Council has been working on proposed updates for the original Council membership. Originally, Council membership was designed to provide "perspectives" of constituencies including faculty, students, management. The Student Success Council has four "outdated" positions to consider updating: 1) Faculty Representative - Student Equity Plan; 2) Faculty Representative - Basic Skills Initiative (English, Math, ESL); 3) Student Success Specialist Programs (HomeBases, Student Services, and Financial Aid); and 4) Equity Action Institute Coordinator. The Council chairs will request the Executive Leadership Team (ELT) review the perspectives/roles and consider priorities such as equity, HomeBases, and establishing clarity about term lengths and selection procedures.

Report submitted by Carina Hoffpauir, Student Success Council Academic Senate representative

American River College

Faculty Handbook

October 13, 2015

Welcome



Updated October 13, 2015

Hello,

We hope this handbook proves to be a valuable resource for you. In it, faculty members will find a comprehensive treatment of information relevant to faculty including Faculty Resources, Course and Classroom Information, Non classroom Procedures, Human Resource information, Campus Services for Faculty, Student Support Services, College and District Vision, Mission and Values.

We hope this handbook is helpful to all our colleagues!

Sincerely,

The Faculty Handbook Committee Members

Recent updates:

Added California Mandated Reporting, page 81

Added Load Balancing, page 56

Updated Smoking, page 86

Table of Contents

Faculty Resources.....	8
Abbreviations	8
Academic Senate	9
ARC Standing Committees	9
Center for Teaching and Learning (CTL)	10
Flex Days	10
College Hour	11
Curriculum Development	11
Educational Master Plan (EMP)	11
Information Technology Department (IT)	12
Instructional Media Services (IMS)	12
Instructional Technology Center (ITC)	12
Los Rios College Federation of Teachers (LRCFT)	12
Maps	12
Online Resources	13
Program Review	13
Student Learning Outcomes (SLOs)	13
Course and Classroom Information.....	15
Alternate Enrollments	15
Advanced Education (High School Students)	15
Auditing	15
Credit by Examination	15
Independent Study	15
Class Rosters and Enrollment	16
Accessing Course Rosters	16
Adding/Dropping Students from Enrollment	16
Enrolling Students Using the Waiting List	17
Enrolling "Ip" Students	17
Enrolling "Inc" Students	17
Enrollment and Desire2learn (D2l)	17
No Shows/Dropping Student	17
Effect on Transcripts	17
Re-Enrolling a Student	18
Student Petitions	18
Class Management	18
Attendance	18
Accommodating Students with Disabilities	18
Accident Reporting	19
Administering Diagnostics and Referring Students for Help	19
Communicating Course Expectations Early	19

Class Cancellations	19
Classroom Changes	20
Course and Classroom Information.....	Cont'd
Class Management	Cont'd
Classroom Visitors	20
Children in Classrooms	20
Disruptive Students	20
Removing a Student from Class	21
Emotionally Distressed Students	21
Excessive Student Absences	21
Final Examinations	21
The First Day	22
Guest Speakers	23
Research Skills	23
Student Gmail	23
Teaching Support – Instructional Assistants	23
Teaching Support – Teaching Online	24
Field Trips	24
Approval	24
When To Use Liability Release Forms	24
Distances	25
Participants	25
Fee Collection	25
Priority Guidelines	26
Fee Schedule	26
Code of Conduct for Field Trips and Off-Campus Activities	26
Responsibilities of Faculty Members And Advisors on Field Trips	27
College-Sponsored Tours	28
Grades	29
Academic Dishonesty	30
Attendance Reporting For TBA Classes (Classes with Hours to Be Arranged)	30
Changing a Student's Grade	30
Determining Grades	30
Grading Symbols	31
Incomplete	31
IP (In Progress)	32
Handling Grading Disputes	32
How Students Receive Grades	32
Legal Information about Grading Policies	32
Reporting Midterm Grades	32
Submitting Grades	33
Instructional Materials	33
Choosing a Textbook	33
Textbook Adoption Through The Beaver Bookstore	34

Ordering Special Publications	34
Open Educational Resource Textbook	34

Course and Classroom Information.....Cont'd

Instructional Materials	Cont'd
Placing Instructional Materials on Reserve at the Library	34
Prerequisites, Corequisites and Advisories	34
Prerequisites	34
Corequisites	35
Advisories	35
Verifying Prerequisites, Corequisites and Advisories	35
Challenging Prerequisites	35
Syllabus	36

Procedures.....37

Business Cards – Orders	37
College Business Travel	37
Airline	37
Personal Vehicle	37
District Vehicle	37
Reservation	38
Operation	38
Credit Card	38
Repairs	38
Accident	38
Return	39
Email – Microsoft Outlook	39
Facilities and Maintenance	39
Reporting Maintenance Problems	39
Reserving Facilities	39
Classroom/Facility Management	40
Grants	40
Keys	41
Door Keys (Internal And External)	41
Other Keys (Wall Cabinets, Filing Cabinets, Special Closets, Etc.)	41
Surrendering Keys	41
Lost Keys	42
Laptops on Campus	42
Mailing Items: Incoming, Outgoing, Inter-Campus	42
Metered Mail	42
Bulk Mail	42
Office Computer Equipment Requests	43
Office Furniture	43
Parking	43
Staff Parking Permits	43
Special Parking Permits	44

Resolving Citations	44
Phone	44
Procedures.....	Cont'd
Phone	Cont'd
Help For PC, Email, Phone, or Programming	44
Voicemail	44
Long Distance Calls	44
Requesting Printing Services	44
Submitting Printing Requests Online With Digital Files	45
Submitting Hard-Copy Requests and Originals	45
How Much Time Should I Allow?	46
Copyright Guidelines	46
Obtaining Copyright for Developed Materials	48
Purchasing Policies	48
General Purchasing Requirements	48
Emergency Purchases for Under \$50	48
Emergency Purchases Exceeding \$200	48
Instant Cash Check	49
Limited Purchase Order	49
Regular Los Rios Purchase Requisitions and Purchase Orders.	49
Requesting Standard Supplies	50
Safety/Police	50
Annual Security Report	50
College Police	50
Emergencies	51
Emergencies Occurring At Outreach Centers	51
Reporting Sexual Assault	51
Safety Tips	51
Staff Id Cards	51
Threat to Faculty Member	51
Human Resources.....	53
Employee Self Service Site	53
LRCCD Human Resources	53
Union: Los Rios College Federation of Teachers	53
Union Contract: Los Rios College Federation of Teachers Contract (2011-2014)	53
Absences	53
Planned Absences	
Personal Business	53
Emergency Absences	54
Absence Reports for Full-Time Teaching/Counseling Load	54
Absence Reports for Adjunct Faculty and Overload (Extra-Pay)	54
Substitutes	54
Benefits	54
College Service	55
Commencement	55

Filing a Grievance or Complaint	55
Load Balancing	56
Human Resources.....	Cont'd
Long-Term Temporary (LTT) Faculty Member	56
Office Hours	56
Paychecks	56
Performance Reviews	57
Posting Your Schedule	57
Professional Development	57
Faculty Professional Development Committee	57
Professional Standards Committee: Type A and B Leaves	58
Professional Development Days (Flex Days)	59
Salary and Salary Advancement	60
Tb Testing	60
Campus Services.....	61
Bike Locker Rentals	61
Business Office	61
College Police	61
Emergency Telephone Locations	61
On-Campus Shuttle Services	61
Community Relations Office	61
American River College Foundation	62
Patrons Club	62
Recycling	63
Research Office	63
Workout Lockers	63
Student Support Services.....	64
Assessment Center	64
The Beaver Bookstore	64
Business Office	64
CalWORKS Support Services	64
Campus Children's Center	64
Center for Leadership & Development (CL&D)	65
Career Center	65
Counseling Center	66
Disabled Students Programs and Services (DSPS)	66
Enrollment Services	67
Extended Opportunity Programs and Services (EOP&S)	68
eServices Registration Lab	68
Financial Aid Office	68
Health Services	68
Assistance for Disabled Students	69
Library	69
Transfer Center	70

Tutoring Services	70
Learning Resource Center (LRC)	70

Student Support Services.....Cont'd

Tutoring Services	Cont'd
Learning Resource Center (LRC)	Cont'd
Beacon Program	70
Computer Lab	70
ESL Center	71
Foreign Language Lab	71
Reading Across the Disciplines (R.A.D.)	71
Reading Center	72
Tutorial Center in the LRC	72
Writing Center	72
Writing Across the Curriculum (WAC)	73
Science Study Skills Center	73
Writing in the Disciplines (WID)	73
Veterans Resource Center	74

Vision, Mission, and Values.....75

American River College Vision, Mission and Values	75
Los Rios Community College District Vision, Mission and Values	77
American River College Administration	79
Los Rios Community College District Philosophy	79
Faculty Statement on Professional Ethics	79
Academic Freedom	80

Policies.....81

Administrative Computer Use	81
Animals on Campus	81
Service Animals	81
California Mandated Reporting	81
District Property - Equipment Use/Disposition	81
Drug and Alcohol Abuse	82
Drug Alcohol-Free Policy (P-9154)	82
Equal Opportunity Compliance Statement	82
The Family Educational and Privacy Act – FERPA	82
Food and Drink	84
Posting and Distribution of Materials	84
Sexual Harassment Policy (P-9153)	84
Smoking	86

Abbreviations

See <http://www.arc.losrios.edu/insider/terms.htm> for a complete list of terms and abbreviations with definitions.

ACE Accelerated College Education

ADA The Americans with Disabilities

AVP Associate Vice President

ACCCA Association of California Community College Administrators

BOG Board of Governors

CalWORKs California Work Opportunities and Responsibility to Kids

CTE Career and Technical Education

CTL Center for Teaching and Learning

CDC Child Development Center

CLEP College Level Examination Program

COA Commission on Athletics

CC Community College

CCLC Community College League of California

COLA Cost of Living Adjustment

CRC Cosumnes River College

DSCH Daily Student Contact Hours

DSP&S Disabled Student Programs & Services

EMP Educational Master Plan

EOP&S Educational Opportunity Programs & Services

ESA Employment Service Agreement

ESL English as a Second Language

FSA Faculty Service Area

FERPA Family Educational Rights and Privacy Act

FLC Folsom Lake College

FAFSA Free Application for Federal Student Aid

FTE Full Time Equivalent

ISWR Information Services Work Request

IT Information Technology

IP In Progress

IMS Instructional Media Services

ITC Instructional Technology Center

IBA Interest-Based Approach

IGETC Intersegmental General Education Transfer Curriculum

KEI Key Effectiveness Indicators

LRC Learning Resource Center

LPO Limited Purchase Order	Retro Retroactive Pay
LRCEA Los Rios Classified Employees Association	SCC Sacramento City College (SCC).
LRCFT Los Rios College Federation of Teachers	SRPSTC Sacramento Regional Public Safety Training Center
LRMA Los Rios Management Association	SOCRATES Curriculum-management system
LRSA Los Rios Supervisors Association	SA Student Association
MESA Math Engineering Science Achievement program	SLOs Student Learning Outcomes
MQs Minimum Qualifications	TCS Tentative Certificated Schedule
PFE Partnership For Excellence	UTP Universal Transit Pass
PACE Partnership to Assure College Entry	UC University of California
PS PeopleSoft	VPA Vice President of Administration
PCC Planning Coordination Council	VPI Vice President of Instruction
PES President's Executive Staff	VPSS Vice President of Student Services
PATC Professional Automotive Training Center	VTEA Vocational and Technical Education Act
PDF Program Development Funds	WSCH Weekly Student Contact Hours
PO Purchase Order	W Withdrawal
RFA Request for Application	

Academic Senate

The faculty body's formal representative voice in its role in participatory governance. For additional information see: http://www.arc.losrios.edu/Academic_Senate.htm

ARC Standing Committees

American River College has 10 standing committees. These committees are an important part of participatory governance at our college, since the members make recommendations to the president on a variety of matters, such as curriculum, information technology, and faculty professional development leaves. ARC standing committees are coordinated through the Planning Coordination Council (PCC).

As a faculty member, you are expected to serve the college by participating in committees in your Area, at your college, and perhaps even in the district. (You also can serve the college by representing your Area in the Academic Senate.)

If you wish to serve on a particular committee, find out when the three-year term of your Area representative ends and ask your department chair how representatives are chosen from your Area. (Although the Academic Senate President is responsible for appointing faculty members, he or she normally appoints members recommended by the Areas.)

For additional information see:

http://www.arc.losrios.edu/Insider/Standing_Committees.htm.

Center for Teaching and Learning (CTL)

The CTL is committed to strengthening and enhancing the learning and teaching experiences of all staff and faculty by planning and coordinating a wide variety of high-quality professional development opportunities to improve all learning environments at American River College.

The Center is located on the third floor of the library in the southwest corner and includes a conference room, leadership library, and access to a patio for staff. For additional information see: <http://www.arc.losrios.edu/CTL.htm>

Flex Days

Per the Collective Bargaining Agreement (contract) between the District and the Union (LRCFT), all full-time faculty members and some adjunct faculty members are required to fulfill a certain number of hours of flex credit during the semester. See the PD booklet on the CTL website for detailed information about flex obligations and reporting flex/PD activities.

The Thursday and Friday prior to the start of the fall and spring semesters are flex days, or days during which faculty take part in professional development. Friday of flex days is a mandatory day, with a college-wide convocation in the morning and division and department meetings in the afternoon. The CTL coordinates the professional development opportunities throughout the day on Thursday of flex to provide events on issues pertinent to faculty, particularly on pedagogy and diversity.

College Hour

The CTL also sponsors the College Hour events offered throughout the fall and spring semesters to allow faculty, students and staff opportunities to explore topics further or for the first time. College Hour is still scheduled almost every Thursday, 12:15-1:15, usually in Raef Hall 160. Faculty may earn flex credit for attending College Hour events or viewing College Hour DVDs. These DVDs are available for check-out from the CTL office, the Learning Resource Center on the main campus, and the Learning Resource Center at the Natomas Center.

See the PD booklet available on the CTL website for details on the current semester's flex and College Hour offerings. In addition, the CTL welcomes suggestions and facilitators for professional development offerings; please use the "Got Ideas?" form on the CTL website to submit your ideas.

Curriculum Development

Faculty are responsible for initiating curriculum development and revision, including establishing prerequisites and planning courses within disciplines [Title 5 §53200(b)], the content of their classes, the method of presentation, and the cohesiveness and comprehensiveness of their academic program.

Proposals for new curriculum and changes in existing curriculum are submitted for review to the college Curriculum Committee, which includes representatives from the entire college community.

See the Curriculum Handbook for additional information

http://www.arc.losrios.edu/documents/Insider/Curriculum_Handbook.pdf.

Educational Master Plan (EMP)

The Educational Master Plan (EMP) provides departments the ability to identify and report what resources are needed to accomplish goals that were identified during the program review process to address both strengths and areas of improvement.

The annual EMP process links with Program Review through its annual evaluation of progress on program review recommendations and objectives which leads to resource allocation requests.

During the spring semester, each department evaluates their progress on their goals, adds any additional goals, updates the status of prior year's resource requests and collectively decides which resources to request for the coming year as well as the relative priority of each resource.

For additional information see the EMP website:

<http://www.arc.losrios.edu/Research/EMP.htm>

Information Technology Department (IT)

IT is located in the ITC building and provides computer, phone, programming and network support for the faculty and staff at ARC. Hours are: Monday - Thursday from 7:00 am - 7:00 pm and Friday from 7:00 am - 5:00 pm. For technical support call the IT Help Desk (484-8259) and a support request is entered into a database and assigned to the appropriate technician. You may also enter your own help request ticket at <https://helpdesk.arc.losrios.edu/> . Someone will call you back to confirm your request was received. For additional information see: <https://support.arc.losrios.edu>

Instructional Media Services (IMS)

IMS is located on the south side of the Student Services Building and provides graphics and audio video services for ARC. Other services include event setups, equipment consultation and video duplication. Faculty may check out equipment such as Projectors, laptops and more. For additional information see: <https://ic.arc.losrios.edu/~ims/>.

Instructional Technology Center (ITC)

The ITC offers workshops, training resources, and other support for using instructional technology. In addition to supporting individual educational technology tools and providing training, the ITC, supports Desire to Learn (D2L), the LRCCD course management system; Ingeniux, the college's web site content management software; the Online Teaching Institute for teaching with technology; and drop-in labs for individual help with instructional technology. For additional information see: <http://itc.arc.losrios.edu/>

Los Rios College Federation of Teachers (LRCFT)

Also known as "The Union", the LRCFT represents faculty members within the District. The LRCFT is responsible for negotiating the Collective Bargaining Agreement (contract) with the District on behalf of faculty members and union members are available for consulting with and representing individual faculty members on workplace related matters. For additional information see: <http://www.lrcft.org/>

Maps

American River College Map

http://www.arc.losrios.edu/About_ARC/Campus_Map.htm

American River College – Natomas Center Map

http://www.arc.losrios.edu/Documents/Natomas/Natomas_Center_Map.pdf

American River College – McCellen Center

Map <http://web.arc.losrios.edu/offcampus/mcclellan.html>

American River College – Mather Center Map – Auto Collision Technology and Diesel Technology http://www.arc.losrios.edu/off_campus_centers.htm

Online Resources

Academic Calendar: <http://www.arc.losrios.edu/calendar.htm>

College Catalog: <http://www.arc.losrios.edu/Catalog.htm>

District Policies and Regulations: <http://www.losrios.edu/legal/GCpolreg.htm>

District Committees: http://www.losrios.edu/lrc/irtemp/lrc_acadsenate.php

Schedule of Classes: <http://www.arc.losrios.edu/schedule.htm>

Program Review

Program Review is a process that all departments must complete every six years. The goal of the program review is to facilitate a department-wide discussion and careful evaluation of its core mission and how well it is fulfilling that mission.

Each department begins by carefully reviewing its previous objectives and evaluation from their Educational Master Plan (EMP), as well as the recommendation from their previous program review. As a collaborative team, the department evaluates how well it has done at achieving those objectives and documenting their successes. Additionally--and perhaps even more importantly--each department should identify where they did not fulfill their goals and attempt to discover what barriers hindered their achievement. The department's evaluation and planning is documented using the program review online system. In addition, departments present a summary of their program review to the Program Review Council.

For additional information see the Program Review website:

http://www.arc.losrios.edu/Research/Program_Review.htm.

Student Learning Outcomes (SLOs)

Student learning outcomes can be categorized in terms of what students should know or be able to do when they have successfully completed a course, program, certificate, or degree. They can generally be prefaced by ... “the student will be able to”

Course SLOs can be found in the official course outline of record within Socrates, Los Rios' Curriculum management system. Socrates can be accessed by clicking on the Intranet link on ARC's insider page, <http://www.arc.losrios.edu/Insider.htm>. Course

SLOs are also listed in the official college catalog and faculty are strongly encouraged to include them in their course syllabi.

Each student's achievement of the SLOs for each course is assessed on a continual and routine basis by each professor in each class that they teach; this is done as part of their professional practices. In general, this information becomes an integral and often significant portion of a student's grade in the class.

A Two-Part Assessment Process is used for documenting faculty's commitment to performing Course SLO assessment and for documenting improvements to student learning. Part one is a broad review; the faculty individually reflects on the overall student achievement of SLOs for each course and documents this reflection according to a randomly generated sample of up to three SLOs using the Authentic Assessment Review Record (AARR). Part two is a focused review using the Departmental Faculty Designed Assessment which consists of a method and a tool or rubric which has been created / chosen by the faculty in their respective disciplines.

For additional information see The SLO Assessment Committee website <https://inside.arc.losrios.edu/~slo/>.

Alternate Enrollments

Advanced Education (High School Students)

Advanced Education are high school students that may be admitted into courses that provide enrichment and advancement in their educational experience. High school students should request information from their high school counselors regarding eligibility and an Advanced Education application. The Advanced Education application process must be completed prior to the first day of instruction of the relevant term.

Additional information can be obtained from the ARC Counseling Center. Phone: 484-8572. For additional information see:

[http://www.arc.losrios.edu/Support_Services/Counseling/Advanced_Education_\(High_School_Students\).htm](http://www.arc.losrios.edu/Support_Services/Counseling/Advanced_Education_(High_School_Students).htm) . See also LRCCD Regulation R-2212

<http://www.losrios.edu/legal/Regulations/R-2000/R-2212.pdf>

Auditing

Per the American River College Catalog (page 30, 2015-2016, <http://web.arc.losrios.edu/catalog/Catalog.pdf>), auditing is not permitted. (Auditing is defined as attending a course without having enrolled, and without responsibility for completing assignments and without receiving a grade or credit.)

Credit By Examination

Under special circumstances and with department approval, students regularly enrolled and in good standing who believe they are qualified by experience or previous training may take a special examination to obtain credit in a course in which they are not formally enrolled. A student who wishes to challenge a course by examination must have successfully completed a minimum of 12 units at American River College with a grade of “C” or better.

The units may not be used to satisfy the 12 unit residence requirement for graduation. A maximum of 15 units may be allowed by examination.

Note: Credit by examination is not applicable to all courses, and in some instances the process may require measures of evaluation. A student seeking credit by examination should consult the dean of the appropriate area to determine if credit by examination is allowed for a particular course.

Per American River College Catalog 2015-2016, page 33,

<http://web.arc.losrios.edu/catalog/Catalog.pdf>

Independent Study

Independent study is an opportunity for the student to extend classroom experience in a specific subject, while working independently of a formal classroom situation.

Course and Classroom Information

Independent study is an extension of an existing American River College (ARC) catalog course. One unit of independent study equals 54 hours of lab. Independent study may be taken for 1-3 units. Independent study cannot be used to repeat or to substitute for an existing ARC course.

To be eligible for independent study, students must 1) have successfully completed the basic regular catalog course at American River College; 2) be enrolled in a regular catalog course; 3) be in good standing.

To apply for Independent Study, the student first discusses his/her educational plan and the transferability of the independent studies course with a counselor. The student then discusses the option of an independent studies course with an instructor in the discipline. If the instructor agrees to supervise this course, the student and the instructor will then complete the Independent Studies Petition. The instructor will route the petition for the necessary approval.

If the Independent Studies Petition receives final approval, Enrollment Services, will add the class to the student's schedule and contact them by way of email to pay the enrollment fees. The student then receives a grade as in any regularly scheduled course. The completed petition must be filed by the deadline published in the class schedule in the semester in which the study is to be completed. If the study is not completed by the end of the semester, a new petition must be approved in the subsequent semester, if units are to be granted.

Per American River College Catalog 2015-2016, page 94,
<http://web.arc.losrios.edu/catalog/Catalog.pdf>

Class Rosters and Enrollment

Accessing Course Rosters

To access your course roster go to Online Grade Reporting and Class Rosters (OGS) on the Los Rios Intranet <https://inside.losrios.edu/>. Rosters are only accessible to the faculty

Adding/Dropping Students from Enrollment

The class rosters shows enrolled students, dropped students, students on waiting lists, and permission numbers. Faculty members have access to the roster prior to the start of the first day of the semester and rosters are updated every 24 hours once the enrollment period starts. Any person not listed as enrolled on the course roster is not an enrolled student. Every student in every class needs to be enrolled and fees are to be paid at the time of enrollment.

Course and Classroom Information

The Los Rios Community College District Academic Calendar

http://www.losrios.edu/lrc/lrc_calend.php site lists term registration dates and add/drop dates.

Enrolling Students Using the Waiting List:

Faculty provide the student a 6-digit permission number or sign add slip and direct the student to the online enrollment system or the eServices Registration lab for registration and payment. Students should be added in the order they appear on the waiting list and before any other student is given permission number (except for those with an "IP" in the course should be given priority). Faculty should check their rosters daily for the first week, then regularly throughout term.

Enrolling "IP" Students

Faculty should give students who have an "IP" (in progress) grade for the class from the previous semester should be given priority to enroll before those on the wait list. The student should present evidence of the IP grade (unofficial transcript) before being given a permission number.

Enrolling "INC" Students

Students who have an "I" (incomplete) grade for the class from a previous semester **are not eligible** to enroll for the class again.

Enrollment and Desire2Learn (D2L)

Students who add after the semester begins are automatically added to your Desire2Learn class list approximately 24 hours after students enroll. Please remind students that they are not enrolled until they give the permission number to eServices in person or online and pay their fees, students should bring verification of enrollment to the next class session, and also tell them they will need to wait a day to access the Desire2Learn.

No Shows/Dropping Students

Students who do not appear for the first day are not guaranteed a seat and faculty may drop them immediately using the online grade reporting system.

Effect On Transcripts

If a student is dropped (by you, by themselves, or by Enrollment Services due to lack of payment) during the first 20% of the course, no entry for the course will appear on the student's transcript. However, if the student is dropped after that date, a W (indicating "withdrawal") for the course will appear on the student's transcript. Student dropped after the 75% mark will receive a grade of "F".

Re-enrolling a Student

If a student is dropped in error, faculty should provide the student with a permission number or a signed add slip allowing the student to re-enroll. Then the faculty member should direct the student to the *eServices Registration Lab* or Enrollment Services Office

Student Petitions

Students with special circumstances will need to request approval, using a Student Petition, in order to enroll in your class. The Late Add petition is used to add a class after the last day to enroll. The Course Repeat petition is used to repeat a course beyond the normal number of attempts. The Time Conflict petition is used to enroll in two overlapping courses. The Exceed Unit petition is used when the maximum number of units in a term is exceeded. The general Student Petition is used to drop with a 'W' notation beyond the deadline, drop with no notation beyond the deadline, or remove a debt/request a refund beyond the deadline. For additional information and to download Student Petitions see

http://www.arc.losrios.edu/Admissions/Admissions_and_Records_Forms.htm

Class Management

Attendance

It's important to have attendance records, especially in the first weeks of class, so that you can identify students who are "No shows" or who have excessive absences. As stated in LRCCD R-222 (<http://www.losrios.edu/legal/Regulations/R-2000/R-2222.pdf>), students who fail to attend the first session of a class may be dropped by the instructor. In addition, 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 per Title 5 section 58004. 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 course. Taking attendance need not take excessive class time. For example, you can use a sign-up sheet or track attendance through quizzes administered and returned.

Accommodating Students with Disabilities

Faculty are an integral part of an institution's efforts to comply with Equal Access legislation. Our academic departments and faculty must ensure that programs are accessible to students with disabilities. During the first week of class, you can ask that students who need special accommodations contact you during office hours or after class. Students should present you with a Letter of Accommodation from Disabled Students Programs and Services (DSPS) detailing the type of accommodation they need, for example, note takers, a sign language interpreter, and extra time for taking tests.

Since no two disabilities are alike, ask the students in private how you can best accommodate them and encourage them to remind you of what they need. You are responsible for authorizing the accommodations that are listed on the Letter of Accommodations from DSPS.

See the Disabled Students Programs and Services (<http://web.arc.losrios.edu/~dsps/>) for more detail.

Accident Reporting

If an emergency, accident, or injury occurs to a staff member, instructor, or student, Los Rios Police can be reached at 568-2221

Administering Diagnostics and Referring Students for Help

Students who can benefit from additional help in a course improve their odds of success if they are referred to the appropriate source of help as soon as possible. Giving a diagnostic the first week can help you identify students who need help and determine where they should go. If you believe they have been placed incorrectly, you can send them to the Assessment Center or call their counselor and discuss the situation. If you believe they will need tutoring, refer them to one of our highly successful tutoring resources.

Communicating Course Expectations Early

Most of the research on learning has revealed that students will meet professor expectations if these expectations are clearly defined. Strive to communicate expectations to students in a variety of ways in the first week: orally, on the board, in the syllabus, electronically, at orientations for online courses, and so on. In the stress of the first week, students may miss some of the information, and documents such as syllabi and grading rubrics may be unfamiliar and thus intimidating to them. You may need to cover basic information such as obtaining the course text, arriving to class on time, every time, getting to campus early to get parking before class, finding deadlines on the syllabus, etc, at each class session for 1st few sessions.

When making the first assignments as well as working through the first couple of class sessions, reiterate what your expectations are so every student can strive to meet them from the very beginning. On the average, students should spend two hours on a particular subject outside of class for every hour they spend inside class.

Class Cancellations

The area dean may cancel class sections if the enrollment does not meet minimum requirements (often determined as a percentage of the section's maximum enrollment.) The final decision to cancel is left to the area dean.

Classroom Changes

If assigned classrooms are not satisfactory, notify your dean of the course's specific needs. To avoid confusion this should be done before the first class session. You must obtain the dean's approval before moving a class to another room or moving chairs from one classroom to another.

Classroom Visitors

Friends and family of students are not allowed to attend classes with students because district insurance does not cover non-registered individuals and, in case of an accident or emergency, professors could be held liable. See <http://www.losrios.edu/legal/Policies/P-1000/P-1312.pdf>

Children in Classrooms

Children are not allowed in classrooms. When family emergencies do occur, a parent may feel compelled to bring a child to class, but this is not allowed.

The Child Development Center provides childcare for students continuing their education at ARC. The family must meet the eligibility requirements regarding income and need as established by the State Department of Education of Child Development. Child Action, Inc. is a referral agency for childcare services in Sacramento and Yolo counties. Phone: 453-0713. For additional information see: http://www.arc.losrios.edu/Support_Services/Child_Development_Center.htm

Disruptive Students

You are responsible for keeping the classroom (and online learning environments) safe and free of disruptive behavior such as habitual profanity or vulgarity, sexual harassment, talking while other students or you are addressing the class, and other disruptive behaviors that disrupt the learning environment. If a student is disruptive, you may take the following actions:

Ask the student to stop the disruptive behavior.

Consider changing the seating arrangement in the classroom.

If necessary, you can ask the student to leave the classroom for up to two class sessions. Be clear when the student can return to class.

If the student refuses to leave the classroom, you can call college police at 558-2221 for assistance.

If you suspect the disruptive behavior is due to a disability or substance abuse, contact Disabled Students Programs and Services (DSPS) in the Student Services Building for

more guidance on appropriate support services that we can offer to the student.
Phone: 484-8382.

If a student ever exhibits behavior that is a risk to your health and safety or to the health and safety of any member of the campus, including your students, then report the incident immediately to the area dean and College Police (558-2221).

Removing a Student from Class

You may remove a student for "good cause" for up to two class sessions. Only the president or the governing board can suspend a student beyond those two class sessions. In all cases, a report is necessary, and in the more extreme cases, hearings and other forms of due process are necessary. You do not have the legal authority to remove (drop) a student permanently from class for any reason other than lack of attendance without additional process. See R-2441 <http://www.losrios.edu/legal/Regulations/R-2000/R-2441.pdf>. For a more detailed explanation including a definition of "good cause," see Education Code, Article 3, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=76033.&lawCode=EDC.

Emotionally Distressed Students

Our students often juggle families, jobs, academic work and perhaps even disabilities or a history of substance abuse or incarceration. It is common for students to show signs of significant stress. However, most professors are not trained to counsel students. For this reason, you should encourage students to speak to professionals on campus who can help them.

Excessive Student Absences

Follow the attendance Policy in the catalog as stated in R-2222, <http://www.losrios.edu/legal/Regulations/R-2000/R-2222.pdf>, a student may be dropped from any class when that student's absences exceed six percent (6%) of the total hours of class time. Instructors shall state in each course syllabus what constitutes excessive absence for that course.

Final Examinations

Final examinations are scheduled for two hours per lecture course; the days and times are determined by the college. You can find the days and times for your courses at http://www.arc.losrios.edu/calendar/final_exams_schedule.htm. You must meet your classes during the time scheduled for final examinations to avoid scheduling conflicts with other courses' final examination times. And you must have some kind of test or reporting during the final examination period. (The general principle of grading is that every student is required to complete the final examination requirement in the course.)

Course and Classroom Information

You should announce the final examination day and time to your students at the beginning of the semester and publish it in your syllabus.

You may not administer early final examinations to whole classes without prior approval of the area dean. Generally, you may give early final examinations only to facilitate the orderly transfer of the student to another educational institution or in extenuating circumstances.

In the case of a course for four units or more that includes both lecture and laboratory; the examination given at the time scheduled for the lecture course must not be longer than two hours. If a third hour is needed, it should be at the examination time scheduled for the laboratory part of the course.

The First Day

The first day frequently makes or breaks a class. The students' first, and frequently strongest, perceptions are formed at this class session. Consider doing the following to make the first day a positive experience for you and your students.

Arrive early and write the course code and name on the board so students who are in the wrong room can get to the correct room on time.

Introduce yourself to the class, telling them about your background and your expertise for teaching the course. Tell them how you would like to be addressed, e.g., "Professor _____," "Ms. _____," first name, "Doctor _____"

Introduce the text(s) and show the students the actual books and supplies. Many of the students won't have purchased the text yet, and showing them the book will help them find it on the bookstore shelves.

Provide hard copy/ecopy syllabi. Discuss the syllabus, reviewing key information, especially prerequisites, grading criteria, and course objectives. Review SLO's for the course. Keep in mind that many students are unfamiliar with syllabi, that every course's syllabus is a little different, and that students may not read it on their own unless you stress that it contains important information. (And some students take in information better by listening.)

Take attendance and, if possible, add students to the course. See [Adding/Dropping Students from Enrollment](#) to get a roster for the course and for detailed instructions on handling waiting lists, absent students, etc.

If you have a Desire2Learn course site associated with your course, give students an orientation to the course site and show them where online orientation materials are as well.

Begin discussing the subject matter of the course if possible to make the class time more valuable to students. Review Student Learning Outcomes (SLO's) for the course.

Allow time for students to ask questions and to resolve students' enrollment issues. If they have questions about how to add the class, send them to eServices . If they need to find an open section of the same course, send them to eServices or your area office. If they need to find another suitable course that will fulfill a requirement, send them to Counseling.

Guest Speakers

When controversial topics are presented on campus by outside speakers, it may be appropriate to take certain steps to expose deception or encourage clear thinking. Such action may take the form of requiring that time be reserved at the meeting for questions, selected rebuttal speakers or for free debate, or it may take the form of distributing written statements of alternative views. The objective in all such cases would be that of supporting the function of the College to develop in students an understanding of conflicting points of view, but not to indoctrinate. For additional information see <http://www.losrios.edu/legal/Policies/P-1000/P-1312.pdf>

Research Skills

If students need help doing research, refer them to the Research Help Desk in the library. In addition, students can request individual appointments with reference librarians for help with their research projects. Here, they can get drop-in research assistance whenever the library is open.

Student Gmail

It is important that all American River College students activate their Los Rios gmail account. The Los Rios Gmail is the only way the college communicates important information to students. Faculty can email students from their roster on the Online Grading System and through Desire2Learn.

Teaching Support - Instructional Assistants

Instructional assistants (IAs) are employed to help faculty with instructional duties that increase students' learning productivity or effectiveness. For example, instructional assistants may work with students individually or in groups in classes or in labs.

NOTE: the professor is responsible for the instruction and immediate supervision of all students enrolled in the class. Instructional assistants may not perform teaching duties. The responsibility for determining safe and efficient teaching situations rests with the professor assigned to the classroom or laboratory.

Teaching Support - Teaching Online

American River College's distance education policy states that you must complete the Online Teaching Institute (or the equivalent) to be certified for teaching online. The Online Teaching Institute is taught through the Instructional Technology Center (ITC).

The Instructional Technology Center (ITC) assists ARC faculty and staff in using technology, including online course management systems, video, audio, etc. Faculty may sign up for software training sessions; receive assistance on using technology tools and completing technology-related projects; request help for online classes and Web pages; and contact microcomputer specialists in the Information Technology department for computer and network problems. Phone: 484-8688. For additional information see <http://ic.arc.losrios.edu/~itc/>

Field Trips

Field trips are permitted if they are planned to support the regularly scheduled educational program of a specific class and relevant to the fulfillment of stated course objectives on the Curriculum Course Outline for the course. Take care when scheduling field trips to avoid problems with students' other class commitments. Required field trips must be listed in the class schedule and in the course outline of record. For additional information see CCR, Title 5, Division 6, Chapter 6, Subchapter 3, Article 2, § 55220 <https://govt.westlaw.com/calregs/Document/ID63F7C70D48411DEBC02831C6D6C108E>

Approval

Initial approval for field trips must be obtained from the appropriate area dean, and the Vice President of Instruction. Requests are to be submitted as early as possible but must be submitted no later than four weeks in advance. Arrangements for buses and/or other district vehicles are to be made through the area office. Before forwarding field trip requests, confirm that the procedural guidelines have been followed, trips requiring fees have been noted as to cost per student, vehicles are available, professor(s) will accompany students in buses, and provisions have been made for those students not participating in the field trip.

When planning a field trip, whether by District bus, District vehicle or private car, you must complete the Travel Authorization Request and submit it to the area dean with a list of the names of students who will participate. The area dean may approve field trips for which no district or college funds will be expended. All other field trips need approval from the Instruction Office.

When to Use Liability Release Forms

The following guidelines provide information on when to use the LRCCD Liability Release form (GS#89) :

Course and Classroom Information

If the activity/field trip is within the LRCCD and no special risks are associated with the activity/field trip, the liability release form is not required. This includes cases in which students are required to assemble at an off-campus location and no District transportation is provided.

For activities/field trips outside of the LRCCD, all students participating are required to complete the liability release form.

If the activity/field trip is within the LRCCD but special risks may be associated with the activity/field trip, all students participating are required to complete the liability form. Examples of special risks would include biology field trips, a forestry class using the Georgetown site, or any field trip or activity involving physical activity not normally associated with usual classroom activity on campus.

The liability release form is to be retained in the area office for two years from the date of the activity/field trip.

Students participating in intercollegiate athletics and physical education activity courses are required to complete a separate liability release form (GS#36). This release covers these students for their involvement in athletics or physical education activity classes only. As such, these students still need to complete a liability release form (GS#89) as required above for participation in activities/field trips not related to athletics or physical education classes.

Distances

The District will not provide transportation for field trips to locations/activities within a radius of 25 miles of the college. Students will be expected to reach the location individually through their own means. Buses will be used primarily for trips outside of the metropolitan Sacramento area (generally a 25-mile radius from the campus). Trips will not be normally scheduled outside the State of California except to the Reno-Tahoe area. The Chancellor or designee must approve exceptions.

Participants

For efficient vehicle use, group size and vehicle are matched, (cars, vans, bus). Buses are usually not scheduled for fewer than fifteen (15) participants. The appropriate administrator must approve bus trips conducted with less than fifteen (15) students.

Fee Collection

Field trips fees will be determined as required per LRCCD R-7133

<http://www.losrios.edu/legal/Regulations/R-7000/R-7133.pdf>. Fee charge per student will be noted on the travel authorization. Field trip fees will be collected in the College Business Office seven (7) days prior to the scheduled date. Note: Field trip fees shall not

be charged for trips that are required as part of the course as described in the college catalog.

Priority Guidelines

Field trips are prioritized in the following order:

Field trips required as an integral part of the course and included in the college catalog description of the course, and listed in the college schedule, except ski trips.

Regularly scheduled intercollegiate events.

Enrichment field trips for credit classes.

Trips for community education activities.

Fee Schedule

Required for field trips in categories (3) and (4) above. For current fee schedules, refer to District Regulation <http://www.losrios.edu/legal/Regulations/R-7000/R-7133.pdf>.

There shall be **no** refunds of field trip fees unless the college cancels the activity.

Code of Conduct for Field Trips and Off-campus Activities

Field trip activities are considered extensions of campus programs; therefore, the same general rules that apply on campus will be followed during the time of the field trip activity.

Each faculty member in charge shall recognize his/her responsibilities for the actions of those on the activity until dismissal of the group at the end of the field trip.

Each student and participant shall recognize his/her responsibility for proper conduct during the entire period of the field trip.

The participants with the faculty members in charge may establish procedures deemed desirable and necessary for the encouragement of proper conduct.

The responsible faculty member shall inform all participants of this code of conduct and any other special procedures in advance of the event to clarify the responsibilities of all concerned.

Although the bus driver is ultimately responsible for the safety of the bus and the enforcement of the vehicle code, faculty members in charge of the field trip are by no means relieved of responsibility during traveling time and should give full cooperation to the driver as he/she fulfills his/her responsibilities.

Course and Classroom Information

It is contrary to California State law to possess, serve, or consume alcoholic beverages at any school function, including the off-campus conferences of recognized college student groups, regardless of the age of those participating. Furthermore, anyone who appears at these events under the influence of alcoholic beverages or is present where they are being consumed or served can be subject to immediate removal from class, subject to a referral to the Dean's office and possible disciplinary investigation. This article includes the time spent going to and returning from the event.

Student participants in field trip activities will conduct themselves appropriately at all times. Designation and accommodation of rooms during overnight field trips will be addressed by the faculty in advance of the field trip and with full intent to foster inclusive, safe and healthy accommodations for all students.

All participants are expected to show proper consideration for the rights and welfare of others. Abusive language, undue noise and disturbances shall be considered violations of this code.

The student(s) to whom a room is registered will be held responsible for the conduct of the students in that room.

Those traveling in district or public vehicles on field trips shall return by the same means unless otherwise authorized by those responsible for the activity.

Any violation of the Student Standards of Conduct shall be referred to the appropriate dean or administrator for investigation and possible disciplinary action. Any action by an outside organization shall be in addition to any outcomes for disciplinary action that are sanctioned through the investigative process, unless dictated by law.

Responsibilities of Faculty Members and Advisors on Field Trips

Each faculty member is responsible for the actions of his/her students.

Violations of the Student Standards of Conduct should be reported to the appropriate college administrator immediately upon return to the campus.

Disciplinary action may be taken at the event and may include disqualification from participation in the event. Should disciplinary action take place at the event, the college may take further action after the matter has been taken under consideration by the dean or other appropriate college administrator.

Whenever possible, the advisor's lodging should be adjacent to that of the students.

Student participants are to accompany the group both to and from the event unless the appropriate college administrator has granted prior approval.

College-Sponsored Tours

There is a high level of risk exposure to the College/District posed by group tours involving students and/or staff members. Whenever such tours are to be sponsored by the College/District, they must be reviewed prior to sponsorship's being authorized.

This risk exposure is not mitigated by co-sponsorship of such tours. In fact, the risk may be even greater when the tour is being co-sponsored by an outside organization and when members of that organization plan to participate in the tour.

These guidelines do not apply to tours sponsored by the Community Service Department, field trips or performances required by the course curriculum, preseason athletic practice games, regularly scheduled athletic conference games or post-season athletic play-off games.

To minimize the risk associated with College/ District sponsored tours, the following guidelines must be used:

1. Prior to making a commitment for a tour involving students or staff members for which American River College is expected to be either a sponsor or co-sponsor, the staff member in charge is to submit a written proposal to the appropriate dean for recommendation to the appropriate vice president outlining the specifics of the tour. The proposal should include the following:

Type of tour

Destination of tour

Inclusive dates of tour

Number of students and/or staff members expected to participate

Educational benefits to be derived from the tour

Supervision to be provided

Details concerning any proposed co-sponsorship or other joint venture arrangements.

The name of the staff person handling travel arrangements.

The anticipated costs of the tour and how funds are to be raised. The fundraising plan should include names of the staff members to be involved and a projection of the time required for each staff member. Indirect costs such as publicity, postage, etc. should also be included.

If a tour is dependent upon fund raising activities, a deadline is to be established for raising the necessary funds so that the tour may be canceled and the participants notified.

Following a review of the proposal, the vice president will make a recommendation to the President's Executive Staff.

2. Only after approval by the President's Executive Staff will the tour be considered as sponsored by the College/District. If a tour is not sponsored by the college, the name of the College/District may not be used in any publicity related to the tour, nor may any printing, duplication, or collection of funds be done at college expense.

3. Fund raising activities for college-sponsored tours are to be channeled through the American River College Foundation. Such activities are to be reviewed in advance and coordinated with the Community Relations Office. It is the responsibility of the dean in charge to initiate this review and coordination.

4. Student participants may not be denied the right to participate in the tour because of financial hardship. The College/District's general funds may not be used to cover the cost of any student's participation.

5. All tours are to be booked with an established travel agency that provides insurance covering the following:

Liability insurance with minimum coverage of one million dollars.

Health/accident insurance coverage

Medical evacuation coverage

Cancellation insurance: Although not mandated, the staff member in charge of the tour should investigate the travel agency's policy regarding trip cancellation and/or if trip cancellation insurance is included in the package. If not provided, individuals should consider purchasing such coverage. The College/District is not responsible for any loss resulting from cancellation of the trip. The cost of the insurance coverage is to be incorporated into the cost of the tour package.

6. Prior to departure, each individual participating in the tour must sign an agreement to hold the College/District harmless and to consent to emergency medical treatment. This form will be provided for all participants by the office of the vice president, administrative services.

Grades

Academic Dishonesty

All syllabi should include a policy statement for handling academic dishonesty. Professors may consult their area dean for examples of academic dishonesty policies. This policy should be specific about what constitutes academic dishonesty and what the consequences are. It should be reviewed with students on the first day of class or at online course orientations.

Please note that professors cannot withdraw students from a course or give them an F in the course as a consequence of their academic dishonesty. Typical consequences are an F on the particular assignment, a referral to the campus disciplinary officer, and possibly remediating work (such as completing a module on plagiarism in the Campus Writing Center).

The Student Rights and Responsibilities

http://web.arc.losrios.edu/stusrvc/Student_Rights_Respons.pdf document provides more information on academic dishonesty policies.

Attendance Reporting for TBA Classes (classes with hours To Be Arranged)

Faculty (or designee) must maintain class attendance/lab records and must submit attendance records to the Enrollment Surfaces by the last day of the semester.

Changing a Student's Grade

Students' grades are changed in two instances:

The student was assigned an Incomplete within the previous year and has completed the missing course work stipulated when the Incomplete was assigned.

The student's grade was computed incorrectly or submitted incorrectly in the online grade reporting system.

To change the grade, professors must fill out the appropriate grade change form, obtain the area dean's signature, and forward the form to Enrollment Services. The grade change form is available in Division/Area offices or from the Enrollment Services Office in the Administration building.

Determining Grades

In deciding the final grade for each student, professors should collectively weight all of the factors in the course syllabus. The exam scores and grades on any graded assignments should be included. Items such as class participation are optional. However, items not clearly established on the syllabus as part of the grade should not be included for consideration. Professors should not use previously unmentioned criteria for lowering a student's grade.

Grading Symbols

Grades and grade point average (GPA)

At the end of each semester or term, the college reports students' grades for every enrolled course. The grading standards, with their grade point equivalents, are as follows:

- A Excellent, 4 grade points per unit. B Good, 3 grade points per unit.
- C Satisfactory, 2 grade points per unit.
- D Passing, less than satisfactory, 1 grade point per unit.
- F Failing, 0 grade points, no units earned.
- CR Credit (C or better), not computed in GPA.
- *P Pass (C or better), not computed in GPA.
- NC No Credit (less than C), not computed in GPA but affects progress probation and dismissal.
- *NP No Pass (less than C), not computed in GPA but affects progress probation and dismissal.
- I Incomplete, not computed in GPA but affects progress probation and dismissal.
- IP In-progress, course transcends semester limitation.
- W Withdrawal, not computed in GPA, but affects progress probation and dismissal.

*Courses taken prior to June 30, 2008 will be noted on the student records as CR/NC (Credit/No Credit).

Courses taken July 1, 2008 and in the future will be noted as P/NP (Pass/No Pass), per Title 5 section 55022.

Incomplete

An incomplete grade (I) may be assigned by the instructor when, in the judgment of the instructor, the student is unable to complete the requirements of a course before the end of the semester because of an unforeseeable emergency or other justifiable reason. To receive credit for the course, the incomplete work must be finished no later than one year from the end of the semester in which the incomplete was assigned. A final grade will be assigned when the work stipulated has been completed and evaluated, or when

the time limit for completing the work has elapsed. A student receiving an incomplete may not re-enroll in the course. A student may petition for a time extension due to unusual circumstances.

IP (In Progress)

A grade of “in-progress” indicates that a course is still in progress and a final grade has yet to be assigned. A student receiving an in-progress grade must re-enroll in the course in the subsequent semester. Failure to re-enroll will result in an evaluative (letter) grade being assigned in lieu of the in-progress.

Handling Grading Disputes

If a student feels that grading was conducted unfairly or that a mistake was made in grading a particular assignment, the matter should be discussed immediately or arrangements should be made to discuss this as soon as possible after the grade was received. If emotions are involved, students can be encouraged to write out the situation as he or she perceives it, including a specific, desired outcome. This exercise saves time and helps to diffuse the situation.

Grading disputes may be avoided by making grading standards clear in the course syllabus and for each assignment. Professors should keep detailed grade records for each student in order to document and explain midterm and final course grades in the event of complaint. If a student feels the grade assigned is not accurate, he or she can take the matter to the area dean.

How Students Receive Grades

Once grades are submitted through the campus Intranet, students will receive a message in their Gmail, the Los Rios Community College District email system. They can view their final grades online at the eServices web site

Legal Information About Grading Policies

For legal information, see LRCCD R-7252: Grading Practices and Standards <http://www.losrios.edu/legal/Regulations/R-7000/R-7252.pdf> , or American River College catalog for Academic Symbols, Credit/No Credit Options, Credit by Examination, Repetition of Courses, and Academic Renewal without Course Repetition.

Reporting Midterm Grades

Professors are responsible for providing a midterm grade to each student. By the mid-point of the semester, students should be notified of their academic progress via online grade submission. (Midterm grades posted on the Intranet, D2L, or other student accessible grade book system meet this requirement) The Intranet online submission system also provides a progress report on the standing of students on probation, those

being considered for scholarship recognition, those in special programs such as DSPS, and those participating in student government or intercollegiate sports.

Note: Counseling has implemented a program called Early Alert to provide assistance and intervention to students having difficulty with coursework. This program helps counselors identify students who are experiencing difficulties or not attending a course. Those students whose performance is substandard (D, F, or NC) will receive written notice and will be directed to counseling services for assistance.

Submitting Grades

1. Go to the ARC Intranet: inside.losrios.edu
2. Enter your unified login name and password--the same login used for the ARC network on campus.
3. Select 'Online Grade Reporting and Class Rosters'
4. Select the appropriate course, then click on Midterm Grades or Final Grades and follow the onscreen prompts for Steps 1 through 3 to enter grades.

Note: For any F grades submitted, the date of the student's last day of attendance must be entered. (This is one reason that accurate attendance records are important). For online students, use the last date of visible participation in the class through assignment submissions, emails, or discussion board postings, or other measurable forms of participation.

After submitting grades online, professors must also send a copy of the final grades to the Enrollment Services Office. A copy of the grades along with a spreadsheet(s) including attendance, grade sheets, and positive attendance hours (if course requires it) should be sent to the Enrollment Services Office either through intercampus mail or by email (arcrci@arc.losrios.edu), or US mail. The Enrollment Services Office will maintain electronic images of these records in the Onbase system for audit purposes. Submissions should include professor's name, the course title and number, and the semester on the spreadsheets.

Instructional Materials

Choosing a Textbook

Faculty may adopt a textbook through the Beaver Bookstore, create a custom publication through Printing Services or adopt an open educational resource textbook.

When choosing a textbook for your course, please consider: The cost to students, whether the book be used again for multiple semesters (which will allow the bookstore to sell used copies) and using texts that are already in use by other faculty in the department.

Textbook Adoption Through Beaver Bookstore

Prior to the start of each semester, faculty must submit a request through the Textbook Adoption Website <http://books.arc.losrios.edu/SiteText.aspx?id=12533> so that the bookstore knows what books to buy. Be aware that the bookstore often stocks fewer copies of textbooks than the number of students in a given class, since some students buy their books elsewhere or not at all. If you order unusual texts and students can't easily get copies on their own, be sure to tell the bookstore.

Ordering Special Publications

If you want to create a special publication for a course, you must: Get the approval of your area dean. Schedule the printing work through Printing Services well in advance of the date you want the publication to be available to students. Sell them through the bookstore. Recurring orders must be initiated for each semester on a book order form. (All finished books not sold by the bookstore will be returned to the originator for storage.)

Open Educational Resource Textbook

Faculty may also review and consider the adoption of open educational resource textbooks available through the California Digital Open Source Library. See California Open Online Library for Education <http://www.cool4ed.org/index.html>.

Placing Instructional Materials on Reserve at the Library

In order to make course material available to students, instructors put textbooks, articles, chapters, videos, class notes, study guides and other course material on reserves. How do instructors put an item on reserve? To put an item on reserve, faculty print and fill out the Reserves Form <http://www.arc.losrios.edu/Documents/Library/printreserveform.pdf> and bring it with the reserve item to the Circulation Desk. For additional information see http://www.arc.losrios.edu/arclibrary/Faculty_Services/Reserves.htm.

Prerequisites, Corequisites, and Advisories

It is the intent of American River College to guide students into courses in which they will have the greatest chance for academic success. Therefore, courses will have prerequisites, corequisites or advisories in their description.

Prerequisites

"Prerequisite" means a course that a student is required to have completed with at least a "C" grade to demonstrate current readiness for enrollment in a course or educational program. In some cases, eligibility can also be established through a placement process; check the catalog description of the course to see if this is the case. If a student registers for a class and does not meet the prerequisite, you should drop the student from the class. See Challenging prerequisites.

Corequisites

"Corequisite" means a course that a student is required to take simultaneously or have completed, with a grade of "C" or better, to enroll in another course.

Advisories

"Advisory on recommended preparation" means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

Verifying Prerequisites, Corequisites, and Advisories

Students enrolled in courses that have a prerequisite will be asked to provide verification to the professor that they have met the prerequisite. Verification can consist of a counselor verification form or a student copy of a grade report or transcript. Co-requisite verification consists of student registration printout form or transcript. Students should bring verification to the first class meeting. Students trying to add a full class need to provide verification before the professor signs the add card. It is the students' responsibility to verify they have taken the prerequisite or have the required skills.

Challenging Prerequisites

It is strongly advised that students not meeting course prerequisites seek counseling advice for appropriate course selection before enrolling in courses. If students feel that they can meet the requirements, or one of the conditions below exists, students can challenge the prerequisite. Students must fill out a Prerequisite Challenge Form, which they can get from Counseling or the area office. Students may challenge a prerequisite when one of the following is true:

Student has knowledge or ability to succeed in the course without the prerequisite.

Course providing the prerequisite is not readily available.

Prerequisite is discriminatory or being applied in a discriminatory manner.

Prerequisite was established in violation of regulations and/or the established District-approved policy and procedures.

A Department Prerequisite Challenge Committee will review the challenge. The student and the professor will be informed in writing of the committee's determination by the Pre/Corequisite Chair. ARC commits to a five-working-day turnaround from student submission to notification. LRCCD regulation 2831, 1.2.1 states, "if the district fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course." For additional information see

<http://www.losrios.edu/legal/Policies/P-2000/P-2831.pdf> .

Syllabus

The syllabus is one of the most important devices you can create for both your students and yourselves. Make sure you consider time constraints, resources, and other limitations when determining how much material you will cover and what you will assign. By mapping out a course schedule in advance, you can develop a course to its fullest extent while remaining within the practical limitations of the course. Students also benefit from receiving syllabi because the documents answer general questions about the course. Use the course description, the student learning outcomes and the course outline to prepare your syllabi. (The course description and outline are available on Socrates, the online curriculum database available from inside.losrios.edu.)

Your syllabus (or Student Information Sheet) should cover the following basics:

- Course code, name; prerequisites/corequisite; meeting room, days and times; semester and year
- Professor's name, office hours, phone number, email address, and any other contact information
- Required and recommended texts and supplies
- General grading policies and scales, district attendance policy, evaluation criteria.
- General outline of the course
- The approved Student Learning Outcomes (SLOs) for the course; you can find these in the official course outline, which is available in your area office and online in Socrates via the Intranet login (<http://inside.losrios.edu>).
- Specific assignments and due dates
- Accommodations/Classroom behavior guidelines (i.e. policy on cell phones and pagers, etc.)
- A policy statement that describes how you will respond if you discover incidents of academic dishonesty

The following information is also helpful:

- Instructional/implementation methods
- Instructional philosophy.

Department chairs, lead professors for a course, or the area dean should review syllabi before they are sent to Printing Services for duplication. When the syllabus is complete, duplicate enough copies to distribute to students and the area office.

Business Cards - Orders

You can order business cards online through the Printing Services Digital Storefront.. You will receive the business cards in roughly ten working days—depending on how many orders they have in place.

College Business Travel

If you wish to travel on college business at the college's expense, you need to coordinate with your area dean, and complete a Travel Authorization And Reimbursement Claim form prior to traveling on any approved district business. Forms are available from the area offices and must be signed and submitted to the Business Office at least one month in advance of the travel. Generally, travel will be limited to within a 500-mile radius of Sacramento. Requests to travel beyond the 500-mile limit must be approved by the Chancellor or designee. Travel requests for these types of travel must be submitted to the division dean at least six to eight (6-8) weeks prior to the travel date in order to meet the deadline for the Business Office. For additional information see LRCCD R-8341 <http://www.losrios.edu/legal/Regulations/R-8000/R-8341.pdf>.

Airline

When your Travel Authorization And Reimbursement Claim form is approved, you can place an order for approved commercial air transportation directly with the college's designated travel agent (Cal Travel Store); and ask that the reservation be confirmed to the college business office. The college's travel agent will then contact the college business office to confirm that the travel has been authorized. **Please use the college designated travel agent to ensure proper accounting of authorized travel.**

Personal Vehicle

Use of a personal vehicle for an approved trip is authorized only if no college vehicle is available. If reimbursement is authorized, effective January 1, 2014, payment is 56 cents per mile. To receive reimbursement for using your personal vehicle on college business, follow these steps:

Obtain approval for the travel before you go by obtaining signatures on the Travel Authorization and Reimbursement Claim form.

Verify that you carry automobile insurance at the minimum state legal requirement level.

File a Travel Authorization and Reimbursement Claim form after the trip.

District Vehicle

Through the Director of Administrative Services Office, district vehicles are available for college or student association business use, subject to their availability. A DMV

release (which includes a copy of your CDL) needs to be sent to the Operations & Facility Reservations office. In addition, the driver must complete the appropriate training through ASCIP. For more information see:

<http://www.losrios.edu/~risk/Transbookweb.pdf> (This link is only available from computers on campus)

Reservation

The office of the Director of Administrative Services will reserve a vehicle for a faculty member for travel directly related to his or her college assignment, but will require an approved Travel Authorization And Reimbursement Claim form for travel overnight or outside of the Los Rios district.

Operation

When approval of the Travel Authorization And Reimbursement Claim form has been confirmed, the office of the Director of Administrative Services will issue a gasoline credit card and car and gate keys. A district vehicle can be used only under the direct control of an authorized employee. This means that the physical presence of the authorized employee is required and that he or she will drive or directly supervise a qualified driver. When more than one vehicle is required, a driver must be authorized for each additional vehicle.

Credit Card

A district credit card is used for gasoline purchases for a district vehicle. A district credit card may never be used to purchase gasoline for a privately owned vehicle. Receipts for all purchases charged must be given to the office of the Director of Administrative Services on return.

Repairs

If emergency repairs are required on the road, an estimate of the cost must be obtained. If the cost is under \$100, repairs may be made and charged to the gasoline credit card, if possible, or, if not, are to be paid by the authorized traveler. A receipt for the repairs must be obtained and reimbursement claimed by the traveler on return. If the estimate is over \$100, the traveler is to telephone the vice president of administrative services for authorization, or further instruction (916-484-8484). If the vice president of administrative services cannot be reached, the district emergency command center is to be called for instructions or authorization (916-558-2221).

Accident

Obtain medical treatment for the injured. Report the accident immediately to the Highway Patrol. Complete the insurance forms in the glove compartment, and make notes to be given to the vice president of administrative services immediately upon return, with pertinent facts, diagrams, and names of participants and witnesses. If severe or fatal injury is involved, telephone the vice president of administrative services (916-484-8484) or district emergency command center (916-558-2221) as soon as possible.

Return

A vehicle must be returned to the college after use. The driver is to return the vehicle directly to the college corporation yard, which is adjacent to Davies Hall. The driver must return the vehicle keys, credit card and any receipts to the office of the Director of Administrative Services. Keeping a vehicle at the user's home overnight requires the vice president of administrative services' advance approval, which is granted only under unusual circumstances.

It is the user's responsibility to protect the vehicle from damage and to return it free of litter. Any mechanical problems or damage must be reported to the college business office when the vehicle keys are returned. The vehicle Pre/Post Trip Inspection form would be turned in completed at this time.

E-Mail - Microsoft Outlook

All faculty have an Exchange email account, Outlook Web Access (OWA) <https://ex.losrios.edu.htm>. This official e-mail account needs to be checked regularly as email is a primary communication tool for the college. This email account should be used for all school related communications.

Facilities and Maintenance

Reporting Maintenance Problems

For maintenance problems such as spills on classroom floors, light bulbs out, toilet overflowing in restroom please call Maintenance directly at 484-8255.

Reserving Facilities

Faculty, student clubs, and the community may reserve facilities on campus. Information on deadlines, scheduling, and policies are available online at

<http://www.arc.losrios.edu/Facilities.htm>. *Note: The library makes reservations directly for use of its rooms/space. The Center for Leadership and Development (CL&D) make reservations directly for use of its rooms/spaces.*

Classroom/Facility Management

Each professor is responsible for the facilities he or she is assigned to teach their course(s). As a common courtesy to other professors, as well as to help maintain the "usable life" of the facilities, please observe the following:

Do not eat, drink, or smoke in the classroom.

Professors should take note of the furniture arrangement upon entering the room. After class is over, have the students return any moved furniture to its original arrangement.

Erase all writing on the chalkboards and/or whiteboards.

Place all litter and papers into the wastebasket prior to leaving the room.

Switch off the lights and projectors when leaving the classroom.

Verify that all doors and windows are locked as you exit.

Grants

If you are planning to write a grant proposal, notify the LRCCD Grants Office as soon as possible (916-568-3075 or grants@losrios.edu) so that you will have all the information you need to submit a successful proposal. The Grants Office webpage also provides helpful information for preparing and submitting grant proposals.

Grant proposals must be reviewed and signed off as approved by the following ARC administrators using the **ARC Grant In-house Transmittal Form and the LRCCD Grant Proposal Submission Form**: Area Dean; Vice President of Instruction or Vice President of Student Services; Vice President of Administrative Services, Dean of Planning, Research and Technology (for grant requiring Research Office support), and President. Occupational educational grant must also be signed off by the Associate Vice President of Workforce Development.

Once you have obtained the campus signatures, you must deliver the grant and the signatures to the district Grants Office for district review and approval signatures. **Note: the district requires five working days for this review.** The grant contact person should be available to answer questions posed by the district office and to make any requested changes to the proposal.

Once the proposal has been signed by the Chancellor, the district will help you decide how to submit the proposal to the funding agency.

When the contact person is notified by the funding agency of the decision on the grant, all persons list on **ARC Grant In-house Transmittal Form** must be notified. If the grant is approved for funding, the **LRCCD Grant Acceptance Form** must be completed and submitted to the district Grants Office. Following their review, the

district ensures the appropriate Consent Form is included on the Board of Trustee's agenda.

Once a grant has been awarded, the project is administered through the normal college administrative channels.

The applicant and/or immediate supervisor will meet with Vice President of Administrative Services to set up budget accounts and to discuss expenditure guidelines.

The applicant (or the project director) is responsible for meeting all requirements of the funding agency including submissions of timely reports. All narrative reports should be reviewed by the immediate supervisor. The financial reports are completed by the Special Programs/Grant Accounting Office at the district.

For more information on this process, please call 916-568-3075 or email grants@losrios.edu.

Keys

Door Keys (Internal and External)

NOTE: A new key system and key distribution process will be implemented sometime during the 2014-15 academic year.

The college police will be responsible for issuing all internal and external door entry keys and I.D. access cards (Imron Access cards). A new key request process will be implemented and all keys will require Dean Approval.

Until the new system is implemented, faculty should contact their Area or Division offices to obtain the keys needed for their job.

Other Keys (wall cabinets, filing cabinets, special closets, etc.)

Faculty should contact their Area staff for keys needed for wall cabinets, filing cabinets, special closets, smart classroom podiums and other facilities needed for their job.

Faculty will fill out an ARC Key Authorization Request form and obtain the signature of the Area Dean. After the form has been routed to Business Services, most keys will be ready in about 3 business days and may be picked up at the Business Services office once an email has been sent saying your key is ready for pick up (Located at the front of the Administration Building. Phone: (916) 484-8481).

Surrendering Keys

All keys must be surrendered to Business Services upon termination of employment, during a professional development leave or an extended leave of absence. Adjunct faculty must surrender their keys when their session is completed unless they are

continuing as faculty in that area in the immediately following session or semester. Under the new key system, keys & ID cards should be surrendered to the Campus Police.

Lost keys

Faculty should immediately report lost keys to their area office or supervisor along with an explanation of the circumstances surrounding the loss. *Under the new key system, lost door keys and ID cards should also be reported immediately to the College Police.*

Faculty will need to repeat the key request process. The cost of replacing a key (to be paid by faculty) is projected to be between \$0-\$10, depending on the type of key.

Laptops on Campus

In order to connect your laptop to the campus network or any wireless networks supported by ARC, first bring it to the IT department in the Instructional Technology Center (ITC) so that they can make sure it has the latest virus protection software and is virus-free. The ITC can also assist with wireless network access on campus. For more information see: <http://support.arc.losrios.edu/flex-your-laptop/>

Mailing items: Incoming, Outgoing, Inter-Campus

Incoming first class mail is sorted in the warehouse by the Maintenance Department's staff and delivered to all areas and departments by 12:00 PM daily. On their route around campus, the outgoing and inter-campus mail is picked up once daily from each department or area and brought to the Printing Services office for sorting by 12:00 PM.

Metered Mail

Outgoing metered mail, such as first, third and fourth-class mail, is processed once daily to meet the post office schedule. Mail must be in the mail center (Printing Services area of the Administration building) by 3:15 PM for processing.

If you are sending more than 15 pieces of mail, you will need a Volume Mail Authorization from which will need to be signed by the Vice President of Administration. You can get the form in the Printing Services office.

If you wish to send personal mail from the Printing Services office, you must provide your own postage; the mailroom does not sell postage.

Bulk Mail

Bulk mail must be prepared for mailing by the originator. Instructions for preparation are available in the Printing Services office in the Administration building. Mail must be presented with the necessary paperwork to Printing Services. Delivery to the main Post Office in West Sacramento will be made Monday through Friday by the warehouse staff.

Office Computer Equipment Requests

All new faculty are issued new computers when they begin their employment. Thereafter, faculty receive new equipment every few years on a scheduled basis. If you require special software, equipment, or accommodations for disabilities, speak to your area or division dean.

Office Furniture

ARC will provide you with a desk, a chair, a side chair, a file cabinet and a bookcase. If you require additional furniture, you must purchase it yourself or get your area to pay for it.

If you move offices: Furniture is assigned to an area, not to an individual. If you are assigned a new office, you normally will not take your college-provided furniture to the new office. If you wish to do that, you must obtain approval from your dean. You must place all personal items in boxes. Then you must submit a work request through your area office to have your personal items moved to the new office.

If you require special furniture accommodations, ask the dean of your area for assistance and speak to Human Resources about your need to be accommodated.

Parking

Staff Parking Permits

All staff are issued parking permits from the College Police (located south of Davies Hall, phone (916) 558-2221). Full-time faculty parking permits are valid for three years. Adjunct faculty are issued a permit on a semester basis. At the start of each semester, adjunct faculty must bring an official Tentative Course Schedule and a current Driver's License in order to register for a semester Adjunct Staff permit.

Faculty may park in any staff parking space (designated with yellow markings) on campus. Parking permits should be displayed on the lower right (passenger side) front windshield or hanging from the rear view mirror. If faculty arrive on campus without an appropriate parking permit, a temporary permit may be obtained from the College Police.

For more information see: <http://police.losrios.edu/parking/default.aspx>

Special Parking Permits

Special Parking Permits may be arranged for guests and special events with prior approval. For more information, contact the ARC Police Department at (916) 484-8019 during business hours, at least one week prior to the event.

Resolving Citations

Citations will be issued for violations of campus parking and traffic regulations. If a faculty member parks on campus without a parking permit, a citation will be issued. For parking regulations see: <http://police.losrios.edu/parking/parkingrules.aspx>. All parking citations, including payment and appeals are handled through a central off-campus processing center: www.CitationProcessingCenter.com. For more information, including a downloadable parking citation appeal form, see <http://www.police.losrios.edu/parking/citationsappeals.aspx>

Phone

Help for PC, Email, Phone or Programming

For assistance with Computers, Email, Phones or Programming, contact the Information Technology (IT) Department: Phone: 484-8259. For additional information see:

<http://support.arc.losrios.edu/>

Voicemail

ARC uses a Unified Messaging System (UM) for voicemail messaging. This system offers the ability to retrieve (read and listen to) phone messages through the email system, a smart device or telephone. To learn more about Unified Messaging, visit <http://um.losrios.edu/>. This webpage contains reference and training materials for Unified Messaging, including a recorded training session.

Long Distance Calls

Most Staff and Faculty phones are not equipped with long-distance calling access. However, Area/Division Office phones are equipped with this function and faculty can arrange to use a phone at the Area/Division Dean's office to place long distance calls for school purposes.

Requesting Printing Services

Important: Everyone needs copies of syllabi and handouts the first week, so you must submit printing requests early--at the end of the previous semester if possible. Also, make sure you indicate on the Printing Services request that you need the document the first week of class. In particular, if you are requesting copies of a syllabus, put the word "syllabus" in the request. Printing Services will copy those documents first in a crunch, but will not guarantee delivery in the first week unless you give them at least a week's notice. (See below for the number of days needed for large orders.)

Also important: Printing Services adheres to strict [copyright guidelines](#), including those governing use of copies of texts for academic use.

The Printing Services office is located next to the Business office in the Administration Building. For additional information see: <http://arc.losrios.edu/~printser/>.

Submitting Printing Requests Online with Digital Files

The preferred method for submitting your job requests to Printing Services is through their Digital Storefront website (<http://printing.arc.losrios.edu/DSF>). There is a Frequently Asked Questions webpage with a couple get started YouTube videos if you need them and you can always feel free to contact them for customer support at 484-8562. Digital Storefront will convert most file formats to PDF automatically; however, be sure to check the results of this conversion before completing your order.

Submitting Hard-copy Requests and Originals

To submit a printed original for printing, you must obtain a printing requisition form from your Area office or the Printing Services office, fill it out, and attach it to your originals. Be sure to identify syllabi in the printing requisition job name if you need the syllabi by the first week of class.

Here are guidelines for preparing your hard-copy originals:

Use clean, white bond paper. Never use colored or erasable bond paper.

Leave at least a ½-inch margin on top, bottom and sides of the copy.

Line drawings and signatures must be done in black ink.

Typed copy must be black on white paper.

Paste-up work must be neat and straight on paper.

Multiple jobs must be numbered consecutively.

Submit a single-sided sheet for each page.

Proofread all material prior to submitting.

Some reduction and enlargement capability is available. Please consult with the Printing Services office.

All printed sides of paper should be counted and listed in original count on request.

All pages should be the same size.

Remove all staples and paper clips.

How much time should I allow?

For planning purposes, allow 5 working days for up to 2,500 copies. Allow 8 working days for 2,501 to 5,000 copies. For larger jobs, contact the department.

Copyright Guidelines

Reproduction of copyrighted material, including computer programs, without prior permission of the copyright owner is a problem in the academic community.

Unfortunately, users in an educational setting all too often overlook the impropriety of much unauthorized copying.

Although copying all or part of a work without obtaining permission may appear to be an easy and convenient solution to an immediate problem, such unauthorized copying can frequently violate the rights of the author or publisher of the copyrighted work, and is directly contrary to the academic mission to teach respect for ideas and for the intellectual property that expresses those ideas.

ARC abides by the U. S. Copyright law. The Kinko's case (1989) is an example where the Court found Kinko's guilty of copyright infringement in its photocopying of works to create anthologies without the permission of the copyright owners

Congress has endorsed certain guidelines relating to classroom copying for educational use. These guidelines generally establish minimum permissible conduct under the Fair Use Doctrine for unauthorized copying.

The guidelines for making multiple copies without permission for use in an academic setting contain the following prohibitions:

- A. Unauthorized copying may not be used to create, replace or substitute for anthologies, compilations or collective works, whether such unauthorized copies are collected and bound together or are provided separately.
- B. Unauthorized copies may not be made of "consumable" works, including workbooks, exercises, standardized tests, test booklets, answer sheets, and the like.
- C. Unauthorized copying may not substitute for the purchase of books, publisher's reprints or periodicals.
- D. Unauthorized copying may not be directed by higher authority, such as a dean or head of a department.
- E. The same professor cannot copy the same item without permission from term to term.
- F. No charge shall be made to the student beyond the actual cost of the photocopying.

Unless it falls within one of the above prohibitions, the guidelines further indicate that you may make multiple copies in the following situations:

A. When an individual professor is inspired to use a work, and the inspiration and decision to use it and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

B. If the following limitations with regard to the amount of copying of a work are applied:

If a complete article, story or essay is copied, and the work copied is less than approximately 2,500 words. (There are no particular rules for certain special works that consist of less than 2,500 words.)

If a prose work is excerpted and copied, and the excerpt copied is no longer than approximately 1,000 words or 10% of the work, whichever is shorter.

If a chart, graph, diagram, drawing, cartoon or picture is copied, and not more than one such illustration is copied per book or per periodical issue.

If a short poem is copied, and the poem is less than 250 words and printed on not more than two pages, or if an excerpt from a longer poem is copied, and the excerpt is not longer than 250 words.

C. The copying is for only one course in the school in which the copies are made.

D. No more than one short poem, article, story or essay or two excerpts are copied from works by the same author. In addition, no more than three works or excerpts may be copied from the same collective work or periodical volume during one class term, and no more than nine instances of such multiple copying may occur for one course during one class term. (These guideline limitations of Paragraph D do not apply to current news periodicals, newspapers, and current news sections of other periodicals.)

E. The original copyright notice must appear on all copies of the work.

A copy of the full text of the guidelines, Questions and Answers on Copyright for the Campus Community, Copyright 2003 National Association of College Stores, Inc. <http://www.nacs.org/toolsresources/cmip/copyright/questions/intro.aspx> and the Association of American Publishers, is available from ARC Printing Services.

Obtaining Copyright for Developed Materials

For information on the copyrighting of your own materials, see LRCCD R-8333 <http://www.losrios.edu/legal/Regulations/R-8000/R-8333.pdf>

Purchasing Policies

General Purchasing Requirements

Purchases made in the name of the district without an authorized purchase order shall be considered the obligation of the person making the purchase and not the obligation of the district. Normally all purchases ordered on a purchase order are delivered to the college warehouse. If a vendor representative should bring the order directly to your area, you must complete a Merchandise Received report and send it to the Receiving Room at the college warehouse. This report serves as notification that the merchandise has been received. Receiving will input the necessary receiving information and forward to District Office, Accounts Payable. All vendor invoices must be mailed by the vendor directly to the Accounts Payable section at the district office. Payment to a vendor will not be made unless Accounts Payable has an authorized purchase order, verification merchandise has been received and an original invoice from the vendor.

To buy materials and supplies using the college discretionary funds budget accounts or special project budget accounts, work with your area dean to obtain funding in one of the following ways:

Emergency Purchases for Under \$50

1. Get your dean to sign a General Fund Revolving Check/Cash Fund form and bring it to the Business office.
2. Sign out a cash advance at the Business office in the administration building. Purchase the materials from the vendor.
3. Bring an original signed invoice or receipt back to the Business office immediately after you purchase the materials.

Emergency Purchases Exceeding \$200

For emergency purchases exceeding \$200, initiate a requisition (signed by the area dean) and deliver the requisition to the college business office, requesting a confirmation purchase order number. The college business office will fax the requisition to the district purchasing office for its review and approval. Upon approval of the district purchasing office, a confirming purchase order number will be issued by district purchasing to the college business office. The district purchasing office will place the order with the vendor by issuing a purchase order and either faxing the purchase order to the vendor or mailing it to the vendor on the same day. A requisition may never be used in lieu of a district purchase order, nor may a requisition ever be given to a vendor. The college business office will place the purchase order number on the requisition in the upper right hand corner, and then submit the requisition to district purchasing with "confirmation only" written on the body of the requisition.

Instant Cash Check

Use this method when the total cost of the merchandise is less than \$250, including tax, and the merchandise is immediately available from the vendor.

Get your dean to sign a General Fund Revolving Check/Cash Fund form and bring it to the Business office.

In two working days, pick up the check (payable to the vendor) at the Business office.

Purchase the materials and return to the Business office with an original invoice from the vendor as well as a copy of the General Fund Revolving Check/Cash Fund form.

NOTE: An Instant Cash Check cannot be used for the purchase of equipment items.

Limited Purchase Order

For purchases under \$200 (including tax and shipping), a limited purchase order may be used in place of the traditional requisition/purchase order process. The limited purchase order (LPO) requires the same college approvals as do requisitions, but once the document is approved, the order may be placed or merchandise may be picked up immediately. A LPO cannot be used for the purchase of equipment items. Contact the college business office for information on limited purchase orders (LPO).

Regular Los Rios Purchase Requisitions and Purchase Orders

The following procedures are to be used:

- A purchase requisition is initiated and signed by the area dean and a dean of instruction and is then forwarded to the college business office for processing. Once approved at the college level, the requisition is forwarded to the district purchasing office, and a Los Rios purchase order will be issued.
- Purchases costing from \$1,000 to \$5,000 require three (3) informal price quotes from vendors. The requisitioner may obtain these quotations and attach the quotations to the requisition. Provided that the name of the vendor, the name of the vendor's representative who provided the quote, and the price quoted is attached to the requisition, the district purchasing office has the option of using these quotes, which will help to expedite the issuance of a purchase order.
- Purchases costing from \$5,000 to bid limit (2013-14 \$84,000) for materials and services (or from \$5,000 to \$15,000 for Public Projects which involve facility improvements) require three (3) formal written quotes. The requisitioner may obtain the formal, written quotations from vendors or the district purchasing office will obtain them. All quotations must be on a vendor quotation form or company letterhead and must be signed by an authorized representative of that vendor. If the requisitioner has obtained the three (3) formal, written quotations, they must be attached to the purchase requisition to avoid having the district purchasing office duplicate the process, which could delay the issuance of the purchase order.

- California State law requires the formal bidding of orders for materials, services and equipment where the amount of the purchase is above the bid limit (2013-14 \$84,000). For Public Projects (facility improvement projects) state law requires formal bids where the total cost of the project is \$15,000 or more. The formal bid process is coordinated by the district purchasing office and takes six to eight weeks from the date your requisition was received by District Purchasing Department.

Any further information about purchasing can be answered by your area dean or by Business Services.

Requesting standard supplies

Each area has a warehouse supply list identifying those items that are customarily carried in the college warehouse. To acquire the supplies from the warehouse, fill out a supply requisition, get your dean's signature, and submit it to the college Receiving Room located in the college warehouse. If the supplies are not in stock, they will be ordered and delivered to your area as soon as they are received.

Safety / Police

Annual Security Report

This annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. The report is distributed/posted by October 1 each year on the following website: <http://police.losrios.edu/pdf/annualcleryreport.pdf>. This report has been prepared in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 ("Clery Act"), 20 U.S.C. § 1092(f), Title 34 U.S. Code of Federal Regulations Section 668.46, and the California Education Code, Sections 67380-67385.

College Police

The Police Office (Located South of Davies Hall, (916) 558-2221) operates on a 24-hour basis. Services include parking permits, security, parking information, lost/found property, and limited vehicle emergencies. The campus police should also be called to report emergencies, crimes such as assault or theft, or suspicious activity. For additional information see: <http://police.losrios.edu/>

Emergencies

Campus emergencies should be reported to Los Rios District Police Department Communications Center at (916) 558-2221.

<http://police.losrios.edu/communicationscenter.aspx>

For detailed information regarding emergencies, including local area disasters, visit <http://police.losrios.edu/emergency.aspx>

Emergencies Occurring at Outreach Centers

If a security emergency occurs at an Outreach Center, the Los Rios District Police Department Communications Center should be contacted at (916) 558-2221. If there is an extreme crime or emergency requiring police or immediate medical assistance, 911 should be called (from campus phones, dial 9-911) and then notify the Los Rios District Police Department. The Outreach Center's Dean/Office staff should also be immediately notified of the incident.

The Natomas Center is the only outreach center staffed by the College Police Department and can be reached at (916) 485-6050.

Reporting Sexual Assault

In accord with EC67385, American River College is required to provide information and referral to treatment to students, faculty and staff who are victims of sexual assault committed at or upon the grounds of or upon off-campus grounds or facilities maintained by the College. For more reporting, policies and information, see: <http://police.losrios.edu/clery/jeanneclerydisclosure.aspx> and LRCCD P-5174 [LRCCD Policy http://www.losrios.edu/legal/Policies/P-5000/P-5174.pdf](http://www.losrios.edu/legal/Policies/P-5000/P-5174.pdf)

Safety Tips

The Los Rios District Police Department offers safety tips at <http://police.losrios.edu/crimeprevention/default.aspx>. These suggestions are being made to help increase awareness about the most common crimes at the colleges.

Staff ID Cards

- The college police will be responsible for issuing all Staff ID cards.
- Employees can drop by Portable 613 without an appointment, and will be asked to show a driver's license and either an Intent, class roster or a welcome letter.
- For prox card activation, email college police.

Threat to Faculty Member

In accordance with Education Code 87014 <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=86001-87000&file=87000-87018>, any faculty member who is attacked, assaulted or menaced by any student within the faculty member's scope and course of employment shall report the incident promptly to the appropriate law enforcement authorities.

The Dean or other management employee directly responsible for the faculty member, who has knowledge of the incident, also shall report the incident promptly to the appropriate law enforcement authorities. See LRCFT 2014-17 Contract 21.3.

Employee Self Service Site

The Los Rios Employee Self Service site allows staff to view Human Resource information including paycheck stubs, W2s, federal and state withholding forms. Go to http://www.losrios.edu/lrc/lrc_employee.php and click on Employee Self Service (ESS) and log in with your unified network login and password.

LRCCD Human Resources

The Los Rios Office of Human Resources serves the employees of the district and job seekers within the community. Human Resources include Employee Benefits, Employee Resources, and resources for applying to jobs at LRCCD. For additional information see http://www.losrios.edu/hr/hr_exthome.htm.

Employee specific resources can be found on the HR Employee site http://www.losrios.edu/hr/hr_internal.htm

Los Rios College Federation of Teachers (LRCFT)

Also known as "The Union", the LRCFT represents faculty members within the District. The LRCFT is responsible for negotiating the Collective Bargaining Agreement (contract) with the District on behalf of faculty members and union members are available for consulting with and representing individual faculty members on workplace related matters. For additional information see: <http://www.lrcft.org/>

Union Contract: Los Rios College Federation of Teachers Contract (2014-2017)

<http://www.losrios.edu/hr/downloads/LRCFT2014-2017/2014-2017LRCFTContract.pdf>

Absences

The Los Rios district provides various types of paid leave (e.g. illness, personal necessity, bereavement, jury duty, personal business, etc.). For a full, detailed description of the types of paid leave available for fulltime and adjunct faculty, see Article 9 of the Contract <http://www.losrios.edu/hr/downloads/LRCFT2014-2017/2014-2017LRCFTContract.pdf>.

Planned Absences

Contact your Area Dean's office for approval and to fill out appropriate paperwork (including absence reports, substitute timesheets).

Personal Business

Full-time faculty may be granted a maximum of two (2) days per academic year to resolve business-type matters which require attention during work hours.

Advance notification is expected except under extenuating circumstances. For additional information see Section 9.11 of the Contract.

Emergency Absences

Call your Area Dean's office (or Outreach Center Dean, if teaching at an outreach center) to notify them immediately of your absence. If classes take place outside of Dean's office hours, Campus Police (or Natomas Center Police, if teaching at Natomas Center, may be called).

Absence Reports for Full-time Teaching/Counseling Load

All absences are reported in hours. The absence report will reflect the actual hours absent (which includes both teaching time and office hours). Each employee through the area office must complete a cumulative absence report through the area office. All certificated employee absence forms must be signed by the faculty member and immediate supervisor and submitted to the Instruction Office immediately after the absence and no later than noon on the last working day of each month, whichever occurs first. This should be completed even if the absences occur early in the month and even if more than one report per faculty member is submitted for a month. If the Instruction Office has already received a signed report for that month, area offices may phone or email additional absences to the Instruction Office. It is not acceptable to submit accumulated absence reports (i.e. October and November absence reports submitted in December). Any required verification must be submitted with the form.

Absence Reports for Adjunct Faculty and Overload (Extra-pay)

All adjunct and overload absence reports will be created in the Dean's Office. For information on various paid leaves, consult the Los Rios College Federation of Teachers employee contract article 9 at <http://www.losrios.edu/hr/downloads/LRCFT2014-2017/2014-2017LRCFTContract.pdf>

Substitutes

Contact your Department Chair or Area Dean for assistance in selecting and recruiting qualified substitutes for your classes. For more information about substitute guidelines, substitute salary schedules and timesheet reporting, see:

<http://www.losrios.edu/hr/downloads/HRInfoFlyer11.pdf>

Benefits

Benefits for fulltime and adjunct faculty are detailed on the district's benefits page: <http://www.losrios.edu/business/benefits.php>. For questions regarding a specific benefits situation, call the Los Rios Community College District Benefits office at (916) 568-3070 or visit http://www.losrios.edu/hr/hr_exthome.htm

College Service

College service represents a professional obligation by all full-time faculty to the institution. Participation, to be determined by the faculty member, may include, but not be limited to the following activities: advisory committees, college planning processes, compliance related training such as sexual harassment prevention and information security, professional growth activities such as the Online Training Institute and instructional skills workshops, developing and assessing student learning outcomes, college sponsored student success initiatives, college outreach activities, division and department meetings, program planning, search and selection committees, evaluation teams, sponsoring and supporting student activities, college and district governance, official state-wide faculty organization meetings, conferences and workshops, State Chancellor Office task force assignments, and activities of the LRCFT that are reasonably related to college service.

Commencement

At the annual commencement exercises at the end of the Spring semester, faculty proceed into the ceremony in cap, gown and hood and observe the ceremony. Full-time faculty are required to participate in commencement exercises every other year. Failure to attend commencement and participate in commencement day activities will result in a docking of pay.

Faculty are required to purchase or rent their cap, gown and the appropriate academic hood through the Business Office (in the Administration building). During the spring semester, faculty required to attend commencement will receive email notification concerning commencement and rental deadlines.

Filing a Grievance or Complaint

If you need to file a grievance or complaint about discrimination, equity in hiring, sexual harassment, lack of accommodation for a disability, etc., consult one of the College's Compliance Officers

<http://www.arc.losrios.edu/Documents/AboutARC/ComplianceOfficers.pdf>.

NOTE: the terms "complaint" and "grievance" have distinct meanings and require different procedures.

A complaint is an allegation of discrimination, such as sexual harassment or other discrimination based on race, religion, disability, gender, etc. (See P-5111, P-5172, P-5173, and R-5172 (<http://www.losrios.edu/legal/Policies/P-5000/P-5111.pdf>, <http://www.losrios.edu/legal/Policies/P-5000/P-5172.pdf>, <http://www.losrios.edu/legal/Policies/P-5000/P-5173.pdf>, and <http://www.losrios.edu/legal/Regulations/R-5000/R-5172.pdf>) A grievance is an allegation by an employee that a provision of the collective bargaining agreement has been violated.

Faculty should be familiar with the various policies and regulations as well as their collective bargaining agreements dealing with the filing of grievances and complaints. Specific grievance procedures can be found in the collective bargaining agreement.

Load Balancing

Per LRCFT contract section 4.6.2, the typical faculty load is 60 formula hours over a two-year period or 15 formula hours per semester. At the end of the two-year load balancing period, formula hours greater than 60 (4.000 FTE) in the instructional mode, by an amount equivalent to or greater than .067 FTE or one formula hour, shall be paid as overload (Schedule B). If a faculty member is below the 60 formula hour limit by an amount equivalent to or greater than .067 FTE or one formula hour, the faculty member may, by mutual consent, make up the imbalance the following contract year. Otherwise, money is owed to the District and must be repaid. For additional information see <http://www.losrios.edu/hr/downloads/HRInfoFlyer4.pdf>

Long-Term Temporary (LTT) Faculty Member

A person who is employed in a faculty position that:

- is regularly filled by a tenured employee who is temporarily absent, and
- in a position of more than a sixty-seven percent (67%) workload, and
- who has not obtained first-year contract, second year contract, third and fourth year contract, or tenured status.

Office Hours

Fulltime faculty must schedule one office hour per 0.2 of FTE. (One 3-unit lecture course is 0.2 FTE.) See section 4.7.2 of the contract for specific requirements and scheduling of online office hours. Adjunct faculty with at least a 0.2 FTE may participate in Adjunct Office Hours Program, See section 4.10.11 of the contract. (<http://www.losrios.edu/hr/downloads/LRCFT2014-2017/2014-2017LRCFTContract.pdf>)

Paychecks

Payroll checks for full-time faculty and staff are dated the first of the month and distributed the first working day of the following month. If the first falls on a weekend, payday will not be until the following working day. Payroll checks for adjunct faculty and substitutes are available on the tenth day of the month following the month taught. If the tenth day falls on a weekend or holiday, the warrant will be available on the last working day prior to the holiday. (Paychecks for fulltime faculty's overload courses also are distributed on the tenth day of the month following the month taught.)

Checks may be picked up in person at the Business Office or be arranged to be sent directly to a bank through direct deposit. Applications for direct deposit are available in the ARC Business Office Phone (916) 484-8481, located in the Administration building.

Performance Reviews

All faculty are reviewed by deans and peers periodically to ensure the high quality of education and services for students. The Article 8 in the contract (<http://www.losrios.edu/hr/downloads/LRCFT2014-2017/2014-2017LRCFTContract.pdf>) explains in details the different types of reviews for tenured, tenure-track, and adjunct faculty. For further questions, speak to your area dean or LRCFT representative.

Posting Your Schedule

You are required to post your teaching schedule and office hours outside your office door at the beginning of the semester so that students can find you

Professional Development

ARC values faculty professional development. The faculty Professional Development Committee, the Professional Standards Committee: Type A and B Leaves, the Center for Teaching and Learning (CTL), and The Instructional Technology Center (ITC) provide faculty with opportunities and trainings to enhance teaching and strategies to facilitate student access and success.

Faculty Professional Development Committee

The Professional Development Committee (PDC) provides assistance, guidance, and financial resources to faculty with the goal of promoting professional growth that enhances teaching and learning in support of student success and District and College goals and objectives. The committee

Meets regularly to review and discuss funding requests from full-time and adjunct staff members interested in attending a variety of different professional development venues including, but not limited to, conferences, workshops, symposiums, retreats, etc.

Makes recommendations regarding awards and award amounts with consideration given to established committee operating guidelines, procedures, and priorities as well as funding availability.

Encourages attendance at events of interest to faculty in collaboration with Faculty Senate, Center for Teaching and Learning, and other groups.

Disseminates information regarding upcoming professional development funding periods and submission deadlines.

Serves as a resource and liaison to representative area faculty seeking support.

Maintain a website with committee functions, membership, minutes, application guidelines and evaluation information.

Represents faculty professional development on related PD committees campus and district-wide.

Full-time and part-time faculty are encouraged to apply for professional development funds. The PD application, requirements, and timeline for requesting professional development funds is at

http://www.arc.losrios.edu/Insider/Standing_Committees/Faculty_PD/Applications.htm

Professional Standards Committee: Type A and B Leaves

The Professional Standards Committee oversees the distribution of release time for faculty who desire to work on special projects. At the beginning of each semester, the Professional Standards chair sends out an email to tenured and tenure-track faculty apprising them of the opportunity for release time to pursue a project the next semester.

Type A and Type B leaves allow full-time faculty to respond to changing educational conditions and student needs. These leaves allow faculty to engage in studies, projects, or other beneficial activities, which do not fall within their regular responsibilities but that support student success and the District and College goals and objectives.

Type A is leave of one semester at full pay or one year at half pay.

Type B is leave at full pay of up to 100% reassigned time for up to one year in duration. (Leave shall normally commence at the beginning of a semester.)

Eligibility

Any tenured faculty member with 7 years of satisfactory service is eligible for a Type A leave. In addition, there must be 7 years of satisfactory service between two Type A leaves granted to one individual.

Any tenured or tenure-track faculty member who has satisfactory completed a sequence of three full years of service with the District is eligible for a Type B leave. There is no service requirement between Type B leaves.

Qualified faculty members are encouraged to apply for Type A and Type B leaves. The application, criteria, and timeline for requesting leaves is at

http://www.arc.losrios.edu/Insider/Standing_Committees/Professional_Standards/Applications.htm

The Professional Standing Committee meets to evaluate the applications according to the established criteria. The Committee votes on the application and recommends those which received a majority votes to the College President.

Professional Development Days (Flex Days)

Both fulltime and adjunct faculty are required to complete a certain number of hours of professional development (also known as "Flex" hours). All full-time and some part-time faculty members owe flex/PD hours each semester as part of their flex obligation. Although the first day of classes occurs after flex Thursday and convocation Friday, paychecks for faculty members scheduled to teach on Thursdays and or Fridays include pay for both of the two 'pre-semester' days of fall and spring. By participating in flex/PD events both prior to the semester and during the semester, faculty members 'earn' pay for those four days and fulfill their 'work' obligation, which is referred to as their 'flex obligation'.

Full-time Flex Obligation

A full-time faculty member has a total obligation of 24 flex/PD hours per year. Of these hours, 12 hours are mandatory on-campus activities the Friday prior to the beginning of each semester. Thursday flex day activities, conferences, off-campus activities or on-campus activities during the semester may fulfill the remaining twelve hours.

Full-time Overload Flex Obligation

A full-time faculty member having a full semester overload course normally taught on Thursday and/or Friday has additional flex/PD hours equal to the number of hours taught on those days. Faculty teaching first and second eight-week overload courses and first, second, or third five-week overload courses will not owe extra flex/PD hours.

Adjunct Flex Obligation

An adjunct instructor whose teaching schedule includes a full-semester class taught on a Thursday and/or Friday has a flex/PD obligation for the number of hours normally spent teaching on Thursday and/or Friday. Adjunct instructors who only teach first and second eight-week classes and first, second, or third five-week classes do not owe flex/PD hours.

Online Flex Reporting System

Faculty enter their flex/PD activity using the Online Flex Reporting System available through the ARC Intranet. Detailed instructions are available at http://www.arc.losrios.edu/documents/CTL/How_to_enter_flex_activity_participation.pdf. The deadline to submit flex/PD hours is May 1 of each academic year. Activities

completed between the last day of the spring semester and June 30 may, at the request of the faculty member, count toward the following year's flex/PD obligation.

Flex Obligation Resources

On the Center for Teaching and Learning (CTL) web site

<http://www.arc.losrios.edu/ctl.htm/> you will find a detailed explanation of the number of Flex hours you must complete for your specific teaching assignment and obtain a listing of Flex activities for the semester.

Professional Development / Flex During the Semester

For certain designated flex days, faculty may substitute a pre-approved individual activity "in lieu of" coming to the campus for professional development (flex) activities. All activities must meet state education code requirements. (The purpose of the flexible calendar program is to provide time for staff to participate in activities related to "staff, student and instructional improvement. See CCR, Title 5, Division 6, Chapter 6, Subchapter 8, Article 2, § 55720.

<https://govt.westlaw.com/calregs/Document/I17251A60D48511DEBC02831C6D6C108E?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=%28sc.Default%29> ,

Salary and Salary Advancement

Salary Schedules:

http://wserver.losrios.edu/hr/sal_schd.htmhttp://www.lrcft.org/?page_id=101

Salary Advancement, see the section 2.6-2.10 of the Contract.

<http://www.losrios.edu/hr/downloads/LRCFT2014-2017/2014-2017LRCFTContract.pdf>

Adjunct Faculty salary advancement, see:

<http://www.losrios.edu/hr/downloads/HRInfoFlyer01.pdf>

For more general information, contact the Human Resources office

http://www.losrios.edu/hr/hr_exthome.htm

TB Testing

Please contact the Health Center at 484-8383 for specific information regarding TB testing.

Bike Locker Rentals

Bike lockers are available in several locations around campus. Bike lockers may be rented at the Center for Leadership & Development (CL&D) in the Student Center Building. Hours: Monday- Thursday, 8:00 a.m.-5:00 p.m. Friday, 8:00 a.m.-5:00 p.m. (Fall/Spring hours). Phone 484-8471. For additional information see: http://www.arc.losrios.edu/Support_Services/Center_for_Leadership_and_Development/Bike_Lockers.htm

Business Office

The Business Office handles all accounting transactions for the college. You can pick up paychecks and paycheck stubs and pay fees (for things such as cap and gown rentals for commencement). Location: Administration building

College Police

Emergency Telephone Locations

There are 41 Emergency telephones with blue lights located around campus (17 phones on campus, plus an additional 24 phones in the parking structure). These phones are operational 24 hours a day, 7 days a week. Callers will be connected with the Los Rios District Police Department Communications Center.

On-Campus Shuttle Services

There is a free on-campus shuttle service provided for staff and students who park on campus. The shuttle operates from 5:30pm-10:30pm Monday -Thursday (excluding holidays and summer). For more information, see <http://police.losrios.edu/services/shuttle.aspx>

Community Relations Office

The Community Relations office is responsible for the college internal and external communications. Contact the Community Relations office whenever you receive an inquiry from the media or when you want to publicize something to the American River College community or public.

To respond to a media request for information, contact Scott Crow, the Public Information Officer, immediately at (484-8647).

If you wish to publicize something to the public, you can call 484-8646, or you can submit a written request via the Insider publicity request form at http://www.arc.losrios.edu/Insider/Publicity_Request_Form.htm .

To publicize something in the weekly in-house newsletter, Notes, submit the publicity request at http://www.arc.losrios.edu/Insider/Publicity_Request_Form.htm or call 484-8646.

The Community Relations office is also responsible for the public web site (arc.losrios.edu), the Insider web site (inside.arc.losrios.edu), social media, and several publications (both printed and online). Contact the office at 484-8646 to place or change information in any of these resources

American River College Foundation

The American River College Foundation is an organization dedicated to raising funds to provide scholarships and enhance the learning environment, as well as educating the community regarding the needs and goals of the college. Funds raised by the Foundation have gone to faculty mini-grants, endorsements, and major campus projects. All donations to the college-including those to individual departments and programs-are channeled through the Foundation, which is the only college office that can provide IRS documentation for charitable deductions. Please contact the Foundation office at 484-8174 for more information, or stop by the Community Relations Office in the Administration building. There are several ways you can donate to the Foundation:

- **Payroll Deduction**

You can donate to the foundation through payroll deduction. Forms are available in the foundation office and at the ARC Foundation website www.arc.losrios.edu/fund. You can donate to an existing fund or establish your own fund (for example, a scholarship fund in honor of a deceased family member).

- **Other Cash Gifts**

The foundation accepts outright gifts of cash, check or credit card; pledges for major gifts; endowments, marketable securities, and gifts of real estate; and planned and testamentary gifts, such as bequests, annuities and charitable remainder trusts. To learn more on how you can support the college in this way, please contact the foundation office.

- **In-Kind Gifts**

Areas may accept non-cash (sometimes referred to as "in kind") donations of equipment and/or materials that may be usable and beneficial to college programs or services. If you anticipate such a donation, please contact the foundation office for forms and guidelines. You also can find these online at the foundation's website (www.arc.losrios.edu/found).

Patrons Club

The ARC Patrons Club began in 1958 with six women who were invited to meet with Dr. Bill J. Priest and his assistant, Doris E. Raef, to discuss forming a community women's organization to work with the college. The American River Junior College

Patrons Club was formed, limiting membership to 60 women leaders in the community. The objectives and goals were built on a strong foundation, and remain the same today. For additional information see <http://www.arc.losrios.edu/Community/Patrons.htm>.

Recycling

Printing Services will recycle your batteries, CFL light bulbs, toner & inkjet printer cartridges. For additional information see <https://green.arc.losrios.edu/>.

Research Office

ARC Research office strives to

- disseminate information about American River College and the community it serves,
- provides research about the demographic profile and success indicators of the students who attend American River College
- creates research and planning documents for the academic and student service programs at the college
- provides access to research and documents relevant to community colleges and higher education
- encourages insight to new ideas and directions for a better understanding of education and student success

The research office is located in the Information Technology Center (ITC);
Phone: 484-8680. For additional information see
<http://www.arc.losrios.edu/research.htm>

Workout Lockers

Faculty may obtain a locker with a lock in order to maintain a personal level of fitness. Contact the appropriate locker room manager in person. Women's locker room: Keri Jumelet at 484-8276 and Men's locker room: Kurt Mattson at 484-8788.

Assessment Center

The Assessment Center provides a variety of testing services to the students. Academic placement tests are scheduled regularly at no fee and include English, Reading, Mathematics, Chemistry and, English as a Second Language. Counselors can refer enrolled students to the Assessment Center for career guidance, aptitude, and self-exploration assessments. Location: Student Services Building. Phone: 484-8423. For additional information see http://www.arc.losrios.edu/Support_Services/Assessment.htm

The Beaver Bookstore

The Beaver Bookstore at American River College is owned and operated by the Los Rios Community College District.

The Beaver Bookstore is open from 7:45 a.m. to 7:00 p.m. Monday through Thursday, and from 7:45 a.m. to 3:45 p.m. Friday to serve students, faculty and staff. Location: between the Student Center and the Learning Resource Center. Phone 916-484-8111. Email: books@arc.losrios.edu. For additional information see <http://books.arc.losrios.edu>

Business Office

The Business Office handles all accounting transactions for the college. Students pay fees, obtain parking permits and pick up campus paychecks in the Business Office. Location: Administration building. Phone: (916) 484-8481

CalWORKS Support Services

CalWORKs (California Work Opportunity and Responsibility to Kids) is a state funded welfare-to-work program designed to help individuals on public assistance become self-sufficient. ARC's CalWORKs program ensures successful completion of a student's educational and career goals. CalWORKs partners with other services on campus, county DHA offices and community-based organizations. Support services provided include career and educational counseling, work-study, and job development/job placement. In addition, students are supported with tutoring, study hall, peer advising, and workshops covering a variety living and employment skills. Location: Student Services Building. Phone: (916) 484-8059. For additional information see www.arc.losrios.edu/Support_Services/CalWORKs.htm

Campus Children's Center

ARC's Child Development Center provides early care and education programs for children. It is also an early childhood education laboratory for students preparing to work in the fields of early childhood education, nursing, child development, and

psychology. The center is licensed by the Department of Social Services and enrolls children of student parents, college staff, faculty and the community. Location: The east side of the campus behind the bookstore. Phone: (916) 484-8651. For additional information see

http://www.arc.losrios.edu/Support_Services/Child_Development_Center.htm

Center for Leadership & Development (CL&D)

The campus program of student activities is coordinated through the CL&D. The office serves as a focal point for students and student groups, provides support services for campus clubs and organizations, houses the three arms of the Associated Student Body (ASB), and provides information about a variety of student projects, activities and services.

The CL&D assists in the following areas: club information, distribution of material, publicity poster approval, general information, housing, student publication, campus program of entertainment (dances, concerts, speakers, etc.), and bike locker rental information.

Over fifty chartered clubs on campus are organized around various special interests and promote participation in a variety of cultural and social activities. The Clubs & Events Board (CAEB) coordinates, serves, unifies, and represents officially recognized student organizations on campus. Membership in clubs/organizations is open to all interested students.

The Center for Leadership and Development is always searching for faculty who are interested in advising a Club or guiding students through extracurricular programming. Please contact the CL&D supervisor if you are interested in volunteering your services. Location: Student Center. Phone: (916) 484-8471. For additional information see http://www.arc.losrios.edu/Support_Services/Center_for_Leadership_And_Development.htm

Career Center

The ARC Career Center is designed to educate and support students, staff and faculty in the exploration of interests, skills, and opportunities and to facilitate career related development and success. An array of resources are offered to assist students in choosing career options, planning for college, preparing for employment, and researching current job openings. The Career Center offers career counseling, career workshops, career assessments, personality profiling, résumé writing and critiquing, and interview information and techniques each month. Each semester employment-related events are sponsored by the Career Center, including a career fair, that provide opportunities for networking with community and business organizations. All services offered by the Career Center are available at no charge to students. Location: Student

Services Building. Phone: (916) 484-8492. For additional information see www.arc.losrios.edu/Support_Services/Career_Center.htm

Counseling Center

The Counseling program is designed to serve students throughout the entire period of their association with the college. The total development of each student is a primary goal. This means that consideration is given to social and individual factors as well as educational and career decision-making. These services are also available in the DSPS area for students identified as having a disability.

Services focus on career and educational counseling. The entering student can meet with a professional counselor before registration to discuss careers and to plan an individual program of study. Students are encouraged to maintain close relationships with specific counselors of their choice for their entire stay at American River College. Counselors assist students in identifying and developing strengths and in establishing both immediate and long range goals. Information regarding requirements for completion of American River College vocational programs and for transfer to four-year colleges and universities is provided. Additionally, assistance with students' personal and social problems is available on a short-term basis.

Each American River College counselor is assigned to an area on campus and acts as a liaison between counseling and each of the instructional areas. Another important part of the counseling program is to work closely with the instructional staff to assist them in working with students who have special needs.

Counseling services are offered to all students. Counselors are available to meet with students on a half-hour appointment basis throughout the day and evening. Appointments may be made by telephone or in person. In addition, counselors are available on a "drop-in" basis. Location: The east wing of the Administration building. Phone: 484-8572. For additional information see (<http://www.arc.losrios.edu/~counsel/>).

Disabled Students Programs and Services (DSPS)

The Disabled Student Programs & Services (DSPS) at American River College (ARC) strives to ensure equal educational opportunity to all students with disabilities. In accordance with current Federal and State Legislation, each student with a disability is afforded an equal opportunity to participate in the mainstream of the college programs, activities, and classes.

American River College provides equal educational opportunities and services for all disabilities including the following disabilities:

- Speech Impaired
- Visually Impaired

- Deaf / Hard of Hearing
http://www.arc.losrios.edu/Support_Services/DSPS/Deaf_and_Hard_of_Hearing.htm
- Developmentally Delayed (DD) Learner
- Learning Disability
http://www.arc.losrios.edu/Support_Services/DSPS/Learning_Disabilities.htm
- Mobility Impairment
- Psychological Disability
- Traumatic or Acquired Brain Injury
- Other Health Limitations

DSPS provides counseling assistance, support services, & academic accommodations to students with disabilities who are eligible for services.

- Counseling
- DSPS Adaptive Technology Lab
- Test-Taking Accommodations (Test Proctoring)
http://www.arc.losrios.edu/Support_Services/DSPS/DSPS_Testing_Services.htm
- Adaptive Technology
http://www.arc.losrios.edu/Support_Services/DSPS/Alternative_Media_and_Technology.htm
- Special Devices
- Priority Registration
- Sign Language Interpreters
- Real Time Captioners (RTC's)
- Note-Takers
- In-Class Aide
- Out-of-Class Aide
- Special Seating

On the first day of class, instructors can request that students who need special accommodations contact them during office hours, after class, or contact DSPS for additional information. It's recommended that Instructors print this information as a part of their syllabi. Location: North Entrance of the Student Services Building. Phone: (916) 484-8382. For additional information see

http://www.arc.losrios.edu/Support_Services/DSPS.htm.

Individuals that are Deaf/Hard of hearing can contact DSPS at (TTY) 993-3087

Enrollment Services

Enrollment Services handle admissions, registration, program changes, evaluation of transcripts, and certification of eligibility for graduation and completion of certificate programs. Send students here if they have questions about their transcript, transferability of coursework from other colleges, their ability to graduate or complete certificate

programs, etc. Location: Administration building. Phone: (916) 484 – 8261. For additional information see <http://www.arc.losrios.edu/Admissions.htm>

Extended Opportunity Programs and Services (EOP&S)

EOP&S (Extended Opportunity Programs and Services) is a state funded program designed to operate in tandem with federally funded financial aid programs. The offices are located in the Student Services Building and have four main functions: Identify and recruit students in the Sacramento area who might not attend college because of cultural, economic, or educational factors. Acquaint those recruited with the services and opportunities that the college provides. Provide tutoring and counseling, to enable students to maintain enrollment at ARC. Work with other services to assist students in the completion of their goals. Location: Student Services Building. Phone: (916) 484-8128. For additional information see http://www.arc.losrios.edu/Support_Services/EOPS.htm

eServices Registration Lab

The eServices Registration Lab and web site help students apply to American River College, enroll in classes, get on class wait lists, drop classes, pay fees, and check grades.

Most students do all their enrollment tasks on the eServices web site. (Start at arc.losrios.edu and click on Prospective Students or Current Students to log in to eServices.) Location: Student Center

Financial Aid office

The Financial Aid office is located in the Student Services Building and administers financial aid in accordance with national policy and state and federal regulations. Funds are distributed to students who have documented financial need determined by the total resources available to them. Parents are considered to have the primary responsibility for assisting the student to meet the costs of educational goals, and financial aid is available only to aid the parental contributions and the student's academic expenses. Aid to independent students is available based on student contribution and the student's academic expenses. Location: Student Services Building. Phone: (916) 484-8437 Main Campus, (916) 570-5000 McClellan, (916) 485-6000 Natomas. For additional information see http://www.arc.losrios.edu/Support_Services/Financial_Aid.htm

Health Services

The goal of the Health Center is to help the campus community maintain optimal physical and emotional health. Available services include: confidential health assessment, counseling with appropriate referral to community resources, and reproductive health services offered by appointment only; blood pressure screening; tuberculosis skin testing; tetanus/diphtheria, Hepatitis B, and measles/mumps/rubella

immunizations; health education including a self-help education area; and classroom presentations. Emergency care and a temporary rest area are available. All health services available to students are also available to staff. All consultations are confidential. Services are free and no appointment is necessary. Location: Administration building. Phone: 484-8383. For additional information see www.arc.losrios.edu/health

Assistance for Disabled Students: Students with health problems or physical disabilities necessitating modification or adjustment to the college educational or physical environment are urged to consult the Health Center and/or a DSPS counselor. Special parking permits are available through the Health Center.

Library

ARC Librarians and staff teach students: how to locate credible, reliable resources, how to evaluate and utilize relevant resources, and how to tackle a research assignment.

Students can get research help in several ways. They can:

- Visit the Research Help Desk in person
- Schedule a one-on-one research appointment with a librarian
- Call/text/email/IM a librarian
- Access the library's online handouts, research guides, and video tutorials
- Learn more at the Get Help page at http://www.arc.losrios.edu/arclibrary/Get_Help.htm

Additionally, faculty can connect their students with the library by:

- Bringing their classes to the library for customized research orientations
- Requesting library materials that support their curriculum
- Placing copies of their textbooks on reserve at the library
- Working with a librarian to optimize their research assignments
- Embedding a librarian into their D2L class
- Learning more at the Faculty Services page http://www.arc.losrios.edu/arclibrary/Faculty_Services.htm

The library also offers:

- Access to the latest magazine, newspaper, and journal articles through our collection of research databases
- Over 70,000 circulating books and DVDs
- A computer lab for students
- A welcoming and comfortable place to study

Location: West of Student Center. Phone: Contact number: (916) 484-8458 Research Help Desk, (916) 484-8455 Circulation Desk. For additional information see <http://www.arc.losrios.edu/arclibrary.htm>

Transfer Center

The Transfer Center, located in the Counseling Center, provides counselors and students with the most current information needed to ensure a smooth transition to a four-year college or university. Online applications, catalogs and other resource materials to other colleges and universities are maintained in the Transfer Center. Students have access to counselors from the Transfer Center and, upon referral, meet with admissions representative to include CSU Sacramento and UC Davis on weekly basis, as well as representatives from other institutions throughout the academic year. The Transfer Center also sponsors annual Transfer Day event, various tours to four-year institutions, and collaborative efforts with transfer preparation programs (i.e., Honors Program, Journey/TRiO Program, MESA, Puente, and Umoje). Location: Next to the lobby of the ARC Counseling Center (in the east wing of the Administration Building). Phone: 484-8685. For additional information see <http://web.arc.losrios.edu/~transfer>

Tutoring Services

American River College has a wide variety of tutoring services available to students. Here is an introduction to the types of services to which you can refer students.

Learning Resource Center (LRC)

LRC is a professionally staffed Instructional facility. The LRC provides supplemental instruction and academic support through individualized tutoring and other alternative modes of instruction to currently enrolled ARC students. Phone: 484-8693. For additional information see www.arc.losrios.edu/LRC

Beacon Program

The Beacon Program located in the LRC provides peer group tutoring in various courses for students in collaboration with the course instructor. Phone: 484-8918. For additional information see http://www.arc.losrios.edu/Support_Services/Beacon_Program.htm

Computer Lab

The open Computer Lab in the LRC is available to all ARC enrolled students. The lab provides students with assistance designed to enhance student success in technology-based class assignment, access to equipment and software that support the needs of instruction. For additional information see http://www.arc.losrios.edu/LRC/Computer_Lab.htm

To use the lab computers, printers and copy machines, students must register once per term at the main counter, using their Student Access Card. No other form of identification will be accepted.

Students may use the computing, networking, and information resources in the LRC for academic and instructional purposes only, and you must obey the *Los Rios Computer Use Policies* as well as the U.S. copyright laws and license agreements.

ESL Center

Located in the Learning Resource Center, the ESL center is designed for ESL students who would like to improve their English reading, writing, speaking and listening skills. Modes of instruction include traditional workbook modules, computer-based lessons, and small conversation sessions. A professor, instructional assistants and tutors staff the center and are available to answer questions and review student work. Phone Center Coordinator Krista Hess at 484-8919. For additional information see http://www.arc.losrios.edu/Support_Services/ESL_Center.htm

Foreign Language Lab

Located in the Learning Resource Center, the Foreign Language Laboratory provides students and faculty at American River College engaging media to support and enhance language learning.

The Lab offers material for Spanish, Italian, French, German, Russian and Chinese (Mandarin). Phone: 916-484-8112. For more information see http://www.arc.losrios.edu/Foreign_Language_Lab

Reading Across the Disciplines (R.A.D.)

Located in the Learning Resource Center (LRC), R.A.D. works with students in small group sessions to help them improve their classroom performance. R.A.D. focuses on application of inferential and critical reading strategies and study skills to specific content classes (such as Anthropology 310 or Psychology 300) and programs (such as Nursing and Paramedics). The strategies and skills covered include but aren't limited to:

- Annotating Textbooks
- Paraphrasing
- Understanding Jargon
- Developing Outlines
- Reading Graphics
- Preparing for Tests

R.A.D. offers small group or individualized instruction during 9 week classes in the spring and fall semesters and a 4 ½ week class during the summer. During R.A.D. classes, instructors will introduce strategies and skills that will help you learn, analyze, comprehend and think critically about your textbooks and lectures more effectively. Phone: 916-484-8053. For additional information see [http://www.arc.losrios.edu/Support_Services/Reading_Across_the_Disciplines_\(RAD\).htm](http://www.arc.losrios.edu/Support_Services/Reading_Across_the_Disciplines_(RAD).htm)

Reading Center

The Reading Center program in the LRC provides one-on-one instruction in reading comprehension skills. Students may enroll in one or both of its two eight-week courses, Reading 54 and Reading 55. Each course is 1.5 units and is graded Pass/No Pass. The Reading Center is an open classroom where students work at their own pace. Phone: 916-848-8249. For additional information see http://www.arc.losrios.edu/Support_Services/Reading_Center.htm

Tutorial Center in the LRC

The Tutoring Center is a specialized service of the Learning Resource Center (LRC). The center provides individual, drop-in, and online tutoring for students who need academic assistance outside the classroom. Tutoring is conducted by instructor-approved student tutors, and this service is free to any ARC enrolled student.

Students who demonstrate proficiency in a specific subject are encouraged to enroll in the tutor training course, *Interdisciplinary Studies (INDIS) 320*, and apply to become a tutor. Tutors are salaried and must complete the tutor training course INDIS 320 to comply with the state guidelines for tutoring in the community college system. Phone: 484-8807. For additional information see <http://www.arc.losrios.edu/tutorialcenter>

Writing Center

The ARC Writing Center, located in the Learning Resource Center, currently offers one course: ENGWR 50, a 16-week, 3-unit lecture course for students who need to improve their basic writing skills and have been placed into the course through the assessment process. It is also offered during the first six-week session of the summer.

ENGWR 50 focuses on development writing skills, emphasizing the connection between writing and reading with the goal of building fluency. It includes writing in response to assigned reading as well as practicing the writing process: prewriting, thesis development and organization of ideas, drafting of essays, and revision.

The open setting of the writing workshop, with 28 computers workstations and multiple opportunities for individual attention from instructors and instructional assistants, allows students who lack basic writing skills to earn lecture units in a welcoming supportive environment. *See the ARC Class Schedule for class times.* Phone: 916-484-8696. For additional information see http://www.arc.losrios.edu/Support_Services/Writing_Center.htm

Writing Across the Curriculum (WAC)

The Writing Across the Curriculum (WAC), located in the Learning Resource Center, provides writing conferences and tutoring for students taking both basic skill and transfer level courses.

The Writing Across the Curriculum program is designed to help students from all academic disciplines with any academic writing task through tutoring and focused workshops. After a brief orientation session, students schedule half-hour, one-on-one and small group tutoring sessions with English faculty and instructional assistants. We also provide shorter, unscheduled tutoring in a drop-in center as well as workshops that address grammar and writing topics. We serve all students, including those who have little or no experience with college writing as well as students who are already skilled writers. Phone: (916) 484-8802. For additional information see [http://www.arc.losrios.edu/Support_Services/Writing_Across_the_Curriculum_\(WAC\).htm](http://www.arc.losrios.edu/Support_Services/Writing_Across_the_Curriculum_(WAC).htm)

Science Study Skills Center

The Science Study Skills Center offers supplemental instruction in Study Skills and Strategies specifically designed for science students. Location: Room 491 in the Science Area. Phone: (916) 484-8204 For additional information see http://www.arc.losrios.edu/Programs_of_Study/Science_and_Engineering/Science_Skills_Center.htm

Writing in the Disciplines (WID)

Writing in the Disciplines (WID) is an academic support program designed to provide students in content classes with enhanced opportunities to revise and confer with composition instructors as students compose assignments for content classes. The WID program pairs a 1/2 unit WID course (ENGWR 94 or ENGWR 304) with any content class creating "WID Learning Community." Instructors in the Learning Community work together to "stage" longer writing assignments to help students learn to apply a process approach to writing. Students also learn to apply discipline-specific styles, strategies, and formats. The WID program differs from the WAC program because all students in the WID Learning Community take both the content class and the WID class together at the same times.

Faculty interested in participating in the WID Learning Community program should contact the Writing Across the Curriculum Coordinator for more details. For additional information see

[http://www.arc.losrios.edu/Support_Services/Writing_Across_the_Curriculum_\(WAC\)/WID.htm](http://www.arc.losrios.edu/Support_Services/Writing_Across_the_Curriculum_(WAC)/WID.htm)

Veterans Resource Center

The Veterans Resource Center (VRC) is dedicated to assisting Veteran students and their families with their ARC educational and VA related needs. Certifying Officials act as the link between students and the Department of Veterans Affairs. Some of the services offered in the VRC include:

- Information regarding VA education benefits
- Assistance with the ARC application and registration process
- VA Certifying Officials to initiate and process VA GI Bill education benefits
- Evaluation of educational progress as applied towards a degree or certificate program
- Evaluation of military transcripts and DD form 214s for college credit
- Priority registration to qualified Veterans who provide a DD form 214 or military ID
- VA VetSuccess Counselor, Ryan Feil
- Computer lab for Veteran students
- VA club meetings
- Assistance identifying community resources for Veterans

Location: Room 602 in the portable village. Phone: 916-484-8135. For additional information see <http://www.arc.losrios.edu/vrc>

American River College Vision, Mission and Values

http://www.arc.losrios.edu/About_ARC/Vision_Mission_and_Values.htm

ARC Vision

American River College is a premier learning community that transforms and enriches people's lives.

ARC Mission

American River College is a public community college granting certificates and associate degrees. The college primarily serves residents of the six-county Greater Sacramento region who are capable of benefiting from community college instruction. This service is provided through traditional classroom instruction, off-campus centers, and distance education.

ARC exists to 1) assure students identify their educational goals and needs and 2) successfully accomplish learning in the four educational areas, listed below in alphabetical order:

- Career and technical education to achieve employment or enhanced career skills for job advancement.
- Developmental education to achieve basic foundation skills in reading, writing, mathematics, English as a Second Language, and learning and study skills which are necessary for students to succeed in college-level work.
- General education to achieve knowledge, skills and attitudes for post-secondary education success, personal enrichment, self-development, and a purposeful and meaningful life as a member of a global community.
- Lower division post-secondary education to achieve transfer to and success in obtaining a degree at a four-year post-secondary education institution.

ARC Values

Access

Students are the reason we are here, and their education is our primary responsibility. We recognize that residents of the region should have an opportunity to enroll and be successful in college.

Benefit of Education

Individuals who have the opportunities to (1) develop their abilities, (2) engage in critical and creative thinking, (3) participate in lifelong learning, (4) succeed in a competitive global work environment, and (5) exhibit responsible citizenship benefit society as well as themselves.

Communication

Achieving the ARC mission and vision requires effective communication within the college and with the communities served by the college; civil and honest, this communication should promote mutual respect and trust.

Community Development

The college's curriculum in the arts, humanities, sciences, social sciences, mathematics and career and technical education and the college's co-curricular programs and support services benefit the community by promoting cognitive development, intellectual growth, physical well-being, student volunteerism, and economic progress.

Diversity

Because ARC is a community valuing the varied perspectives and experiences of students, faculty and staff, the college offers educational opportunities for enhancing cultural awareness, supporting diversity, and promoting the free exchange of ideas and the development of a culturally competent and inclusive college community.

Employees

As our most valued resource, faculty and staff members are entitled to a safe, secure and supportive work environment and a culture that recognizes excellence, encourages meaningful involvement in interest-based, decision-making process; and provides opportunities for professional development, service and leadership.

Excellence

Excellence is essential for accomplishing ARC's mission to help students identify their educational goals and achieve successful learning and for supporting the college's employees and serving ARC's community and region.

Fiscal Responsibility

Observing fiscally sound, efficient, transparent, and accountable practices is essential to achieving our mission.

Innovation and Risk Taking

Creativity, flexibility and responsible risk-taking support achievement of the college's mission.

Leadership

Responsible leadership and service by faculty, staff and students is actively cultivated so the college can achieve improvement in student learning and support positive contributions to the community.

Research and Evaluation

Ongoing, data-based research and evaluation contribute to achieving student learning outcomes and the assurance that all operations support the vision, mission and values of the college.

Student Learning Outcomes

Student success results from identifying, assessing and improving student learning outcomes and allocating resources that support effective, innovative, and flexible learning opportunities.

Sustainability

Recognizing its leadership role in the stewardship of natural resources, ARC is committed to reducing its negative impact on the environment.

Technology

Responsible and effective use of technology supports the college's mission and helps students develop the skills necessary for being successful in the contemporary environment.

Los Rios Community College District Vision, Mission, and Values

<http://www.losrios.edu/downloads/vision.pdf>

Vision Statement

We, the Los Rios community colleges, provide outstanding programs and services so that all students meet and exceed their personal, educational, career, and social goals. We meet the social and economic needs of the community.

Mission Statement

Relying on their professional and organizational excellence, the Los Rios community colleges:

Provide outstanding undergraduate education, offering programs that lead to certificates, associate degrees, and transfer;

Provide excellent career and technical educational programs that prepare students for job entry and job advancement through improved skills and knowledge, including the demands of new technologies;

Provide a comprehensive range of student development programs and services that support student success and enrich student life;

Provide educational services that address needs in basic skills, English as a second language, and lifelong learning; and

Promote the social and economic development of the region by educating the workforce and offering responsive programs such as service learning, business partnerships, workforce literacy, training, and economic development centers.

Values

We value: students, community, academic excellence, diversity, relationships, and participatory governance. The District's values provide the guidance and inspiration for implementing and maintaining programs to promote student success.

Students As Our Highest Priority

Student Access: We are committed to providing educational opportunity to all who can

benefit in the Greater Sacramento region.

Student Success: We strive to help our students achieve success in their educations, in their careers, and as contributing members of society.

Lifelong Learning: We inspire a spirit of openness and intellectual curiosity as enduring pursuits.

Community

Serving the community: We serve the needs and goals of our communities.

Social and Economic Development of the Community: Los Rios supports the social and economic development of our region.

Academic Excellence

Quality: We strive for the highest quality in all programs, services, and activities.

Academic Rigor: Los Rios' educational standards emphasize critical thinking and high quality educational experiences. Faculty members challenge themselves and their students to prepare for the future by expanding the body of knowledge in an atmosphere of thoughtful, unfettered expression, discussion, testing, and proof of ideas.

Career and Professional Development: We encourage and promote the continuous professional development of all administrators, staff, and faculty.

Academic Integrity: Los Rios exhibits academic integrity by demonstrating forthright, honest and ethical behavior in all interactions.

Diversity

Building Community: We recognize and value the strengths of our diverse backgrounds and perspectives and seek to build a community in which all constituencies are highly qualified.

Social Justice: Because diverse perspectives support the District's commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios community colleges.

Relationships

We believe productive working relationships are central to achieving our mission.

Respect, Civility, Collegiality, and Ethical Integrity: These hallmarks of a collegial environment enhance our cooperative efforts and shared use of resources for providing education, training, student services, and community service.

Blame-Free Culture: Los Rios strives to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving cooperation and effective problem solving.

Participatory Governance

The Contributions of All Our Members: All members of the Los Rios community are encouraged to contribute to our organizational success.

Informed and Decentralized Decision Making: We value informed decisions made by people close to the issues.

Democratic Practices: We observe democratic practices in our internal governance.

Financial Stability: Our continuing success is based on careful management of our resources.

American River College Administration

You can view an organizational chart for the district and college at http://www.arc.losrios.edu/Documents/Insider/org_chart.pdf.

Los Rios Community College District Philosophy

The District comprises American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College. The Board of Trustees subscribes to the worth and dignity of every individual, the conviction that community colleges occupy a unique position in the general program of higher education and vocational/technical education, and the necessity of responding to the needs of the community.

Faculty Statement on Professional Ethics

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Based on the American Association of University Professors Statement on Professional Ethics of 1987. Adopted by the Academic Senate on December 4, 2003

Academic Freedom

Faculty members have the principal right and responsibility to determine the methods of instruction, the planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District in accordance with state laws and regulations.

All faculty members should: (a) conduct a classroom environment that is conducive to student learning, growth, and development; in which students are free from discrimination, prejudice, and harassment; and in which students are free to express relevant ideas and opinions; and (b) clearly differentiate to students the expression of a faculty member's personal opinions or convictions from the objective presentation of theory, fact or ideas.

For additional information see District Policy P-7142 and Regulation R-7142
<http://losrios.edu/legal/Policies/P-7000/P-7142.pdf> ,
<http://www.losrios.edu/legal/Regulations/R-7000/R-7142.pdf>

Administrative Computer Use

Employees who use district computers should remember that the equipment and the transmission lines are the property of Los Rios Community College District and must be used in accordance with district regulations. **For additional information see** <http://www.losrios.edu/legal/Regulations/R-8000/R-8811.pdf>

Animals on Campus

Animals and/or Pets are not permitted in District/College facilities and/or on District/College property. Only Service Animals are permitted per Los Rios Community College District Regulation-2426.

Service Animals

It is the policy of the District to ensure that an individual with a verifiable disability, visual or not, who needs a Service Animal may participate in and benefit from District and College services, programs, and activities and to allow the use of Service Animals on District/College property in compliance with the Americans With Disabilities Act, the California Fair Employment and Housing Act, the Unruh Act and all other relevant laws and regulations. The Chancellor shall develop Administrative Regulations regarding Service Animals. See <http://www.losrios.edu/legal/Regulations/R-2000/R-2426.pdf>

California Mandated Reporting

California Penal Codes 11164-11174.3 make it mandatory for any California community college employee whose duties bring them into contact with children on a regular basis or any supervisor of such employee to report suspected child (under 18 years of age) abuse and neglect. This includes nearly all college employees, including all Coaches and Assistant Coaches.

You may access the California Mandated Reporting information from a Los Rios computer at http://www.losrios.edu/hr/hr_internal.htm under the Training section. You may also access this information from any off-campus computer from the Human Resources website at http://www.losrios.edu/hr/hr_exthome.htm under Employee Resources. For additional information see http://www.mandatedreporter.ca.com/images/One_Page_Sheet.pdf.

District Property - Equipment Use/Disposition

Use of District property/equipment (such as laptop computers) for private or personal purposes is prohibited. District equipment may not be borrowed for off-campus use without written permission from the Area Dean. <http://www.losrios.edu/legal/Policies/P-8000/P-8353.pdf>

Drug and Alcohol Abuse

The abuse of illicit drugs and alcohol disrupts classes, compromises our physical and mental health, subjects us to criminal penalties, and impairs our ability to benefit from the learning experience. We therefore ask everyone to actively support the creation of a drug- and alcohol-free learning environment by knowing and making others aware of college policies and the substantial health and legal consequences of abuse. If you or someone you know is having problems with alcohol or drugs, contact the ARC Health Center for names of local agencies that can help.

Drug and alcohol-free Workplace Policy (P-9154)

Los Rios Community College District policy 2443 states that the District "... is committed to maintaining a drug and alcohol-free workplace in accordance with the requirements of the U.S. Drug-Free Workplace Act of 1988, the California State Drug-Free Workplace Act of 1990, and a drug and alcohol-free college environment for students and employees in accordance with the requirements of the Drug-Free Schools and Community Act Amendment of 1989." For additional information see Drug and Alcohol-Free Workplace and College Premises P-9154 <http://www.losrios.edu/legal/Policies/P-9000/P-9154.pdf>.

Equal Opportunity Compliance Statement

The Los Rios Community College District, in compliance with all pertinent Titles and Sections of the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973, and all other applicable federal, state and local laws, does not discriminate on the basis of race, color, sex, religion, age, sexual orientation, national origin, ancestry, disability, medical condition, political affiliation or belief, or marital status. The district does not discriminate in any of its functions or activities including employment, educational programs and services, admissions and financial aid.

Students or employees who feel they have a discrimination complaint based upon any of the above reasons can file a complaint with the appropriate office. See <http://www.losrios.edu/legal/gc-discrm.htm> for staff members who are serving as compliance officers for certain types of complaints, grievances, or disciplinary matters.

The Family Educational Rights and Privacy Act (FERPA)

The Los Rios Board of Trustees, in order to meet the provisions of the Family Educational Rights and Privacy Act of 1974 and the Education Code, has established policies giving students and parents of dependent students' access to certain designated records. A summary of the rights and procedures for access are contained in the Students' Rights and Responsibilities section of the Los Rios Community College District Policy manual. Complete copies of the Act, Education Code, and Board policies are available in the Admissions and Records offices. The primary rights afforded each

student are the right to inspect and review his/her educational records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records.

District Regulation 2265 provides for the release, without student consent, of Student Directory Information, i.e. student's name, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous public or private school attended. In addition, federal law provides that representatives of the U.S. Department of Defense shall be provided a student's name, address, and telephone number for recruitment purposes. Students have the right to refuse the release of one or more such designated categories by submitting a written statement to the Admissions & Records office. Los Rios's annual notice of student's basic FERPA rights can be found at <http://www.losrios.edu/lrc/ferpa.php>

The Essence of FERPA:

FERPA is a federal law designed to protect the privacy of education records. It also provides guidelines for appropriately using and releasing student education records. It is intended that students' rights be broadly defined and applied. Therefore, consider the student as the "owner" of his or her education record, and the institution as the "custodian" of that record. A FERPA-related college education record begins for a student when he or she becomes 18 or enrolls in a higher education institution at any age. FERPA rights (and the right to privacy) end at death, unless otherwise specified by state law. Students have a formal right to file a complaint with the Department of Education.

- Right to Consent to Disclosure
Start with the premise that the student has the right to control to whom his or her education record is released. There are several exceptions when student permission is not required: "School officials" with a "legitimate educational interest"/"need to know;" Employees and legal agents have access to education records in order to perform their official, educationally-related duties. Disclosure to another institution where student seeks to enroll or is enrolled
- Disclosure to ED, state/local education authorities;
- Disclosure in connection with the receipt of financial aid (validating eligibility); includes veteran's benefits;
- Disclosure to state/local officials in conjunction with legislative requirements;
- Disclosure to organizations conducting studies to improve instruction, or to accrediting organizations;
- Disclosure to parents of dependent students (IRS definition);
- To comply with a judicial order or lawfully issued subpoena;

- Disclosure for a health/safety emergency; and
- Disclosure of directory information.*Disciplinary information (Warner Amendment):
- Disclosure to the alleged victim, information from disciplinary proceedings;
- Only when found in violation, and only for crimes of violence--release of name, sanction and outcome (public information); and
- Disclosure to parents of any student under the age of 21, a violation of federal, state, local or institutional laws/regulations related to substance abuse (Foley Amendment).

Additional Information:

AACRAO (Federal Relations) www.aacrao.org , Family Compliance Office of the Department of Education (administers FERPA compliance)www.ed.gov/policy/gen/guid/fpc/index.html

Faculty are encouraged to complete the online Faculty Information Security Awareness Training (FISAT) <http://www.losrios.edu/lrc/infosecurity.php>

Food and Drink

No one is permitted to eat or drink in classrooms, the Library, or the Student Services building.

Posting and Distribution of Materials

Complete policies are available from the Center for Leadership & Development (CL&D) in the Student Center Building explaining the rules and regulations about posted materials to provide students, faculty, staff and the public an opportunity to distribute and display written or printed materials. The distribution or display of such material cannot disrupt or impair the college's responsibility to be an educational institution. The rules and regulations are based upon established legislative and district codes: EC 76120, <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=76001-77000&file=76120-76121> , LRCCD R-2411 <http://losrios.edu/legal/Regulations/R-2000/R-2411.pdf> and R-1313 <http://losrios.edu/legal/Regulations/R-1000/R-1313.pdf>.

Sexual Harassment Policy (P-9153)

All faculty should be familiar with the district's Sexual Harassment policy. Sexual harassment is a form of discrimination and violates state and federal laws. The district's definition of sexual harassment is listed below under A and B.

A. Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, made by

someone from or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or an academic decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

B. For further clarification, sexual harassment includes, but is not limited to:

1. Making unsolicited written, verbal, visual, or physical contact with sexual overtones. Some examples are: epithets, derogatory comments or slurs of a sexual nature; impeding or blocking movements or any physical interference with normal work; derogatory posters or cartoons.
2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)
3. Within the work environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the career, salary, and/or work environment or any other term or condition of employment; within the educational environment, engaging in explicit or implicit coercive sexual behavior which controls, influences, or affects the educational opportunities, grades and/or learning environment of the student.
4. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response to a sexual advance. For example, within the work environment, either suggesting or actually withholding grades earned or deserved; suggesting a poor performance will be prepared; or suggesting a scholarship recommendation or college application will be denied.
5. Offering favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassification, etc., in exchange for sexual favors.

Any individual who believes that he or she has been sexually harassed is encouraged to follow the complaint procedures as set forth in the Los Rios Community College District Affirmative Action Regulations. See R-2423

(<http://www.losrios.edu/legal/Regulations/R-2000/R-2423.pdf>), P-5172

(<http://www.losrios.edu/legal/Policies/P-5000/P-5172.pdf>), R-6163

(<http://www.losrios.edu/legal/Regulations/R-6000/R-6163.pdf>), or R-9152

(<http://www.losrios.edu/legal/Regulations/R-9000/R-9152.pdf>), as appropriate.

Throughout the procedures, the College President and the College/District Affirmative Action Officers will insure that confidentiality will be maintained and that due process will be followed with respect to both parties.

Raising a concern of sexual harassment shall not affect the concerned individual's future dealings with the Los Rios Community College District, with his or her employment, or with compensation or work assignments. In the case of a student, it shall not affect grades, class selection, or other matters pertaining to his or her status as a student of the Los Rios Community College District.

In a situation where evidence is found that an allegation of sexual harassment is brought solely for the purpose of vexation, the appropriate disciplinary action will be taken.

Questions concerning the interpretation of this policy should be referred to the College Affirmative Action Officer, the District Affirmative Action Officer, other designated District employees, or the Union representative. It is the responsibility of the College/District Affirmative Action Officer to inform the complainant of other agencies available in pursuing a sexual harassment complaint. These include the U.S. Equal Employment Opportunity Commission; the U.S. Department of Education, Office of Civil Rights; the California Department of Fair Employment and Housing; and the Office of the Chancellor, California Community Colleges.

Smoking

American River College is a smoke-, tobacco- and vapor-free learning and work environment on all its campuses, as of Jan. 1, 2016.

The restrictions on the use of tobacco products apply to ARC's main college campus, as well as its Natomas and McClellan education centers. Smoking, the use of chewing tobacco and other smokeless tobacco products and the use of unregulated nicotine products (such as vaporizers and "e-cigarettes") will be prohibited in all indoor and outdoor spaces, including parking lots and parking structures, and college vehicles.

For additional information visit

http://www.arc.losrios.edu/About_ARC/SmokeTobacco_and_Vape_Free.htm