



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 selfstudy 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.*

2/22/24

3:00 PM

ARC Student Center Boardroom

Zoom Meeting ID: 879 7746 3710

<https://lrccd.zoom.us/j/87977463710>

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

7. Approval of Remote Attendees

Action Items (10 minutes per item)

8. Nursing Critical Hire Request (2nd reading)
9. Davies Hall Project Team Charter SSC (2nd reading)
10. Program Pathways Mapping Policy (1st reading)

Reports (5-10 minutes per item)

11. Bias Response Team (BJ Snowden)
12. Council reports (written)
13. Committee reports (written)

Discussion (10-15 minutes per item)

14. Distance Ed Committee Proposal (Pamela Bimbi)
15. Uses of AI and Training Needs
16. Report Back (Feedback from College Areas)
 - a. Open Issues from any Previous Agenda Item
17. Report Out (Information from District Meetings and Other Areas)
 - a. District Academic Senate and District Meetings
 - b. Other Areas
18. Items from College Areas for Academic Senate Consideration

Upcoming Meetings

- Academic Senate: Thursday, 3/07 3:00 PM – (ARC Board Room)
- District Academic Senate: Tuesday, 3/05 3:00PM (ARC Admin Conf. Room)

Thursday, February 22, 2024 at 3 pm
Academic Senate Meeting Notes

Preliminaries

1. Call to Order: Called to order at 3:02 pm
2. Approval of the Agenda: Approved
3. Approval of the Minutes: Approved
4. Introduction of Guests:
Dylan Popowicz, Philosophy; LaQuisha Beckham, Psychology; Araceli Badilla, Coordinator; Monique Rodgers, Nursing; Pamela Bimbi, ITC;
5. Public Comment Period (3 min) - none
6. President's Report:
 - Chief of Polic Impressions will be available on Zoom - The meeting will now be conducted on **Zoom only**. **Please log in by 8:40 am** to go over the logistics prior to the first meeting. Join Zoom Meeting → <https://lrccd.zoom.us/j/81388417193>
Meeting ID: 813 8841 7193
 - Hiring Modality - Clarity provided by Carrie Bray, Associate Vice Chancellor, Human Resources at District Office. We will follow the process outlined in the Hiring Manual. Will not require faculty to do online interviews and decision at the discretion of hiring committee.
 - Board of Trustees Meeting - FLC's Senate Vice President made an eloquent public comment about the importance of their role and obligation to listen to faculty concerns. Regarding budget, California is expecting an 80 billion shortfall. Faculty being told that classes may be cut. Nothing has been solidified yet, but plans need to be made. In ARC's President's report did share regarding Nursing hiring issue and also communicated concern about the hiring committee for new Chief of Police appeared to be all-white.
 - District Academic Senate Vote of No Confidence being worked on.
 - Several open Committee positions - please review and reach out if you are interested.
 - Reminder to complete GE Pattern Survey
 - Provided updates on the LRCFT-Davies Hall Faculty Compensation - emailed sent to faculty on 2/14/2024 at 10:19 am.
 - Program Review Reports due March 8th - Presentations will be held on April 3rd at 4th from 1-3 pm in the Student Center Board Room.

Consent Items:

7. Approval of remote meeting attendees - listed below

-

Adrienne Avil	Carmelita Palomares	Mayra Mireles-Tijero
Jill Birchall	Lauren Chavez	Sarah Lehmann
Mikhail Drobogt	Sonya J Reichel	Rob Juner

- approved by consent.

Decision/Action Items:

8. Nursing Critical Hire Request (2nd reading) - Jen Kirkman and Monique Rodgers
 - Supporting the critical hire request will demonstrate to the Accreditation Board that Program is supported.
 - Discussion about how the approach is not economically responsible and/or sustainable. College/District can't seem to match the salary needed. The program is small (42 students per semester) and it impacts all other ARC students (over thousands). Suggestion of a different approach. Kaiser model was provided as an example. They opened up a medical school. Maybe Nursing Program can find a sponsor to help with training, if students go through this program they can either be hired as faculty or pay back for schooling.
 - This issue needs to also be important to the BOT. Solutions need to be elevated in other spaces. This is a short-term fix that needs a long-term solution.
 - Solving and supporting nursing faculty is not solving the bigger issue of the endemic shortage of faculty in all other areas across the campus.
 - Motion: Motion to approve the critical hire request, there was a 2nd: Yes - 24; No - 4; Abstains - 2
9. Davis Hall Project Team Charter SSC (2nd read)
 - Motion: Motion to accept with changes to include LRCFT, there was a 2nd: Yes - 26; No - 0; Abstains - 3
10. Program Pathways Mapping Policy (1st reading) - Bill Simpson
 - Nearly 400 maps and to be useful to students they need to be updated.
 - Program Paths Committee has been unable to establish a process at the college in which departments regularly review their maps, committee has decided to review each map on a five-year cycle. To make the workload manageable, setting limits on which programs will have published maps. See report provided under "Supporting Materials."
 - Questions about automation. Is this something that could be automated?
 - If these could be automatically generated, it would be nice to be able to provide students with multiple paths for students.
 - Can the review of program maps be part of Annual Review and/or Program Review?
 - Who controls the decision to cancel classes, where does that FTE go?
 - Need a status update for Guided Pathways (pre-pandemic vs post-pandemic) - ask Student Success Council for update.

Reports: (5 - 10 minutes per item)

11. Bias Response Team - BJ Snowden -
 - In 2022 Project Team was chartered to recommend a model to respond to issues of bias, and discrimination, and provide professional development. Report was accepted by all governance bodies.
 - AVP is responsible for filling open positions. Looking for an Instructional faculty volunteer. This role will come with training. Currently, 6 Administrators, 2 faculty members (one counseling faculty), and 1 Classified Professional.
 - Currently meeting schedule is once a month, may evolve as needed. Meetings are every 4th Monday of the month at 2 pm.
 - Reach out to AVP Snowden, if interested.

12. Council Reports (written)

- Operations Council Minutes - highlight Space Utilization Study. See attachment called "ARC_Los Rios ARC_Leadership KickOff Session"
- Institutional Effectiveness Council - see attached document under "Supplement Documents."
 - Program Review Updates - see attached document under "Supplement Documents."
- Student Services Council -

13. Committee Reports (written) - none

Discussion: (10-15 minutes per item)

14. Distance Ed Committee Proposal - (Pamela Bimbi)

- The Technology Committee wants a stronger connection with Senate.
- Ed Tech reports to District, but missing the link to local senates.
- By being a committee of the Senate can to help create guidelines and issues that affect academic freedom, and online education.
- Sac City has a DE Committee, CRC has a tri-chair model, FLC and ARC don't have DE committee
- There was the suggestion to draft a mission statement and the purview of the committee for feedback.

15. Use of AI and Training Needs - CTL Liason, Sonia Reichel

- What support do faculty need to AI usage? Positive ways to use AI? What do you need to know?
- What's the low-hanging fruit? In other words, what are simple ways AI can improve efficiency for faculty (such as creating assignments using AI) and how can we help students make better use of AI?
- Can AI be used to grade papers/assignments and/or give feedback to students?
- Concern was expressed about how to use AI equitably. For example: suppose one student uses AI to write a draft paper and another student writes the draft on their own. If the quality of writing is better in the AI-generated draft, is it really fair for that student to get a higher grade than the student who wrote it on their own? How do we sort through issues like this?
- AI like ChaptGPT is not a discipline expert, so it often generates things that appear correct to those without discipline expertise but that actually contain errors. Since our students are not discipline experts, how can we help them critically analyze AI responses?
- There was concern expressed that AI repeats errors and biases present online.
- Do we need to be careful about encouraging our students to "feed" AI with their own original work?
- "We cannot out-know ChatGPT, but we can out-think ChatGPT." If we are going to use AI effectively in the classroom, we will need to focus on critical thinking rather than factual knowledge.
- One senator mentioned GPTZero or GPT0 which can be used to identify when content in a paper has been generated by ChatGPT.

16. Report Back (Feedback from College Areas)

- a. Open Issues from any Previous Agenda Item - none

17. Report Out (Information from District Meetings and Other Areas)

- District Academic Senate - none
- Other Areas - Senator asked if the Student Success Council agenda publicized? Why can't notes can be shared out?

18. Items from College Areas for Academic Senate Consideration - none

Upcoming meetings and Events:

- District Academic Senate: Tuesday, 3/5 3:00 pm (District Main Conference Room)
- Academic Senate: Thursday, 3/7 3:00 pm (ARC Board Room)

Meeting Adjourned at 5:10 pm

ARC Academic Senate Roster			Updated			
Formally known as	Area (as of Fall 2023)	Senator	Adjunct/FT	Term End		
	Arts	Dyanne Marte (Fashion)	Full-time	2026	Present	
	Arts	Linda Gelfman (Art)	Full-time	2024	Absent	
	Arts	Diane Lui	Adjunct	2023	Absent	
	Arts	Unfilled	Full-time	2025		
	Arts		Alternate Full-Tim			
	Arts		Alternate Adjunct			
Business & Computer Sciences	Business	Brian Rosario	Full-time	2026	Present	
	Business	Tak Auyeung (CSIT)	Full-time	2025	Present	
	Business	Kahkashan Shaukat (CSIT)	Full-time	2024	Present	
	Business	Christian Speck	Adjunct	2023	Present	
		Damon Antos	Alternate Full-Tim			
	Business		Alternate Adjunct			
Workforce/ Work Experience/Apprentice	Career Education, Workforce, Public	Vivian Dillon	Full-time	2024	Absent	
	Career Education, Workforce, Public	Carlos Ponce	Adjunct	2024	Absent	
	Career Education, Workforce, Public	Jody Johnson	Adjunct	2026	Absent	
	Career Education, Workforce, Public	Unfilled	Adjunct			
	Career Education, Workforce, Public	Lonetta Riley	Alternate Full-Tim			
	Career Education, Workforce, Public		Alternate Adjunct			
Counseling	Counseling	Kim Herrell	Full-time	2026	Absent	
	Counseling	Joyce Fernandez	Adjunct	2024	Absent	
	Counseling	Mayra Mireles-Tijero	Full-time	2026	Approved Remote	
	Counseling	Carmelita Palomares	Full-time	2025	Approved Remote	
	Counseling		Alternate Full-Tim		Present	
	Counseling		Alternate Adjunct			
English	English	Valerie Bronstein	Adjunct	2023	Present	
	English	Michaela Cooper	Full-time	2026	Present	
	English	Caroline Prieto	Full-time	2024	Absent	
	English	Gina Barnard	Full-time	2025	Present	
	English	Melissa Diaz	Alternate Full-Tim		Present	
	English		Alternate Adjunct			
Health & Education	Health & Education	Rob Juner	Full-time	2026	Approved Remote	
	Health & Education	Unfilled	Full-time			
	Health & Education	Susan Chou (NUT)	Full-time	2024	Present	
	Health & Education	Unfilled	Adjunct			
	Health & Education		Alternate Adjunct			
	Health & Education	John Coldiron	Alternate Full-Tim			
Kinesiology & Athletics	Kinesiology & Athletics	Eric Black	Full-time	2024	Absent	
	Kinesiology & Athletics	Unfilled	Full-time			
	Kinesiology & Athletics	Unfilled	Full-time			
	Kinesiology & Athletics	Unfilled	Adjunct			
	Kinesiology & Athletics		Alternate Full-Tim			
	Kinesiology & Athletics		Alternate Adjunct			
Humanities	Language & Communication	Adam Karp	Full-time	2025	Present	
	Language & Communication	Jill Birchall (sign lang)	Full-time	2024	Absent	
	Language & Communication	Jeff Moran	Full-time	2026	Absent	
	Language & Communication	Andrew Fix	Adjunct	2025	Present	(Philosophy)
	Language & Communication	Erik Haarala (ESL)	Alternate Full-Tim			
	Language & Communication		Alternate Adjunct			
Library/Learning Resources/Instructional	Library/Learning Resources/Instructi	Kate Williamson	Full-time	2024	Absent	
	Library/Learning Resources/Instruct	Sarah Lehmann	Full-time	2026	Approved Remote	
	Library/Learning Resources/Instructi	Marianne Harris	Alternate Full-Tim			
Technical Education	Manufacturing, Construction & Trasi	Chris Moore	Full-time	2024	Present	
	Manufacturing, Construction & Trasi	Mikhail Drobot	Adjunct	2023	Approved Remote	(Mather?)
	Manufacturing, Construction & Trasi	Gary George	Full-time	2023	Absent	
	Manufacturing, Construction & Trasi	Ben French	Full-time	2026	Present	
	Manufacturing, Construction & Trasi		Alternate Full-Tim			
	Manufacturing, Construction & Trasi		Alternate Adjunct			
Behavioral & Social Sciences	People, Culture & Society	Lauren Chavez (Anthro)	Adjunct	2024	Approved Remote	
	People, Culture & Society	Robin Akawi (Psy)	Full-time	2026	Present	
	People, Culture & Society	Unfilled	Full-time	2024		
	People, Culture & Society	Ricardo Caton (History)	Full-time	2025	Present	
	People, Culture & Society	Unfilled	Alternate Full-Tim			



Critical Hire

Nursing

BRN Requirements/Program at Risk



13 full-time faculty
Required



Current full-time
faculty 9



7 full-time faculty
on overload



Emergency hire to
post in Spring for
Fall 24



Risk of program
closure

CONSULTANT APPROVAL REPORT
 FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW

WORK COPY

PROGRAM NAME: American River College

DATE OF VISIT: November 7-8, 2022

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
with which it is affiliated, and between the program, the institution and clinical agencies.			
1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.	X		<p>The following resources are available to RN students and found to meet regulation 1424(d).</p> <p><u>(Resource List – Found in (self-study, Handbook, website) – Page number)</u></p> <p>Recommendation:</p> <p>Faculty</p> <ul style="list-style-type: none"> ○ Not enough FT faculty – 3 open positions. ○ Currently have 11 FT Faculty ○ Many faculty carry overload approved each semester. <ul style="list-style-type: none"> ○ AD carrying full time load with release time for role paid as overload. ○ Five faculty currently on overload to cover courses. <p>Staff and Support Services</p> <ul style="list-style-type: none"> ○ Sim tech/skill lab coordinator – Not RN. not available to open skills lab for open hours, must wait for content experts/instructors to be available for skills/sim. Skills lab currently shared with respiratory therapy with plan to separate in Spring 2023. ○

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APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
			<ul style="list-style-type: none"> ○ Clinical coordinator (RN) – clinical sites growing requirements, finding placements, clinical paperwork, students background and health compliance requirements. Library ○ Available on campus. Equipment ○ Manikins and high-fidelity sim equipment available to students . <p>The following resources are available to RN students and found to meet regulation 1424(d).</p> <ul style="list-style-type: none"> • Simulation Lab • Computer Lab • Library • Nursing Skills Lab • Classrooms • Office space • Break rooms
1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		Deborah Finn-Romero DNP, RN, PHN, PACT, appointed 08/2022, 100% release time Teaching: None Overload: None
1424(f) The program shall have a board-approved assistant director who is	X		Lisa Parrinella, MSN Ed, appointed 08/2021 20% release time for AD

CONSULTANT APPROVAL REPORT
 FOR INITIAL/CONTINUING PROGRAM APPROVAL REVIEW

WORK COPY

PROGRAM NAME: American River College

DATE OF VISIT: November 7-8, 2022

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p>1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		<p>As stated in policy and procedure and job descriptions, full time and part time faculty members have primary responsibility in policy and procedure development, planning, organizing, implementing and evaluating the program. Faculty participate in a committee structure with the curriculum committee and the total faculty committees meeting on a regular basis. Lead faculty communicate with course faculty via email and telephone as needed.</p>
<p>1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p>	X		<p>Total faculty = 19 Full-Time = 11 Part-Time = 8 Instructors = 13 Assist Instructors = 5 CTA = 1</p> <p>Open faculty positions: 3</p> <p>currently we only have 9 FT faculty</p>
<p>1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p>	X		<p>Program does use non-faculty in the preceptor role. See 1426.1</p>

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APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
<p>knowledgeable and current regarding the program and the policies and procedures by which it is administered, and who is delegated the authority to perform the director's duties in the director's absence.</p>			<p>Lisa Parrinella is teaching full-time with overload as well as collecting 20% overload for AD role. AD is knowledgeable and current regarding the Nursing program and its Policies & Procedures (P&Ps). The current organizational chart depicts the chain of command and delegation of authority.</p> <p>RECOMMENDATION: Lisa Parrinella is the BRN approved ADN Program Assistant Director with 20% release time.</p> <ul style="list-style-type: none"> ○ Although she has 20% release time to support the nursing program, she has a full teaching load and additional Department Chair responsibilities. For sustainability overload should not be considered for an AD role to effectively manage the position/program. AD role is different than college department chair role and noting the time difference to apply to both roles would be effective moving forward. The AD role alone requires sufficient release time as noted at 20% (This does not include chair role). <p>The nursing program is minimally meeting requirements to come into/maintain BRN compliance. Needs additional support from college and district.</p>

Program Paths Committee

Updated Criteria for Creating and Maintaining Maps for Programs

ARC currently has 385 program maps. For those maps to be useful to students they must contain accurate information, which means they need to be reviewed and updated on a regular basis. Since the Program Paths Committee has been unable to establish a process at the college in which departments regularly review their maps, the committee has decided to review each map on a five-year cycle. To make the workload manageable, we are setting limits on which programs will have published maps.

- Certificates should have at least 24 units of required coursework. There are currently 80+ certificate maps with fewer than 24 units that will no longer be published as of the 2024-25 catalog.
- Some programs have courses that have not been scheduled in the past two years. It does not benefit students to promote those programs since they cannot be completed. We will contact those departments and ask them to review their class scheduling pattern to see if they can resume scheduling those courses. If they cannot, then those maps will not be published.
- We are a two-year institution so, in theory, all of our degrees should be able to be completed in two years unless there is a curricular reason to add an extra semester. There are a handful of full-time degree maps that extend beyond two years because of the way classes are scheduled. We will contact those departments and ask them to review their class scheduling pattern to see if they can shorten the time for completion. If they cannot, then those maps will not be published.
- Some programs have a lot of prerequisites and odd course scheduling that forces students to take a few courses each semester over several semesters, unduly prolonging the time to completion. We will contact those departments and ask them to review their prerequisites and scheduling pattern to see if they can shorten the time to completion. If they cannot, then those maps will not be published.
- Some programs have had no completers in the past four years. In some cases, the programs are new to the college and haven't had enough time for students to complete them yet. But, in many cases, the programs have been at the college for at least a few years. We do not want to maintain maps for programs that students are unwilling or unable to complete. We will contact those departments about discontinuing the maps.

American River College Bias Response Team Report Fall 2022



Background

Convened in spring 2022, the Bias Response Charter and work completed by the team are intended to provide a recommended model for responding to acts of bias against members of the ARC community. This work reflects ARC's commitment to inclusion in an environment that promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Specifically, this team has been tasked with providing a recommended model for responding to acts of bias against members of the ARC community. The model reflects that at ARC inclusion and the relationships between individuals are valuable and important. This model is also intended to foster an environment that further promotes employee development and retention in support of the college mission. The model also intends to be responsive to all forms of bias, with a particular focus on Disproportionately Impacted populations at ARC* including, but not limited to:

- People of color including Black and African American, Asian and Asian American, Pacific Islander American, Latinx, Native American, multiracial, and other people disadvantaged due to racial and ethnic identity
- Lesbian, gay, bisexual, transgender, queer, and others (LGBTQ+)
- Women-identified and females
- Undocumented, DACA, AB540, and mixed-status families
- Low-income and first-generation
- Current and former foster youth
- People with disabilities
- Non-majority religious and spiritual groups
- Refugees and persons holding Special Immigrant Visas (SIV)
- International students
- People with limited use of the English language
- Additional communities not listed above that may be impacted by bias.

*NOTE: This list is derived from ARC's Institutional Equity Plan.

Bias Response Project Team Members

Project Leads:

Parrish Geary, Dean of Student Engagement and Completion
Kolleen Ostgaard, Dean of Student Services, Support Programs

Members:

Jill Birchall, Deaf Culture & ASL Studies, Professor/Dept. Chair
Barry Frazier, Student Representative
Doug Herndon, Dean of English/Journalism/Dual Enrollment
Rajinder Lal, Professor, Mathematics and Statistics
Fleurdeliza (Liza) Lipscomb, Administrative Assistant to the Dean of Student Services
Steve Roberson, Dean of Kinesiology and Athletics
Caitlyn Spencer, Interim Outreach Specialist, Dual Enrollment
Corey D. Winfield, UNITE Center Clerk
Bill Zangeneh-Lester, Professor and Chair, Department of Humanities and Religious Studies

Project Purpose and Scope

This project considered bias response as a strategic mechanism to enable the college to achieve its strategic goals, identified in ARC's Strategic Goals 2017-2021. The project team also considered how the college might best create a comprehensive, integrated, and intentionally sequenced bias response model in support of the following goals:

- Strategic Goal 1: Students First
- Strategic Goal 3: Exemplary Working and Learning Environment

- Strategic Goal 4: Vibrancy and Resiliency

Underlying all of these goals is the institutional imperative: a commitment to social justice and equity that strives to uphold the dignity and humanity of every student and employee.

As such, the project took into consideration questions such as:

- How can a bias response model be structured to foster ARC's commitment to inclusion, social justice, and equity?
- How can recommendations of the Institutional Equity Plan related to bias response be integrated?

Project Objectives

Objective 1: Gather resources to inform the planning process such as initial insights from the institutional equity planning process, promising practices from other institutions, and other relevant research.

Based on our team's research, below are key elements that helped to create a successful model for bias reporting and response at the following nine colleges that the team examined.

Summary of Common Elements of Bias Response Teams Across Eight Colleges

[Napa Valley College](#)

[Maryland University](#)

[Portland State University](#)

[University of Wisconsin-Madison](#)

[Western Washington University](#)

[Iona University](#)

[Smith College](#)

[Princeton University](#)

Role of BRT:

- The primary role of the team is to assess reported instances of bias in the campus community and to facilitate a college response based on the details of the incident, and to educate the campus community about bias and bias reporting protocols.
- The team would not exist to supplant current protocols that exist to resolve other reports of issues around discrimination, sexual misconduct or harassment, student conduct violations or violations of criminal law. Instead, the team would serve the community by ensuring an effective and efficient response to complaints of bias.

Process:

Through a form available on the Bias Response website, the team makes an initial assessment of the report, and determines the appropriate route for resolution. It may be routed to a more appropriate entity or compliance office, such as the Student Conduct Office, Campus Police, HR or other compliance officer or it may reside with the team for resolution.

Typical Team Members:

Team structure vary, but these elements were consistent among the colleges we considered:

- The BRT is housed in the the Office of Equity and Inclusion and includes representatives from
- Campus police
- Student conduct
- Student Life
- Counseling
- Office of Equity and Inclusion

Websites:

The most robust of the websites we consulted included:

- Goals of the team
- Definition of bias and hate-related incidents
- Explanation of how the reporting process works
- Annual reports which included annual statistics
- A “Bias Dashboard” (only accessible to campus employees)
- Team members and contact information

Models for consideration:

[University of Wisconsin-Madison](#)

Bias Response Advisory Board Purpose:

Is to advise the process of responding to incidents of bias or hate and also support the Bias Response and Advocacy Coordinator in their role as a student advocate.

UW-Madison Bias Advisory Board 2021-2022 Members

- Vice Provost for Faculty and Staff Affairs, Provost Office
- Associated Students of Madison
- Director Office of Inclusion Education
- Assistant Director of Residence Life and Inclusion, University Housing

- Director of Maintenance, Facilities, Planning & Management
- Dean of Students, Student Affairs
- Asst. Vice Provost for Student Diversity and Scholarship Programs, DDEEA
- Director of Clery Compliance, UW Police Department
- Associate Vice Chancellor for Student Affairs/Identity and Inclusion, Student Affairs Heather Shimon, Science & Engineering Librarian, Libraries
- Assistant Director, Dean of Students Office/Bias Response
- Vice Provost for Teaching and Learning, Provost Office
- Assistant Dean of Students, Dean of Students Office
- Director of Academic Services, Graduate School
- Senior Special Assistant -Workforce Equity, Diversity Education, & Outreach, DDEEA
- Special projects coordinator for student affairs, Student Affairs
- Student Life Coordinator, Diversity and Inclusion, Wisconsin School of Business
- Student Conduct Coordinator, Office of Conduct and Community Standards
- EDI Director of Teaching and Learning Innovation, UW School of Education
- Director of Mental Health Services, University Health Services

UW-Madison Reporting Process

The following processes are taken directly from UW-Madison's [Dean of Students Office Student Affairs](#) webpage.

1. Bias or hate incidents reported through the official [reporting form](#).
2. Staff member from the Dean of Students Office acknowledges receipt of the report. Offer to meet with the reporter to discuss next steps and connect them to resources. Reporting form can also be submitted anonymously.
3. Responses to incidents of bias or hate will vary depending on the severity of the event and can range from referrals to appropriate offices on campus to restorative conversations between the targeted individual and the respondent.
4. If the person reporting the incident requests follow-up, the Bias Response and Advocacy Coordinator will contact them to provide support and resources.
5. When the student code of conduct is violated, the Office of Conduct and Community Standards begins their own investigation and will determine possible sanctions. When criminal activity occurs, UWPD or Madison Police Department are notified and pursue their own investigation and respond accordingly. When cases involve faculty or staff as respondents, Human Resources and the Office of Compliance work on addressing the incident or concern.
6. An official log of the incident is made and published.

[Portland State University](#)

Bias Review Team Goals

- Enhance communication to promote awareness of bias and the BRT reporting processes
- Develop educational and outreach programs based on data collected from bias reports
- Improve the campus climate by identifying trends and confronting bias incidents

BRT Stakeholders

- Chair: Associate Vice President, Global Diversity & Inclusion
- BRT Coordinator: Equity and Compliance Consultant, Global Diversity & Inclusion
- Chief of Police
- Campus Safety - Clery Officer
- Vice Provost, Student Affairs
- Dean of Student Life
- Director of Employee and Labor Relations, Human Resources
- Director of University Housing and Residence Life
- Athletics Director
- Director of Counseling
- Director of the Queer Resource Center
- Associate Director, International Student Life, International Affairs
- Coordinator, Illuminate (Relationship & Sexual Violence Prevention)
- Director, Teaching, Learning and Assessment, Office of Academic Innovation
- Cultural Resource Center Representative, Global Diversity and Inclusion
- University Communications representative
- Faculty member representative
- Student representative

Reporting Bias

- Reporting is through their [Bias Incident Report Form](#). With a note stating that this form “does not initiate an employee and harassment or student conduct investigation.”
- The Office of Equity & Compliance will work with whomever filed a [complaint of discrimination](#) against a PSU student, staff, or faculty member. Forms: [Student Conduct Complaint Form](#) & [Employee Complaint Report Form](#).
- Those who report an incident will...
 - Increase PSU’s ability to identify individual and systemic bias incidents, and
 - Receive resources and support (if desired)

Objective 2: Assess the current state of ARC practices related to bias response, such as the Crisis Assessment Support Team (CAST).

ARC does not currently have a formalized process/structure in place for the campus community to report bias concerns. Offices and Officers to whom bias *may* be reported include:

- [Student Grievance Officer](#)
- [Title IX Officer](#)
- [Title V Officer](#)
- [ADA Office](#)
- [Crisis Assessment and Support Team \(CAST\)](#)
- [Office of Equity and Inclusion | American River College](#)
- LRCCD's local policies and regulations:
- [Los Rios District Regulations - 2000 Student Series](#)
 - Student Rights and Responsibilities ([LRCCD Regulation 2411](#))
 - Student Grievance Procedures ([LRCCD Regulation 2412](#))
 - Discrimination and Harassment Complaint Procedures ([LRCCD Regulation 2423](#))
 - Standards of Conduct ([LRCCD Regulation 2441](#))
 - Due Process ([LRCCD Regulation 2442](#))

There does not appear to be any formalized process specific to bias reporting. The above-mentioned may address bias concerns, but that is not their specific mandate. A reporting/investigation process geared towards incidents of bias would be helpful to the campus community.

The closest process we have to bias reporting is through the Office of Equity and Inclusion via the Title V compliance officer/discrimination reporting (see link above).

Objective 3: Assess practices and efforts at the College that pose barriers to an effective bias response model.

Possible barriers include, but are not limited to:

- [ARC's Student Standards of Conduct Guide](#)
 - Would benefit from a close reading through a bias lens to avoid a process that is based more on equality than equity.
- [Los Rios Policies and Regulations](#)
 - [Los Rios District Regulations - 2000 Student Series](#)
- District administrative (instructional) policies and culture that focus on equality over equity.
 - Example: Deans are trained that in order to avoid the appearance of bias, any special arrangements offered to one student must be offered to all students. This

policy does not allow instructional faculty to address issues of equity within the classroom setting.

- Lack of structured, thorough training for those in charge of grievance procedures
- Fragmented structures for various reporting/compliance processes:
 - Example: Title V, Title IX, and ADA compliance officers are housed in different areas of the college, and are typically people with demanding jobs outside of their compliance responsibilities.
 - These officers change regularly
- Possible barriers to students with language deprivation using English - the information could be inaccessible to students if it is provided solely in English.

Objective 4: Consider the composition/membership of a bias response team that would be most effective.

The Bias Response Team is the college's first response to addressing reported bias incidents in which an equity approach is necessary. The Bias Response Team will meet, as needed, in response to receiving a bias incident report referral. The Bias Response Team shall consider and undertake the appropriate measures to address the incident. Such measures, depending on the nature and severity of the incident, may need other campus resources to assist the affected person(s).

We recommend the following individuals to serve on the college's Bias Response Team:

CORE TEAM:

- Associate Vice President of Equity, Institutional Effectiveness, and Innovation (Designee)
- Title IX Officer
- Discipline Officer
- Instructional Dean or other representative
- Instructional and counseling faculty representative
- Campus Police
- Student Services Dean or other representative

Core team members should meet, as needed, to review complaints, to participate in regular training, to help develop college-wide training opportunities and to assist with the college response to local/national/worldwide events that may trigger bias incidents and/or create the need to support impacted college community members.

As someone appointed to serve on the Bias Response Team, individual team members agree to participate regularly in meetings, training and other Bias Response Team-sponsored events/training.

Each member of the core team should be trained to be part of the college response when incidents of bias are reported. It will be the team's responsibility to review such reports, determine course of action and potentially be part of any action taken to support the individual (s) impacted by the report.

OTHER AREAS/DEPARTMENTS TO POTENTIALLY INCLUDE ON A CASE-BY-CASE BASIS SUCH AS:

- UNITE Center representative
- Associated Student Government representative
- Athletics representative
- DSPS representative
- Human Resources representative

Objective 5: Project the future needs of a bias response model considering the ARC Redesign the rapidly changing environment, and ARC student population, including disproportionately impacted groups.

The Bias Response Team's future needs should reflect ARC's diverse campus. It also needs to be accessible to everyone and not have too many reporting steps. It is important to have the team meet regularly to review the cases, attend training to develop their skills in the area of bias and bias response, and provide appropriate training to the campus community in conjunction with ARC's Professional Development and Training Plan.

Entities at ARC that address concerns that may be related to bias need to have clearly identified and outlined roles so that the campus community can easily connect to the appropriate reporting structure. This team recommends the development of one website where each of these structures/processes are clearly explained (e.g., Bias Response Team, CAST, Student Conduct, compliance processes, etc.).

Objective 6: Consider training and development needed for employees who participate as members of a bias response team, as well as for members of the broader college community.

It is recommended that the Bias Response Team is provided with regular access to training to understand their roles, support their ongoing work, and to stay up-to-date on national trends/training opportunities related to effectively addressing bias response. Additionally, team members should be provided race conscious training to support the equity work of the college and to help ensure that those who report incidents of bias receive the most appropriate support from team members (suggestion from SSC/ELT).

Once team members are appointed, consider a Bias Response Team retreat where members will get to know one another, discuss training needs, start the process of developing a reporting and intake process and consider the timeline for report responses. These are all important considerations to take into account in the development of a Bias Response Team to help ensure that:

- The process is readily available to all members of the community;
- The process is developed and tested prior to its rollout;
- The process is timely to ensure that concerns are being addressed within a specific timeframe;
- The process includes not only the appropriate response to acts of bias, but also appropriate referrals for support be made to help ensure the victim (s) well-being (e.g., CAST referral, Los Rios mental health support, etc).
- A process is developed when a college response is needed to local/national/worldwide events that may trigger bias incidents and/or create the need to support impacted college community members.

Additionally, this team should support crucial training to advocate for the prevention of bias incidents and hate by providing workshops, training, seminars, continuing education, or retreats for staff, students, and faculty.

Consider identifying a budget for this group so that they have the resources necessary for training.

NOTE: CAST has a good process in place for responding to referrals. This group may be a good resource and the BRT develops its own response process. See CAST Flow Chart in appendix.

Objective 7: Identify clear priorities for bias response at ARC.

The following is a suggested prioritization of action items necessary to implement a bias response reporting process and team at ARC.

PRIORITY ONE:

- Connect bias work to ARC's Institutional Equity Plan.
- Determine where the Bias Response Team is housed at ARC.
- Determine membership of team Bias Response Team that reflects ARC's diverse campus community.
- Consider the length of Bias Response Team appointments (Consider a 6-semester appointment at least initially so that team members can have time to develop their processes and develop as a team; after that possibly 4 semesters. Also keep in mind that

referrals may potentially be submitted during summer months and at least a few team members need to be available outside of traditional fall/spring semesters to respond).

- Identify and recruit members.
- Train team for its work in supporting bias reporting.
- Establish boundaries for various reporting processes at the college to avoid confusion and/or duplication of efforts.
- Identify opportunities to incorporate campus climate research associated with the Bias Response Team.

PRIORITY TWO:

- Bias Response Team works to create a website and reporting mechanism.
 - Including an option to file a report anonymously.
 - Establish protocols after an incident report is submitted (workflow).
 - Establish reporting protocols for students and community members for whom English is not their first language including American Sign Language.
 - Establish engagement protocols with campus leadership after an incident is addressed.
 - Create a communication plan to ensure most impacted communities are aware of the Bias Response Team and reporting process.
- Offer broader bias training for the campus community (consider videos and other means to provide ongoing training as opposed to just occasional training opportunities).
- Provide combined training for all compliance officers, CAST and Bias Response Team to help ensure that roles are understood and for ease of making referrals, as needed, to other reporting processes.
- Provide training to counselors and other key campus personnel so that they can refer students appropriately based on the nature of their concern.
- Create a process for the Bias Response Team to respond to acts of hate on campus (eg., racist graffiti) including information to support instructional faculty with resources, talking points and other directions on how to support conversations in the classroom.
- Provide clear and consistent communication with the campus community on the status of bias reporting.
- Establish timelines for regular communication on bias incidents and production of an annual report.

PRIORITY THREE:

- Work to bring more cohesive community structure to all campus entities that engage with and work to resolve issues of grievances, discrimination, inequity and bias.
 - Example: The leads of these teams and college compliance officers meet monthly or each semester to address holes in these processes.

- Consider having BRT, or other assigned groups, go through ARC discipline and grievance policies with the goal of removing implicit and explicit bias in those processes. For example:
 - Student Conduct Guide
 - Grievance policies protocols
 - Discipline policies
- Provide prevention training during flex opportunities.
- Provide an avenue for ongoing training for Associated Student Government, other student groups and college councils.

Objective 8: Develop recommendations that are actionable.

The following is a suggested prioritization of action items:

PRIORITY ONE:

- Identify and appoint a Bias Response Team including the team lead.
- Identify location of the Bias Response Team within ARC structure (possibly Office of Equity and Inclusion).
- Develop online reporting process and structure.
- Develop training for Bias Response Team members.
- Provide training to the campus community in consultation with the Center for Teaching and Learning.
- Research methods of capturing and reporting data.
- Create a bias response website and reporting structure.
 - Define or share examples of bias incidents on website and in training materials.

PRIORITY TWO:

- Add bias response to Institutional Equity Plan and other campus resource materials.
- Establish a message that can be shared with the campus community each semester.
- Provide training resources the campus can utilize to address bias incidents.
- Establish campus and community contacts to assist with bias training.
 - Establish “Key Collaborators” Council. These entities are not officially part of the BRT, but work as active engaged resources in working through bias complaints.
Examples:
 - UNITE Center representative
 - Associated Student Government representative
 - Athletics representative
 - DSPS representative
 - Human Resources representative

PRIORITY THREE:

- Establish a broad communication plan.
 - Establish regular campus messaging and timeline for annual report.
 - Identify communities most impacted by bias for targeted training on bias reporting.
 - Consider including a bias reporting process during student orientation and/or other outreach opportunities to help ensure that students are aware of this resource.

Appendix

ARC's Institutional Equity Plan

<https://arc.losrios.edu/arc/main/doc/ARC06-About%20Us/ARC-Our-Values/ARC-Equity-and-Diversity/ARC-Institutional-Equity-Plan.pdf>

ARC's Strategic Goals

<https://inside.arc.losrios.edu/pd-guidelines-goals-and-competencies/pd-guidelines-goals-and-competencies/pd-guidelines-goals-and-competencies>

Every Student Belongs

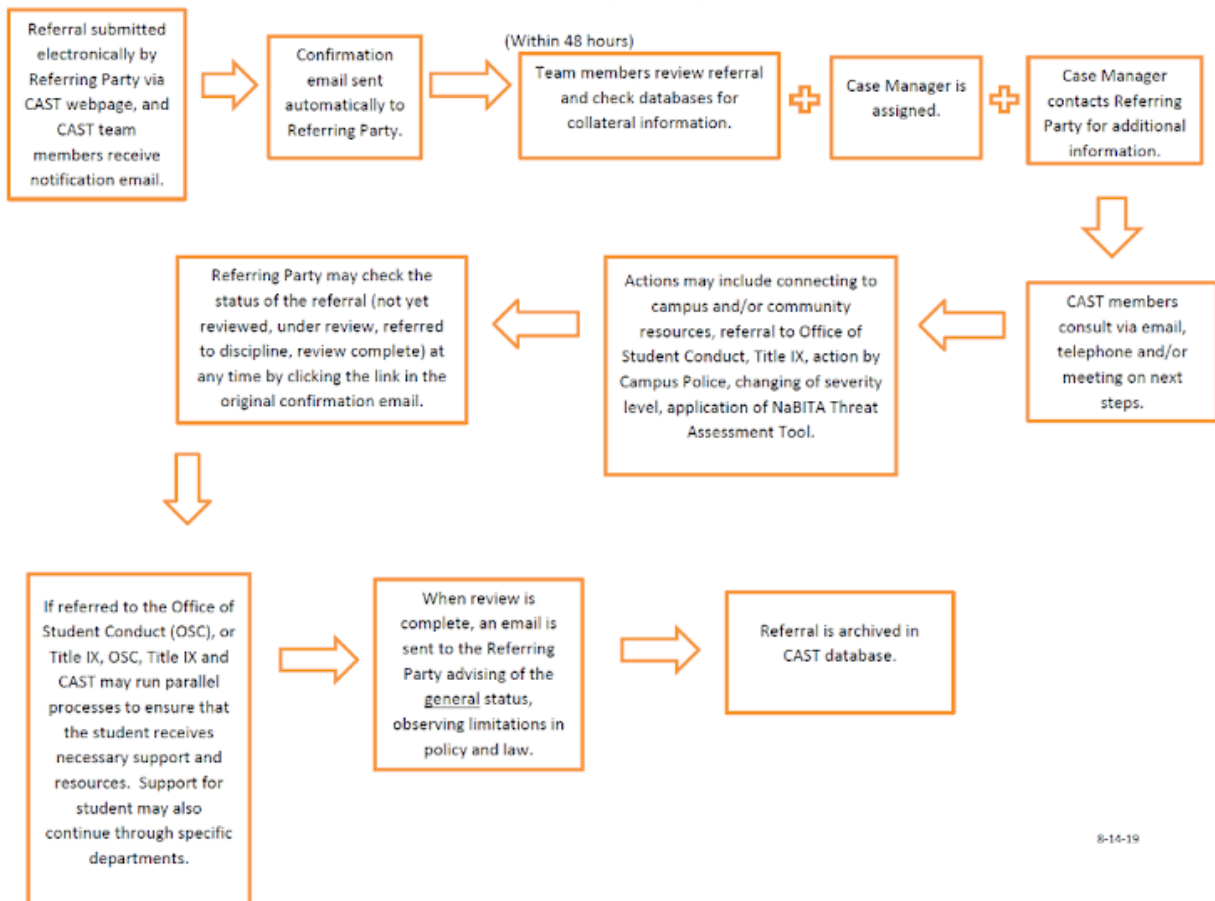
Bias Incident Response Guide

Oregon Department of Education

October 2020

https://drive.google.com/drive/folders/1ge9r6Zk_zbXP5J4FsFNzWhHIFKxGfU

CAST Procedures Flow Chart



8-14-19

CAST Procedures Flow Chart

CAST Case Manager Process*

1. When assigned to be a CM, go into CAST database, assign yourself as CM and include date/time information.
2. CM to contact RP for additional information/support/resources and/or to notify RP that you are reaching out to POC.
3. Update notes following conversation with RP.
4. Review case notes for additional information on POC.
5. Reach out to POC to provide support/resources.
6. Update notes following communication/action with POC.
7. Follow up with POC, RP and/or CAST as needed and continue to update notes.
8. Notify RP once CM is ready to archive to ask if anything else is needed to support POC.
9. CM to make recommendation to close/archive referral when appropriate.
10. CM notifies RP once referral is archived.

*Goal is to respond to each referral ASAP – 24 hours at most. If a CM is unable to respond to referral within 24 hour window please request that another member is asked to serve as CM.

BRT: Best Practices of Other Colleges

Napa Valley College

- The purpose of the NVC Bias Incident Response Team is to support and assist with a campus response to a bias incident or hate crime and to support the college's commitment to provide a "hate free zone." It acts to prevent bias incidents and hate crimes by constantly assessing the climate of the campus community and by recommending educational programs that create awareness and that combat intolerance.
- Developing and recommending response protocols for bias incidents and hate crimes that occur on campus.
- Identifying and recommending partnerships with campus and regional community individuals, groups, and organizations involved in supporting victims and in preventing bias incidents and hate crimes.
- Independent group of campus community members who have received specialized training in the prevention of and response to bias incidents and hate crimes. This team is accountable to the college president and campus police chief.
- Although it's most helpful to know who is making the report, you can remain anonymous. The report you make below will go directly to the Bias Incident Response Team and Campus Police for follow-up. If you prefer to make a report in person, you can go directly to Campus Police (707-256-7777) or you can [contact a member of the Bias Incident Response Team](#).
- What is a hate crime? A "hate crime" is any violation of criminal law motivated by the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability.
- What is a bias incident? An act that is not a violation of criminal law, but that is motivated by bigotry or hate based on the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability. Bias incidents could include violations of College Policy or Codes of Student Conduct. Use of racial slurs or name calling are examples of a bias incident.
- Online form (similar to CAST) for reporting incidents.
- Other content on site:
 - FAQ
 - Available training presentations
 - Team Members
 - Faculty Member, 256-7503
 - ADMJ Coordinator, 256-7710
 - Director CJTC, 256-7705
 - Faculty member, 256-7654
 - Chief of Police, 256-7777
- A lot of info related to Safe Space programs
- A lot of info for LGBTQ community

Portland State University

The Bias Review Team (BRT), which includes key campus-wide stakeholders, communicates and meets regularly to respond to reported bias incidents, and to assure students, employees, and community members who experience or witness an act of bias receive support and access to resources. The BRT collaboratively works to address bias incidents that affect Portland State University (PSU) students, faculty, staff, and community members.

The goals of the BRT are:

- Enhance communication to promote awareness of bias and the BRT reporting processes
- Develop educational and outreach programs based on data collected from bias reports
- Improve the campus climate by identifying trends and confronting bias incidents
- Any person who has experienced, witnessed, or heard of a bias incident is encouraged to complete the form. Please note that completing this form does NOT initiate an employee discrimination and harassment or a student conduct investigation.
- You may file a [complaint of discrimination](#) against a PSU student, staff, or faculty member who you believe is engaging in discriminatory conduct against you or others. The Office of Equity & Compliance will work with you to determine if an investigation is appropriate.
- If you have a concern relating to a student in crisis, you may also file a [CARE Team Report](#).

BRT composition:

- Chair: Associate Vice President, Global Diversity & Inclusion
 - BRT Coordinator: Equity and Compliance Consultant, Global Diversity & Inclusion
 - Chief of Police
 - Campus Safety - Clery Officer
 - Vice Provost, Student Affairs
 - Dean of Student Life
 - Director of Employee and Labor Relations, Human Resources
 - Director of University Housing and Residence Life
 - Athletics Director
 - Director of Counseling
 - Director of the Queer Resource Center
 - Associate Director, International Student Life, International Affairs
 - Coordinator, [Illuminate](#) (Relationship & Sexual Violence Prevention)
 - Director, Teaching, Learning and Assessment, Office of Academic Innovation
 - Cultural Resource Center Representative, Global Diversity and Inclusion
 - University Communications representative
 - Faculty member representative
 - Student representative
- What Happens After A Person Reports A Bias Incident? When an individual completes a BRT incident report, the person has the option of identifying themselves and asking to

be contacted. The BRT report goes to the [Office of Equity and Compliance \(OEC\)](#) and the OEC team will first determine if the person impacted by the bias should be referred to the [CARE Team](#) or any other campus partner for support and safety planning. Additionally, the OEC team may reach out to the person to obtain additional information to evaluate appropriate follow-up.

- Additionally, the OEC staff evaluates the matter to determine what appropriate actions should occur. The following are examples of immediate responses:
 - If the matter may be a hate crime, it may be referred to the Campus Public Safety Office (CPSO). CPSO can also evaluate whether a person who is not a student or employee should be excluded from PSU's campus.
 - If the reported bias involves a student's conduct, the matter is referred to the Dean of Student Life (DOSL) office, [Student Conduct and Community Standards](#), to determine if there is a violation of the [Student Code of Conduct](#). DOSL may open an investigation into the matter or may meet with the student to provide coaching to stop the conduct. Sanctions cannot be put into place against a student without an investigation and hearing. However, DOSL can put No Contact Orders in place between students without any investigation.
 - If the reported bias involves an employee's conduct, the OEC team will first determine if the matter should be handled as a [discrimination complaint](#). If so, an intake for a discrimination complaint will occur and a determination of whether to conduct a formal investigation is made based on PSU's Prohibited Discrimination and Harassment Policy. Corrective action can only take place if there is a formal investigation. However, if a discrimination complaint will not be investigated, the OEC team will contact the supervisor of the reported employee or the Chair and/or Associate Dean of Academic departments and ask for them to provide coaching to stop the reported conduct.
 - If the reported bias involves a non-PSU student or employee, the OEC team will determine if there is an external entity that can be contacted to address the bias incident. This could include a business on or around PSU's campus, TriMet/Metro, or the City of Portland.
 - University Communications and Global Diversity and Inclusion will continue to provide communications to the campus when bias incidents impact our university. In 2020, the BRT provided a memorandum to PSU's Executive Council and University Communications to request that the BRT is consulted on communications and response when there will be communication or action resulting from a bias incident.
- Students and Staff were, respectively, the largest groups of those who reported bias incidents
- It is worth noting that Other/Unknown (n = 54) includes people not affiliated with PSU, or that there was not enough information provided to accurately identify who the offending party was. Of the accused parties, Faculty (n = 21) was cited the most often followed by Staff (n = 17) and Students (n = 16).
- Most accusations were against those in the "other" category.
- They include definitions, which also state how bias is expressed.

University of Maryland

- The primary role of the Hate-Bias Response Team is to review hate-bias incidents, to provide appropriate responses based on the nature of the incident and to work collaboratively to provide educational outreach to the campus.
- The team does not replace any of the current procedures and protocols in place to resolve alleged violations of policies regarding student conduct, discrimination, sexual misconduct, or violations of criminal law. Rather, the team seeks to ensure that there is a more streamlined and effective process for handling hate-bias incidents, including providing support to impacted parties.
- The team does not seek to limit academic freedom, but rather, to foster a campus community where students, faculty and staff of all identities feel welcomed and supported.

The Hate-Bias Response Team is made up of members from the following campus units:

- The Counseling Center
- The Office of Civil Rights and Sexual Misconduct
- The Office of Diversity and Inclusion
- The Office of Resident Life
- The Office of Student Conduct
- The University of Maryland Police Department
- The University Health Center

Key Collaborators (these are not members of the team)

The Hate-Bias Response Team also works closely with various divisions across campus who can provide expertise. These include:

- The Graduate Student Government
- The LGBTQ+ Equity Center
- The Nyumburu Cultural Center
- The Office of Multicultural Involvement & Community Advocacy [MICA]
- The Office of Strategic Communications
- The Student Government Association
- The University Chaplains
- The University of Maryland Department of Fraternity and Sorority Life

This webpage also includes a complaint form regarding accommodations issues.

<https://diversity.umd.edu/uploads/files/BISS-by-the-numbers-2022.pdf>

Princeton University (sample bias reporting website)

<https://inclusive.princeton.edu/addressing-concerns/bias-discrimination-harassment>

Bias, Discrimination, Harassment

Electronic and Online
Attacks and
Harassment

Online Harassment
Resources

Sexual Misconduct

Disability &
Accessibility

Freedom of Expression

Equal Opportunity

Step by Step Process

Policies

FAQs

Free Expression and
Inclusivity

Retaliation

Bias, Discrimination, and/or Harassment

Princeton University is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment and allows every member to thrive.

Princeton's [Policy on Discrimination and/or Harassment](#) is guided by federal and state law and protects members of the University community from discrimination and harassment on the basis of protected characteristics including those covered by Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the New Jersey Law Against Discrimination. All members of the University are encouraged to report all acts of bias, discrimination and harassment so that the University can take appropriate action to help improve the campus climate. To learn more about reporting bias, discrimination and harassment generally, visit our [FAQs on Discrimination and/or Harassment](#).

Bias is a broad category of behaviors including discrimination, harassment, and other actions which demean or intimidate individuals or groups because of personal characteristics or beliefs or their expression. Some forms of bias, including discrimination and harassment, including harassment by electronic means, are prohibited under law and/or University policy.

- If you are the target of online or electronic harassment, follow the guidance on [Electronic and Online Attacks and Harassment](#).
- Bias-related incidents involving offensive speech or expression are challenging because the University maintains a [Statement on Freedom of Expression](#). You can learn more about the intersections of [free expression and inclusivity](#) by reviewing our frequently asked questions.

Step by step process on how to get help

Step 1: Who do you talk to?

When you feel that you have been subjected to bias, discrimination and/or harassment or have observed such behavior directed at others, you have many options, including consulting with a Confidential Resource or a non-confidential resource, or formally reporting what happened.

Step 2: What options do you have?

There are several options to submit a report or complaint of bias, discrimination and/or harassment to the University.

Step 3: What to expect next

Knowing what happens after filing a report or complaint of bias, discrimination and/or harassment can help inform your decision-making in terms of whether to respond to what happened informally on your own or to make a formal complaint to the University.

Contact



Cheri Burgess

Director for Institutional Equity and Equal
Employment Opportunity

📞 609-258-8504

✉ clawson@princeton.edu

📍 Office of the Provost, 204B Nassau Hall

Resources

[Policy on Discrimination and/or Harassment](#)

[Confidential Resources](#)

[File a Report](#)

Related Information

[Annual Bias Report](#)

[FAQs](#)

[Definitions](#)

[Electronic and Online Harassment](#)

[Policies](#)

[Rights, Rules, Responsibilities](#)

Napa Valley College (sample bias reporting webpage)

<https://www.napavalley.edu/President/BIRT/Pages/birtincidentform.aspx>

WebAdvisor | Class Schedule | College Catalog | Library | Calendars | Campus Maps | A-Z

NAPA VALLEY COLLEGE

SEARCH...

ABOUT NVC | REGISTRATION | ACADEMICS | COLLEGE GOVERNANCE | STUDENTS | COMMUNITY | FACULTY & STAFF

Bias Incident Response Team

B.I.R.T. Home

About Hate Crimes

Frequently Asked Questions

Available Training Presentations

B.I.R.T. Contact Information

Report a Bias Incident or Hate Crime

Safe Space Program

SAFE SPACE Program

Safe Space Program FAQs

Safe Space Locations

Information for LGBT Students And Staff

Report a Bias Incident or Hate Crime

Napa Valley College is committed to providing a safe place for students and staff to work and learn. In order to fulfill this commitment, Campus Police and the College Administration need to know when a bias incident or hate crime occurs. You can report a bias incident or hate crime as a witness or a victim.

Although it's most helpful to know who is making the report, you can remain anonymous. The report you make below will go directly to the Bias Incident Response Team and Campus Police for follow-up. If you prefer to make a report in person, you can go directly to Campus Police (707-256-7777) or you can [contact a member of the Bias Incident Response Team](#).

What is a hate crime? A "hate crime" is any violation of criminal law motivated by the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability.

What is a bias incident? A act that is not a violation of criminal law, but that is motivated by bigotry or hate based on the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability. Bias incidents could include violations of College Policy or Codes of Student Conduct. Use of racial slurs or name calling are examples of a bias incident.

To make a report, please provide the following information:

Report Form

What is your name (Optional):

What is your phone number? (Optional):

What is your email address? (Optional):

What is your relationship with our campus?:

What is the Date and Time the Incident Occurred?:

Describe the Location of the Incident:

Describe what Happened:



Summary of Responses from ARC's Institution-Set Standards Reporting Form (Fall 2023 Implementation)

Summary of Actions taken to address Department Set Standards: Course Success Rates (22-23 rates, 23-24 AUP Cycle)¹

Departments that fell below their department-set standards for course success rates for 2022-2023 indicated a robust list of actions for improvement, including seeking professional development in online teaching and accessibility, removing financial barriers to student success (through the adoption of OER and ZTC materials), better connecting students to campus resources through avenues such as HomeBases or CAST, and promoting more equitable outcomes through collaboration and dialogue, data analysis and reflection, and enrollment management. Actions included the following:

- Seeking additional professional development in online teaching and accessibility of course materials
- Expanding the use of Open Educational Resources (OER) and increasing the number of zero textbook cost (ZTC) courses offered
- Better connecting students to campus resources early in the semester, such as HomeBase
- Collaborating both within the department and across the ARC community to incorporate strategies to become more equitable practitioners
- Encouraging faculty to use their own individualized data when reflecting on their own courses
- Reaching out to students to ascertain barriers to their success and make referrals to on-campus resources as appropriate (including Crisis Assessment Support Team (CAST) referrals)
- Monitoring the relationship between modality, enrollment size, and success rate

External factors beyond the college's or department's control that may have contributed to the outcome (Course Success Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for course success rates for 2022-2023 also indicated the external factors beyond their control that may have contributed to these outcomes, including changes in modality and class sizes, an increase in life-stressors for students since the COVID-19 pandemic, and retirements and faculty turnover. Factors included the following:

- Switch to asynchronous online modality from face to face led to a corresponding growth in class size (from about 20 historically, to almost 50), many of which did not actively participate and led to an increase in withdrawals.
- Retirements and faculty turnover
- Large class sizes and large online class sizes set by the college reducing the amount of student-interactions
- Increased life stressors for students since the pandemic (e.g., more students working full-time, taking online courses but not being able to fully participate, lacking stable access to the internet, increased mental health issues reported, including increased reports of alcohol abuse, lack of affordable child care, housing and food insecurity)

¹ All summaries are representative lists and may not necessarily be exhaustive of all actions.

- Lower course success rates associated with introductory courses that students are taking to meet a graduation requirement
- Increase in students seeking extensions of assignment deadlines due to changes in circumstances (housing, jobs, loss., etc.,)

Summary of Actions taken to address Department Set Standards: Job Placement Rates (21-22 Results, Reported in 2023 ACCJC Annual Report)

Departments that fell below their department-set standards for job placement rates for 2021-2022 indicated several actions for improvement with a clear emphasis on engaging with industry partners to promote connections between employers and students, creating additional opportunities for those interactions to occur, through career fairs, networking events, and internships, and creating more opportunities for students to gain practical and clinical experiences and technological readiness so that they are better positioned for the job market. Actions also focused on increasing collaboration with partners on campus, such as with HomeBases, Workforce Development, Work Experience, and other support services and increasing efforts to promote more equitable outcomes. Actions included the following:

- Collaborating with our HomeBase, Career Center, and Work Experience to connect students to industry recruitment efforts, career fairs, networking events, and internship opportunities
- Actively engaging industry partners/Advisory Committee to connect students with employers, promote hiring out of the program, and promote transfer to the CSU
- Encouraging faculty professional development in diversity, equity, and inclusion
- Encouraging faculty referrals to college resources to support student success
- Encouraging faculty to complete the Canvas Creations course to facilitate online instruction of program courses that regulatory agencies will certify
- Coordinating with the ARC workforce development team to build a more robust internship program for existing students
- Emphasizing workforce preparation and job search opportunities through a new speaker series
- Reviewing opportunities for a new clinic that students can participate in to obtain real-world, practical experience
- Developing a new elective course focused on technology literacy in the field of study. This will enable students to highlight their knowledge and competency with a wide variety of technology and software tools used in the field, thereby improving their workforce readiness
- Adding additional mentoring and experiential learning opportunities as part of mock and fieldwork courses
- Providing several career readiness events to better prepare students for post-graduation and employment
- Continuing to work with regional employers to ensure awareness of graduation standards, recruitment opportunities, and basic skills training
- Establishing a student Club for our field at American River College and rethinking content delivery/strategies for our disproportionately impacted students. The student club will include career events hosted by state agencies that will inform students about related positions available at the state.
- Creating a succession plan for our department to ensure that equity efforts have continuity in staffing
- Implementing a career interest survey and discussions with students taking upper division classes

External factors beyond the college's or department's control that may have contributed to the outcome (Job Placement Rates) falling below the institution (or department) set standard. (Optional)

Departments that fell below their department-set standards for job placement rates for 2021-2022 also indicated the external factors beyond their control that may have contributed to these outcomes, including the COVID-19 pandemic, inflation, wages, and the job market, and challenges posed by the growth of artificial intelligence (AI). Factors included the following:

- The COVID-19 Pandemic and the unprecedented shutdown of the economy
- Inflation and a constricted job market
- COVID and the administration's mitigation policies impacting student enrollment and success
- Cancelation of classes due to loss of qualified faculty
- Cancelation of classes due to "impossible to convert" nature of classes or not approved or certified by the regulatory agencies for online instruction
- Changes in California law removed the need for a clinic that the department use to run. These changes reduced opportunities for students to gain valuable clinical experience
- The college has allowed all courses in our department to remain online and asynchronous which has resulted in higher enrollment but lower completion rates and lower proficiency in their interactive practical skills
- National shortage of students interested or enrolling in public safety courses
- Disconnect between the prevailing reputation of our discipline (working long hours, tedious desk work, lack of staff diversity) and what today's students are seeking in a career (flexibility, work-life balance, diversity and creative freedom)
- Stagnant wages in our discipline, relative to related fields in business that have experienced more wage growth
- Challenges faced by Artificial Intelligence, where technology solutions are replacing services that are a part of our discipline's core processes.

February 2023

Los Rios CC District Space Utilization Study

ARC Leadership Kick Off Session



AMERICAN RIVER COLLEGE
LOS RIOS COMMUNITY COLLEGE DISTRICT

Steelcase
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Space Utilization Study

Inform Facilities Master Plan by considering:

- Learning Model Evolution – Physical & Virtual Implications
- Faculty - Hybrid Potential
- Staff and Administrative - Hybrid Potential
- Student Experience – Community and Learning Environments

Experience Model

A **strategic** and **holistic** approach to the physical environment results in the best **student** and **employee experience** and **organizational performance**.



Experience Drivers:
Process and Culture help drive ambitions.

Experience Enablers:
Tools and Space enable the change.

Draft Central Question

How might we evolve our College
to **inspire** a **diverse** body of **Students**
to **achieve** their **goals**,
provide a **best-in-class** service experience,
support the **evolving instructional modality mix** and
enable the **effective transition** to “**hybrid**” work
for **Faculty, Staff** and **Administrators**,
while **enhancing** the overall **effectiveness** of the College?

Activities

Understand ARC Faculty, Classified Professionals and Student patterns today and in the future through data gathering methods that include:

- Kick-off session with ARC Leaders
- Leader Interviews and Workshop - understand perspective and key needs
- Classroom Study – in-person & virtual implications of new patterns
- Experience Surveys – gather data from all ARC groups
- Work Modes Study (Classified Professionals only) - understand work patterns
- Observation Study - understand how space is utilized and structured
- Workshops - connect with Faculty, Classified Professionals and Students



Next Steps

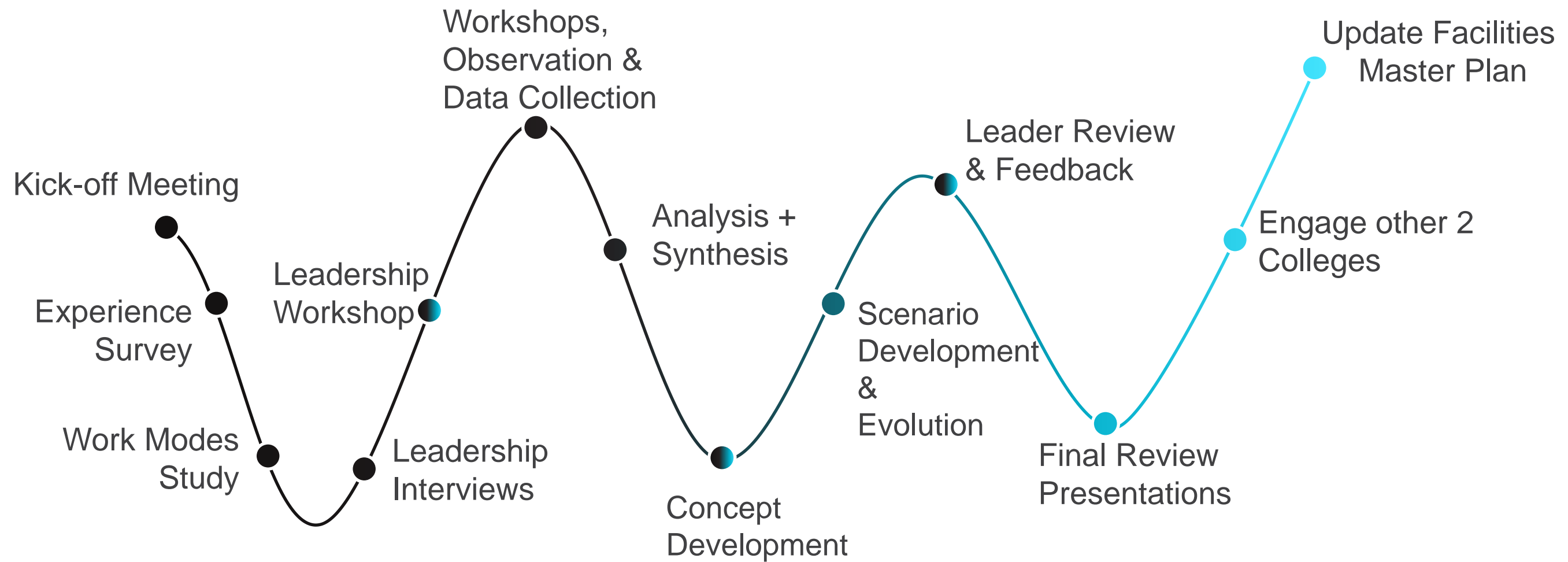
Understand ARC Faculty, Critical Path Items - goal is for all data collection complete by end of April

- Classroom scheduling and utilization data
- Survey population data – Faculty, Classified Professionals and Students
- Observation study – classroom list and floor plans
- Leadership interviews and workshop – ID participants & schedule
- Workshops for Faculty, Classified Professionals and Students – ID participants and schedule

Need owners for each item above



Engagement Flow



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