# 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. In person meeting presents imminent risks to the health/safety of Academic Senate attendees (authorization to meet remotely in accordance with Executive Order N-25-20, N-29-20, & N-33-20)

## Decision (10 minutes maximum per item)
8. Accreditation Report (ISER) *(1st Reading)*
9. Draft Los Rios Regulation-5123 Equivalency *(1st Reading)*
10. Using a 2,1,0 ranking system for Faculty Prioritization *(2nd Reading)*

## Reports (5-10 minutes per item)
11. Equity Training Workgroup Report *(Veronica Lopez)*
12. Program Paths *(Bill Simpson)*
13. LRCCD Strategic Plan Reaffirmation Report
14. Updating Job Descriptions with Equity Focus
15. Council Updates
    - Institutional Effectiveness Council – (*Janay Lovering*)
    - Operations Council – *(Araceli Badilla)*
    - Student Success Council – *(Carina Hoffpauir)*

## Discussion (10-15 minutes per item)
16. Report Back: (5-10 minutes per item)
    a. Academic & professional impacts as related to mask & vaccine requirements
    b. Textbook ordering & Bookstore
17. Report Out: District Academic Senate https://employees.losrios.edu/our-organization/committees/district-academic-senate
    a. Admissions & Records Redesign
    b. Attendance & Drop Policy Guidance
18. Items from College Areas for Academic Senate Consideration

## Upcoming Meetings:
- ASCCC Area A Meeting Oct 15th 9:00am – 2:00pm virtual
- District Academic Senate Meeting: Tuesday Oct 19th 3:00 P.M Meeting ID TBD
- LRCCD Board of Trustees Meeting: Wednesday Oct 20th 5:30 P.M.
- ARC Academic Senate Meeting – **Faculty Hiring Request Presentations:** Thursday Oct 28th, 3:00 P.M., Meeting ID: 986-5887-6175, Password: 10plus1
- ASCCC Fall Plenary (Hybrid Event) – Nov 4-6, 2021
    - Registration deadline Oct 31, 2021 In-person registration is $580 and virtual registration is $325.

# ARC Academic Senate
# Approved Minutes: October 14, 2021

## *Preliminaries*

1. Call to Order: Called to order at 3:00pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: Connie Ayala, Adam Karp, Debra Crumpton, Lesley Gale, Kalinda Jones, Bill Simpson

5. Public Comment Period:
   > For faculty who work with affinity groups and learning communities, how are faculty consulted? For example, how were faculty consulted regarding the use of the HUB? How is faculty reassigned time for learning communities and affinity groups determined and how do we find out about what opportunities are available? How do faculty learn about the budgets for those groups?

6. President's Report:
   a. Multi-Factor Authentication begins 10/19--Don't use special characters in your password. If you are, you should consider changing now to a password without special characters *before* you begin using MFA.
   b. President Dixon is on sick leave through at least this week.
   c. We will resume Adopting Courageous Conversations for the Academic Senate in November.

## *Consent Items*

7. In person meeting presents imminent risks to the health/safety of Academic Senate attendees (authorization to meet remotely in accordance with Executive Order N-25-20, N29-20, & N-33-20)

## *Decision*

8. Accreditation Report (ISER) (1st Reading) (ISER is Institutional Self Evaluation Report)
   a. See supporting materials *[ARC ISER Draft Report 2021](#) (Note: Google permissions are set so that anyone in Los Rios with the link can comment directly in the document. Also, the document is live, so you will see changes reflected as edits are made and additional evidence is linked.)*
   b. This is part of the process for a seven-year accreditation cycle with ACCJC (Accrediting Commission for Community and Junior Colleges). A project team chaired by Bill Simpson and Adam Karp gathered evidence to support the standards and write draft language. The ISER will go before the Board of Trustees for approval in November. It must be submitted to ACCJC by December. ARC will receive feedback or inquiries by February for us to respond to. ARC will write a focused report in October 2022.

9. Draft Los Rios Regulation-5123 Equivalency (1st Reading)
   a. See supporting materials: *Employment Procedures: Equivalency to Minimum Qualifications R-5123*
   b. Background: There was an interest at DAS to revise the policies on equivalency. Currently, whichever college acts on (grants or denies) equivalency first determines equivalency for that applicant for the entire district. See the document for revisions recommended by the district workgroup that was convened to address this.
   c. The district piloted a new process for the recent Ethnic Studies faculty positions.
   d. Foreign degrees are evaluated externally prior to the applicant's submission of application materials.
   e. The suggestion was made to include wording regarding a "specified area" when referring to degrees.

10. Using a 2,1,0 ranking system for Faculty Prioritization (2nd Reading)
   See supporting materials *Proposal to adopt 2, 1, 0 Ranking for Faculty Hiring Requests*
   A motion was made, seconded, and passed to try both the 2, 1, 0 ranking system and the "no ties" ranking system for this hiring round and to vote on which results to send on to the president for consideration at the November 4th meeting.  The vote count was 29 "yes" votes, 4 "no" votes, and 2 abstentions.

# Reports (5-10 minutes per item)

11. Equity Training Workgroup Report (Veronica Lopez, Debra Crumpton, Lesley Gale, and Kalinda Jones)
   a. See supporting materials *Equity Training Workgroup* and *Going Beyond Development*
   b. The group (made up of Academic Senate and Union representatives across the district) recommends that 10% of faculty college service be focused on equity-minded anti-racism learning.
   c. The rubric is for a faculty member to use in their own reflection.
   d. Interest was expressed in having adjunct faculty be compensated for this work in the future.

12. Program Paths (Bill Simpson)
   a. See supporting materials *Program Pathways Committee Report to the ARC Academic Senate (Oct. 14, 2021)*
   b. Program maps are now integrated into the college website. They used to be pdf documents and are now html maps.
   c. The committee decided on new style rules for mapping degrees. Formerly, there were specific courses listed in a map. The college is now using maps for Degree Planner, so there will not be default courses, but instead have a clickable drop-down list that will provide options for courses that would satisfy a given requirement/elective.

13. LRCCD Strategic Plan Reaffirmation Report

a. See supporting materials *Reaffirmation Process for LRCCD Strategic Plan* and *Strategic Plan Indicators of Achievement*
b. The Goals have been reaffirmed. We (ARC) are being asked to review the strategies noted in the plan and share feedback at the October Chancellor's Cabinet meeting.
c. Senators directed President Shubb to request more time to gather feedback, find out what kind of feedback we are supposed to offer, and find out how our feedback will be incorporated into the document.

14. Updating Job Descriptions with Equity Focus
    a. See supporting materials *Suggested Steps Your Department Can Take Now to Promote an Equitable Hiring Process*
    b. The idea is for these suggested steps to serve as a resource for faculty to use as their department is seeking to hire new faculty.

15. Council Updates
    a. Institutional Effectiveness Council – (Janay Lovering)
       See supporting materials *Institutional Effectiveness Council Report to Senate*
    b. Operations Council – (Araceli Badilla)
       See supporting materials *Updates & Brief Reports*
    c. Student Success Council – (Carina Hoffpauir)
       See supporting materials *Student Success Council Report from 10/5/21*

# Discussion (10-15 minutes per item)

16. Report Back: (5-10 minutes per item)
    a. Academic & professional impacts as related to mask & vaccine requirements
       i. Department-level recommendations for absences may be appropriate.
       ii. Faculty are not required to tell uncleared students to leave class or that they may not come to class (but faculty are allowed to do so). If teaching a face-to-face class, faculty are required to email the names of "uncleared" students to the area dean within 12 hours of discovering the students have "uncleared" status.
       iii. Could deans be given the information about which students switch from cleared to uncleared and the dean could contact those students directly? Yes, this is in progress.

    b. Textbook ordering & Bookstore

17. Report Out: District Academic Senate
    https://employees.losrios.edu/ourorganization/committees/district-academic-senate
    a. Admissions & Records Redesign--there is now a redesign website *"Admissions & Records and Financial Aid Redesign Project"*

    b. Attendance & Drop Policy Guidance

    c. District Ethnic Studies Council--currently reviewing applications for new hires.

18. Items from College Areas for Academic Senate Consideration

Meeting adjourned 5:08pm

## *Upcoming Meetings and Events*

- ASCCC Area A Meeting Oct 15th 9:00am – 2:00pm virtual
- District Academic Senate Meeting: Tuesday Oct 19th 3:00 P.M Meeting ID TBD
- LRCCD Board of Trustees Meeting: Wednesday Oct 20th 5:30 P.M.
- ARC Academic Senate Meeting – Faculty Hiring Request Presentations: Thursday Oct 28th, 3:00 P.M., Meeting ID: 986-5887-6175, Password: 10plus1
- ASCCC Fall Plenary (Hybrid Event) – Nov 4-6, 2021
  - Registration deadline Oct 31, 2021 In-person registration is $580 and virtual registration is $325.

| Academic Senate Attendance | | Updated | 2021-10-14 | | Item #10: Do you support the motion to try both the 2, 1, 0 ranking system and the "no ties" ranking system for this request ranking round and to vote on which results to send on to the president for consideration at the November 4th meeting | |
|---|---|---|---|---|---|---|
| Area | Senator | Adjunct/FT | Term End | | | |
| Behavioral & Social Scien | Lauren Chavez | Adjunct | 2024 | Present | yes | |
| Behavioral & Social Scien | Kristina Casper-Denman | Full-time | 2023 | Present | | |
| Behavioral & Social Scien | Brian Rosario | Full-time | 2024 | Absent | | |
| Behavioral & Social Scien | Ricardo Caton | Full-time | 2022 | Present | yes | |
| Behavioral & Social Scien | N/A | Alternate Full-Tin | | | | |
| Behavioral & Social Scien | Robin Akawi | Alternate Adjunct | | Present | | |
| | | | | | | |
| Business & Computer Scie | *Unfilled* | Full-time | 2023 | | | |
| Business & Computer Scie | Damon Antos | Full-time | 2022 | Present | yes | |
| Business & Computer Scie | Kahkashan Shaukat | Full-time | 2024 | Present | yes | |
| Business & Computer Scie | *Unfilled* | Adjunct | 2022 | | | |
| Business & Computer Scie | Marc Condos | Alternate Full-Tin | | | | |
| Business & Computer Scie | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Counseling | Jessica Nelson | Full-time | 2022 | Present | yes | |
| Counseling | Joyce Fernandez | Adjunct | 2024 | Present | yes | |
| Counseling | Reyna Moore | Full-time | 2023 | Present | | |
| Counseling | Carmelita Palomares | Full-time | 2022 | Absent | | |
| Counseling | Kim Herrell | Alternate Full-Tin | | | | |
| Counseling | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| English | Valerie Bronstein | Adjunct | 2023 | Present | yes | |
| English | Robyn Borcz | Full-time | 2023 | Present | abstain | |
| English | Caroline Prieto | Full-time | 2024 | Present | yes | |
| English | Gina Barnard | Full-time | 2022 | Present | yes | |
| English | Melissa Diaz | Alternate Full-Tin | | | | |
| English | Paul Knox | Alternate Adjunct | | | | |
| | | | | | | |
| Fine & Applied Arts | Brian Knirk | Full-time | 2023 | Present | yes | |
| Fine & Applied Arts | Linda Gelfman | Full-time | 2024 | Present | yes | |
| Fine & Applied Arts | Diane Lui | Adjunct | 2023 | Present | no | |
| Fine & Applied Arts | Craig Martinez | Full-time | 2022 | Absent | | |
| Fine & Applied Arts | Jodie Hooker | Alternate Full-Tin | | | | |
| Fine & Applied Arts | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Health & Education | Cheri Garner | Full-time | 2023 | Absent | | |
| Health & Education | Jen Kirkman | Full-time | 2022 | Absent | | |
| Health & Education | Veronica Lopez | Full-time | 2024 | Present | yes | |
| Health & Education | *Unfilled* | Adjunct | 2022 | | | |
| Health & Education | N/A | Alternate Adjunct | | | | |
| Health & Education | John Coldiron | Alternate Full-Tin | | | | |
| | | | | | | |
| Humanities | Corinne Arrieta | Full-time | 2022 | Present | yes | |
| Humanities | Jill Birchall | Full-time | 2024 | Present | yes | |
| Humanities | Caterina Falli | Full-time | 2023 | Present | yes | |
| Humanities | Andrew Fix | Adjunct | 2022 | Present | yes | |
| Humanities | Erik Haarala | Alternate Full-Tin | | | | |

| Academic Senate Attendance | Updated | 2021-10-14 | | Item #10: Do you support the motion to try both the 2, 1, 0 ranking system and the "no ties" ranking system for this request ranking round and to vote on which results to send on to the president for consideration at the November 4th meeting | | |
|---|---|---|---|---|---|---|
| **Area** | **Senator** | **Adjunct/FT** | **Term End** | | | |
| Humanities | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Kinesiology & Athletics | Gerry Haflich | Full-time | 2022 | Absent | | |
| Kinesiology & Athletics | Eric Black | Full-time | 2024 | Present | abstain | |
| Kinesiology & Athletics | *Unfilled* | Full-time | 2023 | | | |
| Kinesiology & Athletics | *Unfilled* | Adjunct | 2023 | | | |
| Kinesiology & Athletics | N/A | Alternate Full-Time | | | | |
| Kinesiology & Athletics | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Library/Learning Resource | David McCusker | Full-time | 2024 | Present | no | |
| Library/Learning Resource | Araceli Badilla | Full-time | 2023 | Present | yes | |
| Library/Learning Resource | Marianne Harris | Alternate Full-Time | | Present | yes | |
| | | | | | | |
| Mathematics | Deborah Gale | Adjunct | 2024 | Present | no | |
| Mathematics | Joe Caputo | Full-time | 2023 | Present | yes | |
| Mathematics | Adrianne Avila | Full-time | 2024 | Present | yes | |
| Mathematics | Rocio Owens | Full-time | 2022 | Present | yes | |
| Mathematics | Lana Anishchenko | Alternate Full-Time | | | | |
| Mathematics | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Workforce/ Work Experience | Vivian Dillon | Full-time | 2024 | Present | yes | |
| Workforce/ Work Experience | *Unfilled* | Adjunct | 2024 | | | |
| Workforce/ Work Experience | *Unfilled* | Adjunct | 2023 | | | |
| Workforce/ Work Experience | *Unfilled* | Adjunct | 2022 | | | |
| Workforce/ Work Experience | N/A | Alternate Full-Time | | | | |
| Workforce/ Work Experience | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Science & Engineering | *Unfilled* | Adjunct | 2024 | | | |
| Science & Engineering | Glenn Jaecks | Full-time | 2022 | Present | yes | |
| Science & Engineering | Charles Thomsen | Full-time | 2024 | Present | yes | |
| Science & Engineering | *Unfilled* | Full-time | 2023 | | | |
| Science & Engineering | N/A | Alternate Full-Time | | | | |
| Science & Engineering | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Student Support Services | Judith Valdez | Full-time | 2021 | Absent | | |
| Student Support Services | *Unfilled* | Adjunct | 2023 | | | |
| Student Support Services | Arthur Jenkins | Alternate Full-Time | | Present | yes | |
| Student Support Services | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Technical Education | Chris Moore | Full-time | 2024 | Absent | | |
| Technical Education | Mikhail Drobot | Adjunct | 2023 | Present | yes | |
| Technical Education | Jordan Meyer | Full-time | 2023 | Present | no | |
| Technical Education | Craig Weckman | Full-time | 2022 | Absent | | |
| Technical Education | N/A | Alternate Full-Time | | | | |
| Technical Education | N/A | Alternate Adjunct | | | | |
| | | | | | | |
| Officers | Alisa Shubb | | President | Present | | |

| Academic Senate Attendance | | Updated | 2021-10-14 | | Item #10:<br>Do you support the motion to try both the 2, 1, 0 ranking system and the "no ties" ranking system for this request ranking round and to vote on which results to send on to the president for consideration at the November 4th meeting | | |
|---|---|---|---|---|---|---|---|
| Area | Senator | Adjunct/FT | Term End | | | | |
| Officers | Carina Hoffpauir | | Vice President | Present | yes | | |
| Officers | Amy Gaudard | | Secretary | Present | yes | | |
| Officers | Tressa Tabares | | Past President | Present | yes | | |
| Liaison | Janay Lovering | | ASCCC Liaison | | | | |
| Liaison | Kate Williamson | | Open Education | | | | |
| Liaison | Beth Madigan | | Classified Senat | Present | | | |
| | | | | | | | |
| Total Senate Seats Available (without Officers) | | 52 | | Total "yes" | 29 | | |
| Unfilled Seats | | 11 | | Total "no" | 4 | | |
| Total Filled Seats | | 41 | | Total "abstain" | 2 | | |
| Quorum (25% of filled seats) | | 10 | (round 0.5 up) | | | | |

## 1.0 Minimum Qualifications for Faculty Hire

1.1    The statewide minimum qualifications for hire are those included in the list of disciplines most recently adopted by the ~~Los Rios Community College District Board of Trustees~~Board of Governors of the California Community Colleges.

## 2.0 Criteria for Equivalencies

2.1    Equivalency criteria are common across the Los Rios Community College District according to the framework of minimum qualifications criteria. (See 3.0 below)

2.2    For disciplines requiring a master's degree, the applicant must possess at least a bachelor's degree with either graduate course work or verifiable experience depending upon the discipline being considered. For disciplines requiring a bachelor's or associate degree in a specific area, the applicant must also possess an identified amount of professional experience directly related to the faculty member's teaching assignment.  For disciplines ~~which do not require a master's~~in which a master's degree is not generally expected or available, the applicant must possess ~~at least~~a bachelor's or ~~an~~ associate degree ~~to demonstrate the breadth required of a college instructor~~, plus an identified amount of professional experience directly related to the faculty member's teaching assignment.  ~~.~~

2.3    These criteria, together with records of past equivalency decisions in the discipline, will be made available as needed to the ~~screening committees~~District-wide Equivalency Committee to aid in their deliberations.

## 3.0 Framework for Minimum Qualifications Equivalency Criteria

3.1    Because the State has established ~~two (2)~~three (3) sets of disciplines, one using the master's degree for subject areas where a master's degree is generally available, one using bachelor's or associate degree in a specific area, and one not using the master's degree for disciplines where proficiency is frequently gained outside a degree track, the District framework for minimum qualifications' equivalency contains ~~two~~ three sets of criteria. All degrees and course work must be from colleges/universities accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. An accredited institution is not an institution "approved" by the California Department of Education or by the California Council for Private Postsecondary and Vocational Education.

   3.1.1    For Disciplines Requiring the Master's Degree

      3.1.1.1 Master's degree in any discipline, plus course work equivalent to a graduate major in the discipline of the assignment. (30 semester units of graduate and upper division units, of which at least 15 units must be graduate.)

3.1.1.2 Bachelor's degree in the discipline of the assignment, plus additional post baccalaureate course work equivalent to a graduate major in the discipline of the assignment. (30 units of upper division and graduate units, of which at least 15 units must be graduate.)

3.1.1.3 For the Performing Arts: A bachelor's degree in the discipline plus advanced degree from an institution specific to that art, or four (4) years of professional experience in the discipline.

3.1.1.4 A bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two (2) years of professional experience unless specifically precluded by the adopted list of disciplines.

3.1.1.5 Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

3.1.2   For Disciplines Requiring a Bachelor's or Associate Degree in a Specific Area

3.1.2.1 Bachelor's degree(s) in the specifically identified area, plus at least two years of professional experience directly related to the faculty member's teaching assignment.

3.1.2.2 Associate degree(s) in the specifically identified area, plus at least six years of professional experience directly related to the faculty member's teaching assignment.

Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

3.1.2 3.1.3   For Disciplines Not Requiring the Master's Degree

3.1.2.1 3.1.3.1 Bachelor's degree in a discipline reasonably related to the discipline of the assignment, plus two (2) years of full-time teaching experience in the discipline of the assignment at an accredited institution, plus appropriate certification to practice or licensure, if available.

3.1.2.2 3.1.3.2 Bachelor's degree in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus two (2) years of occupational experience related to the discipline of the assignment or two (2) years of teaching experience in the

discipline of the assignment, plus appropriate certification to practice or licensure, if available.[1]

3.1.2.33.1.3.3  Associate degree containing at least 60 units in any discipline, plus graduation from an institution specific to that field, plus two (2) years of professional experience in the discipline, plus appropriate certification to practice or licensure, if available.[1]

3.1.2.43.1.3.4  A completed Associate degree containing at least 60 units in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus six (6) years of occupational experience related to the discipline of the assignment or six (6) years of full-time teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure or its equivalent, if available.[1]

3.1.2.53.1.3.5  Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

## 4.0 The Job Description/Announcement

4.1     The established minimum qualifications for the position will be listed in the job description/announcement. The District criteria for equivalency will be available at the Human Resources Department. A statement will be included in the job description/announcement requiring all candidates who do not possess the Los Rios minimum qualifications to indicate in the application material how they meet the equivalent qualifications for the position and to provide supporting documentation.

## 5.0 Human Resources—Prescreening

5.1     Any applicant who fails to provide evidence to support his/her claim of a credential, or of minimum qualifications, or of equivalency may be eliminated from the applicant pool.

5.2     District Human Resource staff will verify that applicants claiming an appropriate credential do in fact have the appropriate credential, or that applicants claiming the required minimum qualifications show the appropriate degrees on their transcript. If there is an experience requirement, District Human Resource staff will verify that the applicant has the required number years of experience, but will make no attempt to judge if the experience is appropriate.

5.2.1   If the applicant claims to possess the minimum qualifications, but the degrees are not exactly those listed in the District statewide minimum

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[1] Teaching and occupational experience may be combined to total the required number of years; all experience must have taken place within the ten (10) years preceding the date of application with at least one (1) year of qualified experience occurring within the three (3) years immediately preceding the date of application.

qualifications for faculty in California Community Colleges, that application shall be considered under the equivalency process even though the applicant did not claim equivalency.

5.2.2    All applications which satisfy the credentials requirement or the ~~District~~ statewide minimum qualifications for faculty in the California Community Colleges requirement will be forwarded to the college screening committee.

5.3    District Human Resources staff will ~~screen~~ forward the remaining equivalency applications to the District-wide Equivalency Committee for a ~~determine~~ determination as to whether or not the applicants meet the equivalency criteria contained in 3.0. Applications that meet these criteria will be forwarded to the college screening committee.

## 6.0 District-wide Equivalency Committee~~s~~ Process

6.1    The District-wide Equivalency Committee is charged with determining equivalency for faculty hires. The Committee shall consist of the District Academic Senate President, one faulty member from each college recommended by the college Academic Senate President ~~from each college, or their designee,~~ and administrative support as determined by the Associate Vice Chancellor of Human Resources.

6.2    District-wide Equivalency Committee members from each college shall serve staggered two academic-year terms as follows: American River College and Cosumnes River College member terms begin in the Fall of even-numbered years; Sacramento City College and Folsom Lake College member terms begin in the Fall of odd-numbered years. In the event a Committee member from a college vacates or resigns their position, the relevant college Academic Senate President may, subject to ~~confirmation~~appointment by the District Academic Senate President, ~~appoint~~recommned an individual to fill the remainder of the term.

6.3    The District-wide Equivalency Committee shall obtain discipline-specific input and written recommendations from relevant department chairs or designated discipline experts at each college related to individual equivalency applications. The Committee shall review the discipline-specific input and recommendations received prior to the approval or denial of any individual equivalency application.

6.4    The District-wide Equivalency Committee shall meet at least once each month when an equivalency application is pending, and more frequently as needed during higher-volume faculty recruitment periods. The District Academic Senate President, in coordination with the Associate Vice Chancellor of Human Resources, will determine the schedule for District-wide Equivalency Committee meetings.

~~6.1~~6.5   In making equivalency decisions, the ~~committees~~District-wide Equivalency Committee will rely primarily on the advice of the expert faculty from the

discipline or closely related disciplines.  Final equivalency determinations shall be made by the District-wide Equivalency Committee, exercising its independent judgment.

## 7.0 Faculty    Initial Hiring

7.1     The screening committee for each vacancy is charged with determining equivalency. The committee may decide to have a subset of the committee perform this function, but such a subcommittee must consist of at least three faculty members and the Area Dean from the discipline.

7.2     In cases where there are fewer than three members from the discipline on the screening committee, the screening/equivalency committee shall be augmented by faculty from the discipline where available, faculty from closely related disciplines, or faculty in the discipline from another college. If there are fewer than three members of the discipline at the college willing to serve on the screening committee, the Academic Senate President shall consult with the Department Chair or designee, if one is available, to determine who will augment the screening committee.

## 8.0 Equivalency Decisions for current District Employees

8.1     The Director of Human Resources will request the formation of a district equivalency committee when a current District employee applicant does not possess the District's minimum qualifications and is requesting an equivalency. Applicants must meet at least one of the criteria of paragraph 3.0 to be considered.

8.2     The District Academic Senate President, in consultation with the appropriate Area Deans from each college and the college academic senate presidents, will form a committee consisting of one faculty member from the discipline from each college and the Area Deans from each college.

8.3     In cases where a college does not have a faculty in the discipline, the equivalency committee shall be augmented by faculty from the discipline where available, faculty from closely related disciplines, or faculty in the discipline from another college. The District Academic Senate President shall consult with the college academic senate presidents and the Area Deans to determine who will serve on the screening committee.

## 9.0 Other Equivalency Decisions (Administrators' assignment to Faculty, FSA's for Los Rios Employees, etc.)

9.1     The Director of Human Resources will request the formation of an equivalency committee when the need arises outside the regular hiring process. Applicants must meet at least one of the criteria of paragraph 3.0 to be considered.

9.2     The Academic Senate President and the Area Dean will form a committee consisting of at least three faculty members from the discipline and the Area Dean.

9.3     In cases where there are fewer than three members from the discipline on the screening committee, the equivalency committee shall be augmented by faculty from the discipline where available, faculty from closely related disciplines, or faculty in the discipline from another college. The Academic Senate President shall consult with the Area Dean to determine who will serve on the screening committee.

## 10.07.0 District-wide Equivalency Committee Responsibilities

7.1     The District-wide Equivalency Committee is responsible for the consistent and equitable administration of equivalency determinations, with the goal of ensuring candidates meet minimum qualifications while broadening applicant pools and eliminating barriers to employment at the District.

10.17.2 The District-wide Equivalency Committee is responsible for evaluating all faculty equivalency applications, including initial faculty hires, existing District employee applications, and other situations outside of the regular hiring process as requested by the Associate Vice Chancellor of Human Resources.  The District-wide Eequivalency Ceommittee will determine those applicants who meet the equivalency based on criteria established in 3.0. The District-wide Equivalency Committee is responsible for evaluating all faculty equivalency applications, including initial faculty hires, existing District employee applications, and other situations outside of the regular hiring process as requested by the Associate Vice Chancellor of Human Resources. An applicant receiving a positive equivalency ruling from the District-wide Equivalency Committee at one college is then considered qualified in that discipline on a District-wide basis, subject to verification by the Human Resources Department that the recency provision of 3.0 has been satisfied.

10.27.3 The District-wide Eequivalency Ceommittee will keep records of decisions and the justification for each decision. Copies of these records will be sent to the Human Resources Department for future reference. Applications for which the District-wide Eequivalency Ceommittee finds the qualifications to be non-equivalent will also be returned to District Human Resources staff with the reasons for rejecting the equivalency.

10.3     Equivalency committees must take caution to assure that consistency is applied to all decisions regarding equivalency.

10.47.4 The Area DeanHuman Resources Department will maintain records of past equivalency decisions of the equivalency committees and provide copies of those records to college representatives, administrators, and new committeesthe District-wide Equivalency Committee as needed.

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10.57.5 All deliberations of the ~~equivalency committees~~District-wide Equivalency Committee and all records involved in the proceedings shall be confidential.

## 11.08.0 Evidence of Equivalency

8.1    Conclusive evidence of equivalency shall include:

11.1.18.1.1    A transcript showing that appropriate courses were successfully completed at an accredited college or appropriate foreign institution.

11.1.28.1.2    Publications that show a command of the major in question.

11.1.38.1.3    Other work products that show a command of the major or occupation in question.

11.1.48.1.4    For fields where practical experience can be considered the equivalent to an advanced degree (i.e., the performing arts), evidence of appropriate experience.

(Although the forms of evidence named above are desirable, other evidence may be considered.)

11.28.2 For the candidate selected to be invited for interview, the District minimum qualification equivalency form (P-38) must be completed and signed by the District Academic Senate President or designee and ~~the~~a District Human Resources Department representative~~Area Dean or management designee and the Department Chair or designee or a faculty member chosen by the faculty on the committee~~.

11.2.18.2.1    No candidate for a full-time position shall be recommended as a finalist to the President without meeting the minimum qualifications or having been verified as meeting the equivalency by submission of form P-38 with appropriate ~~faculty and management~~District-wide Equivalency Committee signatures.

11.2.28.2.2    No candidate for part-time employment shall be hired without either meeting the minimum qualifications or having been verified as meeting the equivalency by submission of form P-38 with appropriate ~~faculty and management~~District-wide Equivalency Committee signatures.

## 12.09.0 Application

12.19.1 This procedure applies to the hiring of all faculty, including ~~both~~ part-time, ~~and~~ full-time, long-term temporary, and faculty hired under the "emergency hire" process described in R-5122. In emergency hire situations, the District-Wide Equivalency Committee may be required to convene promptly to ensure the applicant receives an equivalency determination as quickly as possible. ~~Exceptions occur when last-minute hiring decisions about part-time faculty must~~

be made when few full-time faculty are available (emergency hire). However, when the emergency hire provision is invoked, the candidate must be selected through the appropriate interview process before he/she is hired for a subsequent academic term. The Academic Senate President shall be informed in writing by the college instruction office within ten days of the appointment of each person hired under this emergency provision.

## 13.010.0 Review

13.110.1      This procedure will be reviewed every three years. If any problem arises, the Chancellor or any AcademicFaculty Senate may request a review at any time. The District AcademicFaculty Senate acting jointly with the Chancellor shall be responsible for forming the review committee.

(Formerly R-5121)

LRCCD

# Proposal to adopt 2, 1, 0 Ranking for Faculty Hiring Requests

## Background:

Typical practice for ranking faculty hiring requests has been as follows:

1. Senators individually review application packets prepared by department faculty,
2. Senators listen to oral presentations delivered by department faculty representatives at designated Academic Senate meeting,
3. Senators individually rank each request using a "no ties" 1-X (X=total number of faculty hiring requests) spreadsheet,
4. Individual spreadsheets are emailed to AS President/Secretary within a designated time frame
5. Individual spreadsheets are consolidated by AS President/Secretary into one spreadsheet,
6. Scores are totaled
7. Totaled scores are presented as Academic Senate ranking, with lowest score = #1 (highest) ranked position through to highest score = #X (lowest) ranked position. Mathematical ties are ranked with the same number (ex: #6a & #6b)
8. Ranked positions are presented to College President as the recommendations of the Academic Senate

## Concerns:

- The ranking process is "politicized" - Senators may be expected to always rank their department's or area's positions #1
    - Some Senators have received backlash for not ranking as expected
    - Some area faculty think trading and other forms of gamesmanship occur during ranking
    - Ranking a position last is received as rude
- Due to the "no ties" ranking system, Senators have to create artificial distinctions between requests of equal importance
- Area deans ranking process is unknown, yet equally important as a recommendation to the College President
- AS Rankings presented to College President have little/no context
- The consolidated spreadsheet is published as the vote of the Academic Senate, but no actual vote has been taken

## Proposal:

Adopt the 2, 1, 0 ranking system used across Los Rios during the screening process of employee hiring as a pilot for the Fall 2021 regular hiring cycle.

## How it could work:

1. Senators individually review application packets prepared by department faculty,
2. Senators listen to oral presentations delivered by department faculty representatives at designated Academic Senate meeting,
3. Senators rate each application according to the following system:
   a. 2 = "yes" - this is a crucial position
   b. 1 = "maybe" – this is an important position
   c. 0 = "not now" – this may be an important position but not for this cycle
4. Senators individually submit their rankings to a program (this program is also being used separately for area dean's ranking)
5. Program computes rankings with highest score being highest ranked position, lowest score being lowest ranked position etc
6. Total rankings with scores are brought to following Academic Senate meeting as a consensus vote
7. Ranked positions along with scores are presented to College President as the recommendations of the Academic Senate

## Potential benefits:

- Eliminates some of the political pressure to rank one's own area/department #1
- Reduces opportunities for points "gamesmanship" (eg low ranking a popular position)
- Eliminates need to rank one position last
- Allows for the possibility of equally ranked positions
- Aligns ranking process with what deans are using
- Employs the same ranking system used throughout the district for screening & interview (hiring) committees due to being considered more equity-minded
- Allows Academic Senate to review the ranking before approving
- Provides College President additional information and context for Academic Senate recommendations (both ranking and scores)

## Potential drawbacks:

- More likely to have ties in the ranking
- Senators must use good judgement about how many positions receive 2's – suggestion will be to limit 2's to no more than 10, which is the best guess at how many positions we will be allotted by the District in this round.

## Equity Training Workgroup

This document provides SUJIC with the information given to and created by the Equity Training Workgroup, which began on January 29, 2021. We hope that the work of this workgroup will be affirmed, so that a pilot of the created rubric can begin in January 2022.

**Workgroup Membership**
- Academic Senate Representatives: Lesley Gale (CRC), David Lacey (FLC), Veronica Lopez (ARC), & Debra Crumpton (Co-Chair, SCC)
- LRCFT Representatives: Karla Rojas (SCC) & Kalinda Jones (Co-Chair, FLC)
- Management Representatives: Tadael Emiru (CRC) & Deborah Saks (SCC)

**Documents Included**
- Provided to the Workgroup: Equity Training Work Group (12/18/20) SUJIC General Background Information (p. 2 -3)
- Created by the Workgroup: Recommendation for Number of Hours (p. 4 -7)
- Created by the Workgroup: Professional Learning Rubric (p. 6 - 10)
- Provided to the Workgroup: Memorandum Of Understanding: Equity Workgroup November 6, 2020 (p. 11)

**Background**

During negotiations for the 2020-2023 LRCFT Collective Bargaining Agreement, the LRCFT and the District signed an MOU to explore the possibility of mandatory equity training for all faculty. The Equity Training Work Group will be charged with examining logistics, applicability across the district, creating a mechanism for identifying trainings that fulfill requirements, and number of hours that would be either carved out of college service or compensated.

During negotiations, the union held to two major principles with regards to Professional Development. These principles will remain unchanged as part of this work group.

1. Professional Development is purview of the Academic Senate
2. Administration cannot direct faculty service or in this case what trainings an individual participates in.

**Appointees:**
- Each college's Academic Senate has 1 appointee, with one appointee acting as co-chair
- LRCFT has 2 appointees total
  - 1 of our appointees will co-chair
  - LRCFT intends to appoint 1 individual from CRC or FLC and 1 individual from ARC or SCC.
- LRCCD has 2 appointees total

**Group Tasks:**
- Identify the number of hours to dedicate per semester, academic year, or fiscal year for mandatory equity training.
  - Consideration 1: We may want to use 'fiscal year' so that it aligns with how college service is done.
  - Consideration 2: Hours will most likely be carved out of service. The number of hours should take into account the ability of each college to fulfill shared governance and other Academic Senate work.
- Creation of rubric(s) for evaluating if a training will count towards meeting the mandatory equity training obligation.
  - Consideration 1: Trainings may be internal or external to LRCCD. Types of trainings may vary based on discipline or area.
  - Consideration 2: Do trainings need to be pre-approved?
- Logistics
  - Who/what group on each campus will evaluate the trainings for inclusion?
  - Is there a maximum number of hours a person can claim for a training?
  - What 'proof' will be required?

**Timeline**
- Group will begin work by the first week of February 2021. Per the MOU, the work will be adopted and negotiated by the end of the Fall 2021 semester.
- The mandatory training must first be vetted through the Academic Senate processes.
- Once approved by Senate, the LRCFT and LRCCD will negotiate an MOU.
  - This will include carve out, compensation, and any implications towards performance review

**Proposed Time (The Committee has discretion and can alter this to meet their needs)**

Spring 2021
- Meet twice a month from February through May. Each meeting will be 2 hours. (16 meeting hours)
- Allocate another 10-16 hours during this time period for "homework"
  - Homework might include: research, writing drafts, faculty engagement

Fall 2021
- Finalize proposal in early September, if it has not already been completed (5 hours)
- Run through the Academic Senate process – may require presentations from members of the committee (5 hours)
- Revisions to proposal (5 hours)
- Gain Senate approval by Thanksgiving
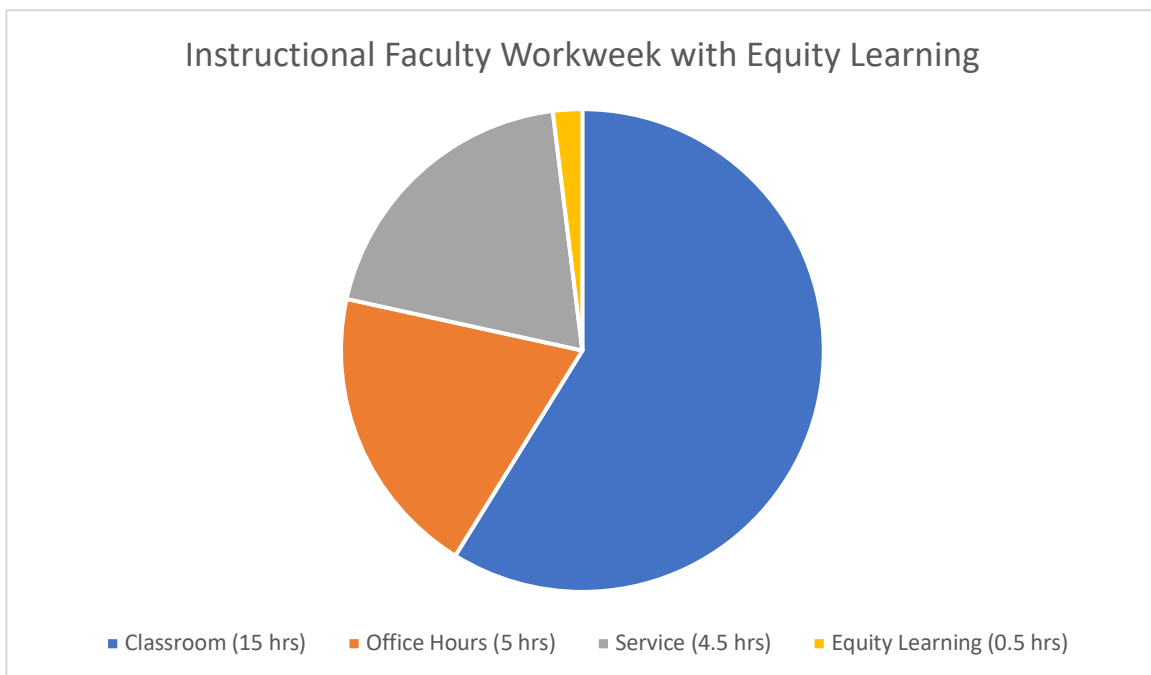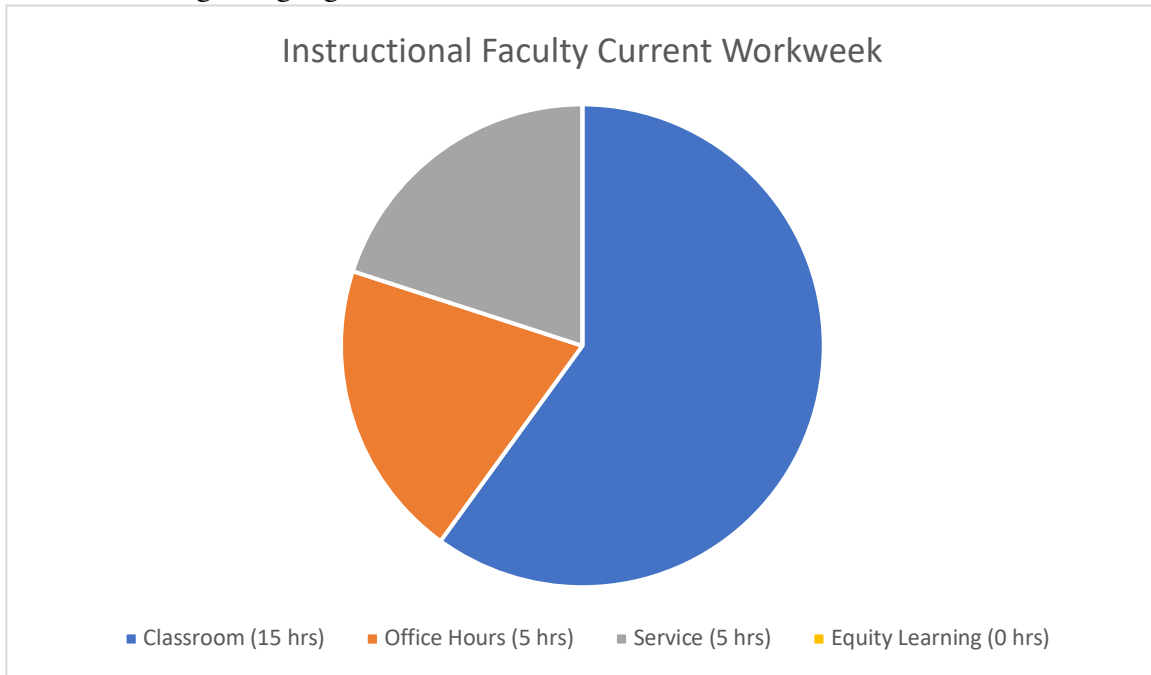- Union and LRCCD will negotiate an MOU by end of the semester

# Recommendation for Number of Hours

This Equity Training Workgroup recommends that 10% of faculty college service be focused on equity-minded anti-racism learning. This recommendation hinges on defining professional learning broadly, as described in the following California Academic Senate-approved paper: *Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success*
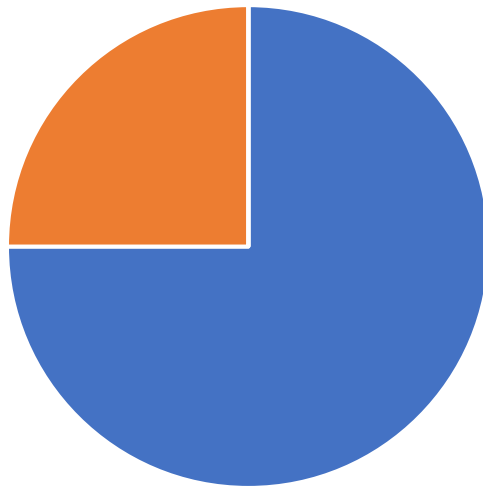*https://drive.google.com/file/d/1m2rKseUazTtx4sRn9QGzSyvtO4X5O9NG/view*

**Breakdown of hours**
- 10% of college service = an average of 30 minutes a week (averaged over the work year)
- The graphs below represent the way that this proposal will impact the overall professional responsibilities of faculty. The pie graphs are based on 4.6 – 4.8 of the 2021-2023 Collective Bargaining Agreement between LRCCD and LRCFT.

### Instructional Faculty Current Workweek



■ Classroom (15 hrs)　■ Office Hours (5 hrs)　■ Service (5 hrs)　■ Equity Learning (0 hrs)

### Instructional Faculty Workweek with Equity Learning



■ Classroom (15 hrs)　■ Office Hours (5 hrs)　■ Service (4.5 hrs)　■ Equity Learning (0.5 hrs)

## Adjunct Faculty Current Workweek (.2 load)



■ Classroom (3 hrs)  ■ Office Hrs (1 hr - optional)  ■ Service (0 hrs)  ■ Equity Learning (0 hrs)

NOTE- This Equity Training Workgroup acknowledges that without additional compensation, part-time faculty will not be provided with time, space, and compensation to invest their labor in equity-minded anti-racism learning work. We also acknowledge that many part-time faculty actively engage in equity-minded anti-racism learning work without compensation.
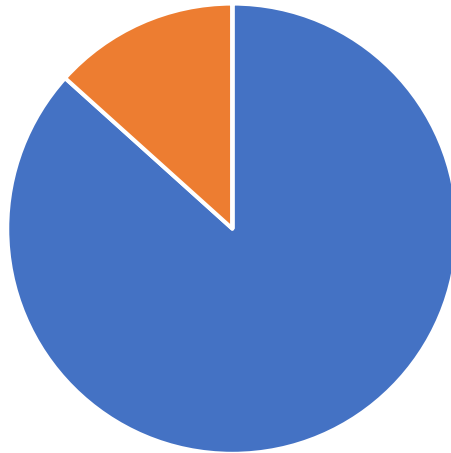
## Counseling Faculty Current Workweek
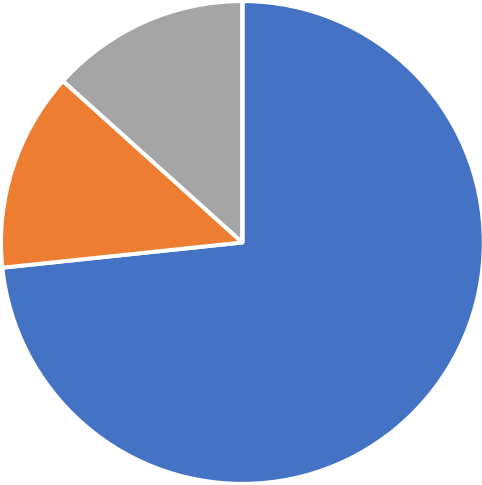


- Student Contact Time (27.5 hrs)
- Office Time (5 hrs)
- Service (5 hrs)
- Equity Learning (0 hrs)

## Counseling Faculty Workweek with Equity Learning
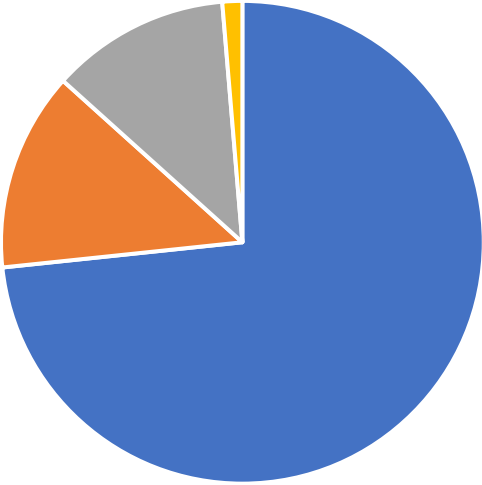


- Student Contact Hours (27.5)
- Office Time (5 hrs)
- Service (4.5 hrs)
- Equity Learning (0.5 hrs)

## Coordinator, Nurse, & Librarian* Faculty Current Workweek
### (*164 service days)



- Scheduled Hours Per Week (32.5 hrs)
- Service (5 hrs)
- Office Time (0 hrs)
- Equity Learning

## Coordinator, Nurse, & Librarian* Faculty with Equity Learning Workweek (*164 service days)
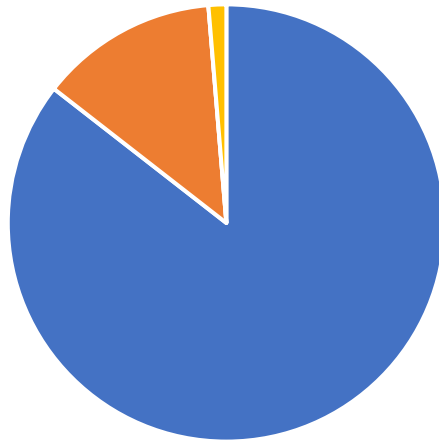


- Scheduled Hours Per Week (32.5 hrs)
- Service (5 hrs)
- Office Time (0 hrs)
- Equity Learning

7

TITLE: Los Rios Academic Senate Faculty Professional Development: Equity-Minded Faculty Learning

Los Rios definition of equity: Recognize and manage biases and assumptions that negatively impact motivations, opportunities, or accomplishments of historically marginalized groups and individuals.

Purpose: Through self-assessment, using the checklist shown on the next page, assess how well the learning activity (e.g., video, book, workshop, TED talk, movie, article, change in teaching practice, evaluation of teaching practice, etc.) met the definition of equity as stated above.

Instructions: This form needs to be completed for each professional learning activity that meets the criteria of equity. Referring to the Likert scale shown in the chart below, indicate your assessment of the professional learning activity. Then, respond to the three critical reflection questions at the end of the checklist.

Professional learning activity (Title, presenter/author): _____

Length of time (length of time for the professional learning (PL) activity): _____

| The professional learning activity, | | | | |
| --- | --- | --- | --- | --- |
| **Topics** | **Strongly disagree (1)** | **Disagree (2)** | **Agree (3)** | **Strongly agree (4)** |
| Addressed racial equity | | | | |
| Addressed intersectional equity (e.g., ability, gender identity, language, religion, sexual orientation) | | | | |
| Demonstrated awareness of underrepresentation, or of differential experiences of particular groups | | | | |
| Addressed beliefs, values and/or attitudes related to equity | | | | |
| Recognized and analyzed power structures, privilege, bias, prejudice, and/or discrimination | | | | |
| Challenged the status quo (de-centered whiteness) | | | | |
| Identified conclusions with supporting data and information | | | | |
| Suggested applications of concepts related to relevant theories and data | | | | |
| Provided time for collaborative learning | | | | |
| Provided equity strategies that can be implemented in or outside of classroom | | | | |

| As the learner, | | | | |
| --- | --- | --- | --- | --- |
| | **Strongly disagree (1)** | **Disagree (2)** | **Agree (3)** | **Strongly agree (4)** |
| I can remember or understand the content | | | | |
| I can apply the content to my work | | | | |
| I can use the content to evaluate my practice | | | | |
| I can implement the content by creating changes to my practice | | | | |
| I can assess changes I make to my practice | | | | |
| I can engage in ongoing critical reflection | | | | |

**Critical Reflection Questions**
1. How did the training/content make you feel?
2. What new, if any, awareness did it create or stimulate?
3. How were you inspired to make changes to your practice or work norms?

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**Memorandum of Understanding**
**Equity Workgroup**
**November 6, 2020**

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**Background**

In response to growing faculty interest in improving their understanding of equity and LRCFT and LRCCD's shared interest in promoting that work, the groups will explore the creation of a required equity training program which could be included in section 4.1.4 of the collective bargaining agreement. While the parties did not reach agreement during negotiations, both sides remain committed to exploring the option in partnership with the Academic Senate.

**Intent**

The LRCFT and LRCCD, in partnership with Academic Senate, will convene a workgroup charged with developing a program for mandatory equity-related professional development. The group will develop a structure for this program, including establishing the required number of equity training hours per year, a system for identifying eligible internal and external anti-racism/equity-related trainings, workshops, and/or conferences for all faculty disciplines, and other logistical and budgetary considerations. The parties intend to integrate the mandatory equity training into a future MOU and collective bargaining agreement if the program is feasible. Any hours related to the required anti-racism/equity trainings will be carved out of College Service hours.

**Agreement**

The LRCFT and LRCCD, in partnership with the Academic Senate, will convene a workgroup tasked with exploring the creation of a mandatory anti-racism/equity-related professional development program. This committee will convene in February 2021 and be charged with developing recommendations by the end of the Fall 2021 semester that will be vetted through Academic Senate processes and forwarded to the Union and District to negotiate possible inclusion in an MOU and the 2023-2026 collective bargaining agreement. If the committee successfully develops the mandatory equity-related professional development program before the 2023-2026 negotiation cycle, the parties agree to use best efforts to try to incorporate the anti-racism/equity training pilot program into the collective bargaining agreement by an MOU no later than the end of Fall 2021. The committee will be composed of a faculty member appointed by each campus's Senate, two union appointees, and two LRCCD appointees.


For the LRCFT                                         For the District

_____                    _____
_____                    _____

# Going Beyond Development

**Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success**

Planned Adoption Spring 2021
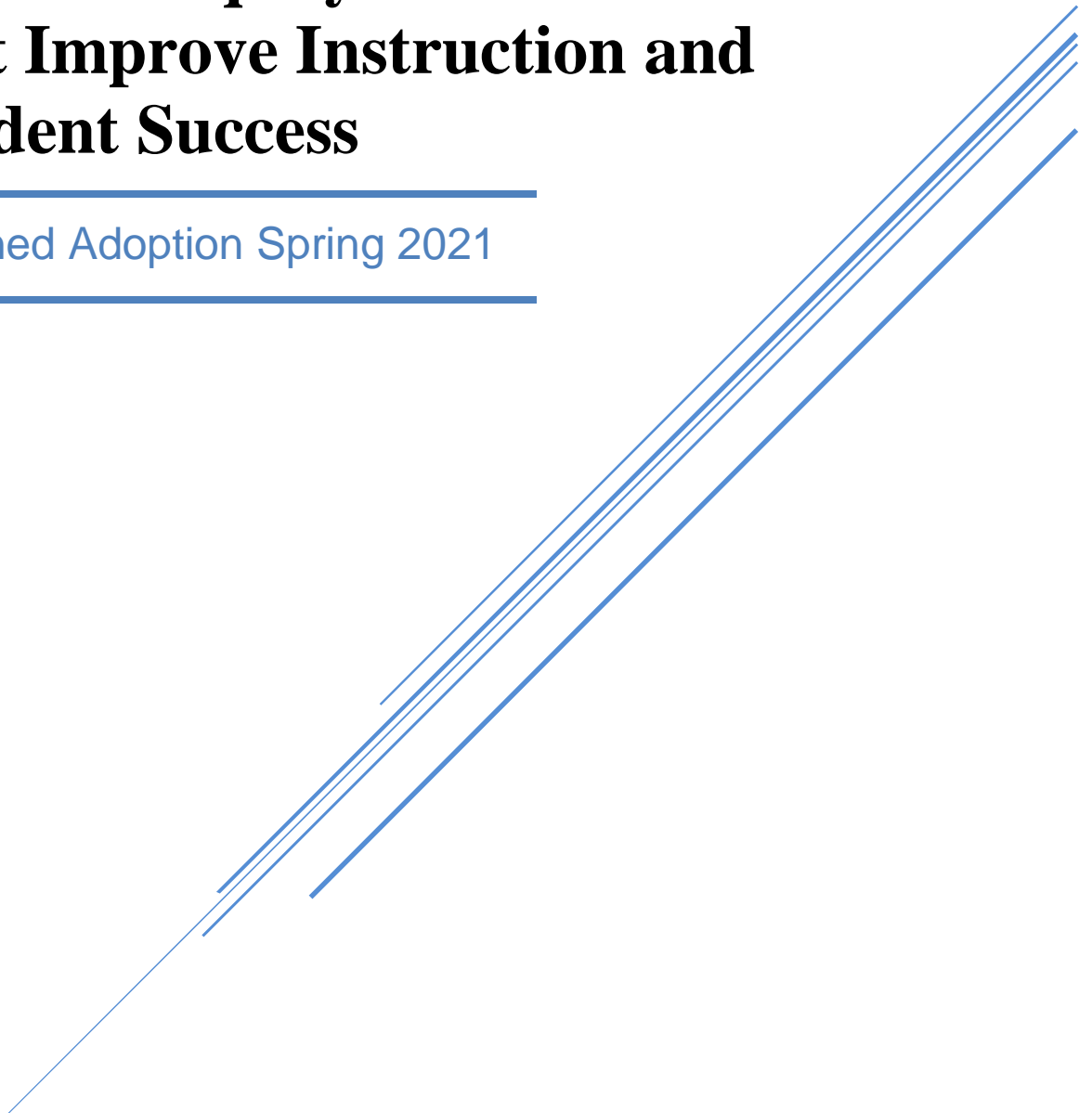
**Educational Policies Committee 2020-2021**

Sam Foster, ASCCC South Representative, Chair

Mayra Cruz, ASCCC Treasurer

Teresa Aldredge, Cosumnes River College

Adrean Askerneese, Mira Costa  College

Victor Hernandez, Student Senate for California Community Colleges

Alexander Manjarrez, Student Senate for California Community Colleges

Darcie McClelland, El Camino College

David Morse, Long Beach City College

James Preston, West Hills College

Leigh Anne Shaw, Skyline College

# Contents

**Going Beyond Development:  Faculty Professional Learning—An Academic Senate Obligation to Promote Equity-Minded Practices that Improve Instruction and Student Success**


A focus on faculty professional learning, given the challenges that California community colleges and students face, must remain a high priority and continue to evolve.  The Academic Senate for California Community Colleges (ASCCC) has long been an advocate for the development of robust professional development policies as part of the Title 5 section 53200, colloquially referred to as the 10+1. Indeed, as student populations within the California community colleges have become more diverse colleges seek to improve student success and close the opportunity gap for marginalized communities. The ASCCC has passed numerous resolutions in support of intentional learning opportunities to address diversity, equity, inclusion and anti-racism throughout the curriculum and the college culture.  Such intentional learning must be a significant component of faculty professional learning and development.

This goal and purpose of the paper is to examine the importance of faculty professional learning necessary to improve student success as well as the role local academic senates can play.  This paper will examine the issue from both a philosophical and practical point of view.


**Background**

Faculty professional learning activities have always been an integral component of the continuing education of community college faculty.  However, the necessary emphasis and components of professional development have progressed significantly over the years.  Consistent with the view at the time, the 2000 paper, *Faculty Development: A Senate Issue*, published by the ASCCC, described the importance of professional development for "the continuing expertise and professional advancement of faculty members," and expressed the need for funding and collegial consultation.  While those continue as important issues today, profound changes to the role of faculty, the make-up of the student body, and shifts in teaching, learning have led to an expansion of faculty roles to keep up with new directions in teaching and research (Sorcinelli 2007). The equity-driven focus on learner-centered teaching and the obligation of colleges to close gaps is an opportunity for growth.  Additionally, reporting obligations have changed; student learning outcomes, evaluation of prior learning, accelerated learning, and myriad other shifts to the college landscape require a solid faculty development plan at every college.

Meanwhile, transformational understanding of professional development itself has resulted in a body of research pointing to the need to reconceptualize it for professions including education. Webster-Wright (2009) documents the consensus among educational researchers that the notion

of professional development (PD) implies episodic training disengaged from daily practice; this reimagining of PD sees professional educational growth as "continuing, active, social, and related to practice," better termed authentic professional learning. Professional learning (PL) theory is situated in the Vygotskian view that "Learning is essentially a sociocultural activity" that requires participation in communities of practice; as such, PL moves away from the idea of "training" and towards that of continual integration of new learning into the practices wrought by theoretical study. Rather than focusing on the professional as "deficient and in need of developing and directing," PL actively constructs the learning by infusing it into the learner's authentic practice. Therefore, this paper shall generally refer to what had traditionally been called professional development as professional learning.

Signed into law in 1988, AB 1725 (Vasconcellos) designated funding to support professional learning for faculty, student service staff, support staff, and administrators. The Title 5 implementation language for AB 1725 in §53200 provided for academic senates to "make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters," thus localizing professional development as a responsibility of the academic senate, charging them with creating a learning environment improving "the development, growth, and success of each student" (Livingston, 1988 ). Title 5 §53200 further clarifies the requirements for consultation with academic senates and the scope of academic senate responsibilities and roles.

The California Community Colleges system allows each college or district to convert up to fifteen instructional days in each academic year into non-instructional days that "provide time for faculty to participate in development activities that are related to 'staff, student, and instructional improvement' (Title 5, section 55720)" (Faculty Development Committee, 2007). This option is formally titled the Flexible Calendar Program, and therefore the non-instructional days are commonly referred to as Flex days. Faculty participation in lieu of instruction on Flex days must be tracked and reported to the Chancellor's Office, but, within set guidelines, each institution has freedom to determine the extent and parameters of its faculty's Flex obligation.

Academic senates, in collaboration with system partners including the California Community College Chancellor's Office, offer an array of professional learning activities in such areas as the following:

- Distance Education
- The Online Education Initiative
- Open Educational Resources (OER)
- The Zero Textbook Cost Degree program
- Effective teaching strategies for diverse student populations
- Support for students with disabilities, including accessibility needs
- Guided Pathways frameworks

Faculty, staff, and administrators are encouraged to seek continuous improvement in workplace learning by combining continuous education and research to develop a holistic approach to teaching and learning that allows for engagement in self-directed learning. (Webster-Wright, 2009). Centering on learning, especially focused on improving our minoritized student population success and completion can improve the outcome for all students. Learning occurs in all aspects of our professional and lived experiences, so the challenge is how to capture learning that will improve our professional skills and knowledge (Webster-Wright, 2009).

**Components and Delivery of Professional Learning**

Broadly speaking, professional development [learning] in the educational context can be defined as "a variety of specialized training, formal education, or advanced professional learning intended to help administrators, faculty members, and other educators improve their professional knowledge, competence, skill, and effectiveness (Professional Development Definition, 2013)." The state of California, in Education Code and Title 5, has specified that professional development encompasses a wide range of activities aimed at staff, student, and instructional improvement[1] including the following:

- improvement of teaching
- maintenance of current academic and technical knowledge and skills
- in-service training for vocational education and employment preparation programs
- retraining to meet changing institutional needs
- intersegmental exchange programs
- development of innovations in instructional and administrative techniques and program effectiveness
- computer and technological proficiency programs
- courses and training implementing affirmative action and upward mobility programs
- other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.[2]

The Covid-19 pandemic has forced colleges to expand the availability of more flexible delivery of instruction and support services than previously believed. This increased flexibility needs to be institutionalized and applied throughout college structures including professional learning. While there are advantages for some types of professional learning to take place in person, including conferences, institutes and workshops, equal consideration should be given to alternate methods of delivery, including synchronous online delivery such as webinars and online

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[1] Title 5 Section 55724
[2] California Education Code Title 3 Division 7 Part 51 Chapter 1 Article 5 Section 87153

conferences as well as asynchronous delivery such as self-paced courses and other innovative approaches. While colleges that approve in-person professional learning opportunities frequently allow time for travel and provide accommodation for faculty to be absent from their regularly scheduled duties to participate in the learning experience, such accommodation is often not made for synchronous online delivery of professional learning, including webinars and online conferences, forcing faculty to try to squeeze in only a few sessions between their regularly scheduled duties and now allowing for an immersive experience. This disparity suggests that in-person learning is more valued than online delivery. Many organizations have expanded their online offerings during the Covid-19 pandemic, and some of these expanded opportunities may become permanent. However, if faculty are forced to attend such conferences in a piecemeal fashion, the overall learning experience is diminished compared to an in-person conference.

**Why Professional Learning is Essential**

Engagement in professional learning is one of the responsibilities of faculty. A key strategy to effect cultural change and institutional transformation, faculty professional learning must be designed to increase knowledge and understanding of cultural competency, diversity and inclusion. The Academic Senate for California Community Colleges has taken a leadership role in professional learning on a statewide level; however, local academic senates must also be engaged as this is an academic and professional matter as defined in Title 5 §53200.

Simms, Taylor-Mendoza, Hotep, Wallace and Conway (2020) argue that faculty and college leaders must gain an understanding of, "the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students" (Simms, 2020). This is known as the *obligation gap*. The authors argue that the responsibility for change should be placed on the educational institution instead of students. Professional development and learning must be centered on providing opportunities for faculty to shape their praxis with the goal of achieving more equitable educational outcomes for all students. In order for faculty to address institutional change, they are obligated to reimagine or reshape curriculum and pedagogical practices.

Diversity, equity, and inclusion needs to be at the heart of substantive faculty professional learning. To effectively change the course of opportunities provided to faculty, colleges must have a professional learning action plan built on an equity minded[3] framework (California

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[3] Equity minded refers to a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness

Community Colleges Chancellor's Office, 2020a). This provides for equity minded faculty who are equipped to engage in difficult conversations, training and decision-making opportunities that lead to transformational change in student outcomes and achievements.

Faculty learning opportunities must integrate diversity, equity, inclusion, accessibility, and anti-racist pedagogy. Various pedagogies grounded in research have been identified as effective tools to build an equity minded program. Among them are training in the practice of Culturally Responsive Teaching (CRT), a pedagogy to promote healing and reconciliation for disproportionately impacted students and students of color. In the 2020 paper, Anti-Racism Education in California Community Colleges, the ASCCC asserts that "Key to the success of culturally responsive pedagogy is the collaboration between faculty and students to co-produce knowledge to ensure courses are culturally responsive and emphasize cultural wealth, are relevant to students' experiences and goals, are academically rigorous, and cultivate belonging and community among students and faculty." (ASCCC, 2020, p.39).

The ASCCC is committed to addressing the professional learning of all faculty with intentionality, and focusing on opportunities for diverse groups of faculty including faculty of color, women and special populations to promote leadership and professional learning. Under the organization's 2018-2023 Strategic Plan (Academic Senate for California Community Colleges, 2018), there are six overarching goals. The second goal, "*Engage and Empower Diverse Groups of Faculty at All Levels of State and Local Leadership*," includes the objective to increase leadership development opportunities to prepare diverse faculty to participate in and lead local and statewide conversations. One way this professional learning is carried out is through ongoing training opportunities and mentorship including the Faculty Empowerment and Leadership Academy (FELA)[4]. Beyond these statewide efforts, local college programs can aim to transform faculty into culturally responsive educators.

**Integrating Diversity Equity and Inclusion into Professional Learning**

The ASCCC recognizes the national history of discriminatory laws and history of racial diversification and equity efforts in the California Community Colleges system. This recognition informs diversity, equity, inclusion, and anti-racism efforts. At the Fall 2020 Plenary, the delegates adopted the paper titled *Anti-Racism Education in California Community Colleges: Acknowledging Historical Context and Assessing and Addressing Effective Anti-Racism Practice for Faculty Professional Development*. To address antiracism, the authors point out the importance of becoming race-conscious as an integral part of any professional learning. Faculty

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encompasses being (l) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

[4] More information about FELA can be found at https://asccc.org/faculty-empowerment-and-leadership-academy

are provided opportunities to engage in learning to reflect on race, its benefits, and consequences. A college professional growth program can tailor this work by focusing on this four-part framework: researching the self, researching the self in relation to others, shifting from self to system, and understanding curriculum and instruction. (p.23-30)

Local academic senate leaders can collaborate with faculty and other stakeholders to create more intentional learning opportunities for faculty to critically assess their teaching practices, and evaluate student learning and support. One method of examining equity, and integrating diversity and inclusion, is by focusing on three dimensions:

1. Individual/Personal dimension. Faculty practice self-awareness and equity -mindedness, making a commitment to equitable and culturally responsive educational practices. This includes learning to recognize and eliminate personal biases that impact the student-teacher interaction.

2. Interactional/Professional dimension. Faculty, administrators, and staff utilize equity-based practices to effectively support success for disproportionately impacted and minoritized students.

3. Institutional dimension. College policies, processes, procedures, structures, and curricula actualize success for disproportionately impacted and minoritized groups.

For campuses committed to improving professional learning to advance diversity, equity and inclusion, the following key elements need to be considered:

- The examination of key structures in professional development and learning.

- The application of self-critique and guided self-reflection in all professional development and learning.

- The use of effective methodology for facilitating dialogue, including methods to build trust and integrate the voices of all faculty.

- The practice of affinity group separation in training to prevent taxing faculty of color.

- The campus commitment to the ongoing integration of diversity, equity and inclusion with the goal to improve outcomes in overall student success.

**Going Beyond Content Expertise**

Community college faculty by nature of minimum qualifications come to the system as subject matter experts either through their degrees and/or work experiences. This is in contrast to the K-

12 system that uses a credential approach designed to provide a strong pedagogy and curriculum framework and formal mentoring/coaching in a classroom yielding prepared and equipped teachers. While the minimum qualifications assure a level of expertise within the subject matter that is far beyond what is typically required within a credentialing system, more pedagogical training may need to be incorporated into the professional learning curriculum to achieve the equity and student success goals of the community college system.  Considering the diverse population of the community college system, it is critical that ongoing training in culturally responsive teaching, teaching methodologies that are research-based, and ongoing professional learning conversations be consistently available for faculty. Focusing on cultural and generational humility[5] and understanding how students learn and their learning modalities are key in evolving from passive lecture-based classrooms to interactive and engaging classrooms.

Professional learning of community college faculty should be intentionally designed to share promising practices and to provide new and experienced faculty with opportunities to understand how to implement curriculum that is relevant and culturally responsive and to understand how to utilize a wide variety of pedagogical techniques that center on how students learn and is flexible enough to accommodate students with disabilities. As professional learning is designed to include pedagogy and curriculum development it can be framed in the three dimensions: (1) Individual (2) Interactional (3) Institutional.

> **Individual** professional learning considerations can include professional development and learning to improve knowledge, attending webinars, and utilizing a variety of informational sources. Examples of opportunities include the Online Network for Educators (@ONE) providing ongoing courses to help with quality online instruction, and a variety of events and speakers that have been promoted through the California Community College Chancellor's Office, the Center for Urban Education (CUE) and others who have focused on diversity, equity, and inclusion.

> **Interactional** activities can include conferences, college institutes, book reading groups, professional learning conversations, and other collaborations, including efforts to help faculty understand how to identify and design open education curriculum and how to implement an open pedagogy approach.

> **Institutional** professional learning can include Flex day(s), professional learning days, and ongoing analysis of curriculum and pedagogy at the college, including such efforts as a cultural audit of the Course Outlines of Records (CORs).

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[5] Generational humility is getting to know our students and colleagues with joyful curiosity and respect.   Curiosity: seeking out intercultural interactions, viewing difference as a learning opportunity, being aware of one's own ignorance

These three dimensions are helpful in identifying and framing professional learning; however, considerations and challenges to academic freedom should be kept in mind as each of these approaches are undertaken.

**Academic Senate and Collective Bargaining/Union Collaboration**

Professional learning (referred to as professional development in Title 5) is one of many areas in which the interests and purviews of the academic senate and the faculty bargaining agent may overlap. Under Title 5 §53200 (c) (8), "policies for faculty professional development activities" fall under the heading of academic and professional matters and thus are subject to collegial consultation with the academic senate. However, this language specifically references "policies," not the details of professional learning activities nor faculty requirements for participation in professional learning. Rather, the specific obligations of faculty for professional learning participation and completion are frequently outlined in the faculty bargaining agreement, making such matters an issue for the faculty union. Issues involving the specific content of professional learning opportunities may touch on both policy and contract language as well as the more general interests of the district's professional learning program for all employees. A cooperative relationship between the faculty union and the academic senate, as well as connection to the broader professional learning program of the college, is necessary for developing a productive faculty professional learning program.

Ongoing dialogue between the academic senate and the faculty union can make both the development of or changes to policy and the negotiation of bargaining agreement language more collegial and effective. Before and during discussions of policy development or modification regarding professional learning, academic senates should collaborate with their local union representatives to ensure that the policies or changes being considered do not conflict with contract language or raise issues regarding negotiated items. The academic senate can then work with the district to develop and enact policy with confidence that the interests of the bargaining agent are protected.

Likewise, because contract language may interact with policies for professional learning that fall under academic senate purview, the bargaining agent should collaborate with the academic senate before entering into negotiations regarding such issues and, to the degree possible, should continue to consult with the academic senate throughout the negotiations process. At the same time, academic senates must understand that some aspects of negotiations cannot be discussed outside of the bargaining team and that the bargaining unit may not always have the opportunity to check in with the academic senate before reaching an agreement at the negotiations table. For this reason, communication between the academic senate and the union prior to the beginning of negotiations is crucial so that the bargaining team can as fully as is possible and reasonably represent priorities that have been agreed upon in advance with the academic senate.

**Connecting Faculty Evaluations to Professional Learning**

While faculty evaluations are an expected component of any educational institution, they may be a controversial issue in many districts. However, a robust and healthy evaluation process can benefit both the faculty and a college's instructional program by promoting personal growth in faculty members and by improving and enhancing approaches to teaching.

One way to develop an effective evaluation process is by connecting evaluations to professional learning. Such a process might be built in many ways. One approach could be to ensure that all evaluations include a set of personal goals or areas for improvement; even a person receiving the most positive evaluation can still look for ways to improve. These goals might be developed by the individual faculty being evaluated, suggested by the evaluations committee, or created jointly depending on the local process. Such goals could then be compiled from all evaluations in a given cycle, with any information that could identify the evaluee removed in order to protect privacy and enhance the evaluee's comfort level in suggesting areas for improvement, and then forwarded to the college's professional learning coordinator or committee. The professional learning program would then have data and guidance through which to develop activities for Flex Days or other professional learning events that specifically address the interests and needs of the college community (Academic Senate for California Community Colleges, 2013, p. 11).

This is another area in which the local academic senate and the collective bargaining agent or union can collaborate. Faculty evaluations are typically an issue that falls under the purview of the bargaining unit, and the process for evaluations is generally outlined in the bargaining agreement. However, if evaluations are seen not as a pro-forma, compliance or punitive process but rather as an opportunity for individual improvement and growth, they also become integrated within the professional learning framework. Collective bargaining agents and academic senates would therefore need to work together to recommend a process that serves the interests of both bodies. Such consultation would necessarily take place before initiation of collective bargaining, and the academic senate would need to understand that the district also has an interest in this process and that the union therefore might need to reach compromises on aspects of the process during negotiations. Still, if all three constituencies—the academic senate, the bargaining agent, and the district administration—approach the issue with the intent of creating a non-threatening process that can enhance professional learning and personal growth for all faculty members, a productive and positive agreement could be reached that would connect the evaluations to the professional learning program.

**Addressing the Needs of Part-Time Faculty**

Broad access to professional learning is critical for the health of the institution, and institutions would do well to examine access that reaches beyond full-time faculty to address the needs of their part time faculty colleagues If structured well, it can provide opportunities to enrich and

grow the professoriate via a nurturing pathway. Here is one recent example from a community college in Central California:

> David Brooks was a community college student who returned to his local community college to teach as a part-time faculty member once he received his M.A. degree in Art. He spent two years involved in a variety of professional learning opportunities that the college provided such as a book series, a summer institute, @ONE courses for quality online instruction, and instructional rounds that involved informal visits to exemplary faculty classrooms followed by dialogue with colleagues. These opportunities helped him to grow as an educator, and when a full-time position opened up at the college, the time invested into professional learning made him a strong candidate, enabling him to attain a full-time position.

Despite the chasm that is often experienced between full-time and part-time faculty, the college cannot function without both. While full-time faculty have additional responsibilities when it comes to curriculum development, program development, and committee involvement, when it comes to the primary functions of teaching, learning, and providing student support there is no fundamental difference between the role of a full-time faculty member and a part-time faculty member as it relates to student interactions. All faculty are responsible for high-quality instruction and support, providing an equitable, engaging, and effective teaching and learning environment, and ultimately student success.

In Fall 2019, part-time faculty in the California Community College system taught 45% of all courses[6] (California Community Colleges Chancellor's Office - Data Mart, n.d.). Therefore, it is critical that part-time faculty have access to and are involved in professional learning opportunities provided by the colleges, as providing substantive professional learning opportunities for them is essential to assure that students are not negatively impacted. Professional learning for part-time faculty can include involvement in Flex day or professional learning day opportunities, part-time faculty orientation, part-time faculty mentoring programs, involvement in discipline-specific meetings, access to on-campus summer institutes or other forms of on-campus professional learning, and inclusion in and consideration for off-campus workshops and conferences.

Part-time faculty experience multiple challenges in accessing equitable professional learning opportunities. First, many part-time faculty teach at multiple colleges or have other full-time jobs in other industry sectors, thus impacting their time and access at any single institution. Conversely, part-time faculty may receive obligations of duplicate training at multiple colleges such as Canvas training on effective practices in online instruction or certification. This requires

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[6] Technically this percentage refers to all temporary faculty, however this population is overwhelmingly part time faculty such that according to the California Community Colleges Chancellor's Office, even if other temporary faculty were removed from the calculation, the percentage reported for part time faculty would be unchanged.

each college to be intentional about working with individual part-time faculty to customize professional learning opportunities that make sense for their subject, experience, and background. An investment in part-time faculty professional learning is a statement of how the institution values part-time faculty and recognizes their impact on the classroom, students and support services, the college, and the California community college system. Such investment enriches the applicant pool for full time faculty positions with highly qualified part-time faculty with experience and quality training who are ready to engage from the first day in a full-time faculty role.

**The importance of Professional Learning to the institution**

Faculty frequently play important roles and have responsibilities under state regulations in areas in which they may not be inherently knowledgeable or comfortable. Some areas, including strategic planning, budget, accreditation, and even program review, many of which, though expected elements of participatory governance, are not part of the typical academic preparation for faculty. It would serve the institution well, however, if such areas that are so important to its overall function are included in some of the professional learning offered. Additionally the institution may benefit from faculty professional learning that results in increased success and retention, especially of disadvantaged and marginalized students, more widespread compliance for supporting students with disabilities, including accessibility of instructional and support material, and even more access to funding under the Student Centered Funding Formula, For an institution to be effective in serving students and the community, the contribution of faculty is essential. If faculty are more adept at these areas as areas of ongoing professional learning, faculty may be more likely to volunteer and offer meaningful contributions. This can only serve to strengthen the institution.

**Faculty Role in Structuring Professional Learning**

In order to be eligible to receive funds for professional learning, the state requires colleges to form an advisory committee comprised of administrators, faculty, and staff who assess professional learning needs and assist with the development of a local plan to meet those needs and to report on actual expenditures for faculty and staff professional learning from the preceding year.[7] While these regulations do provide some guidance regarding the subject matter of acceptable professional learning activities and what campus entities must be involved in planning with respect to professional learning, broad discretion is given to individual campuses to define specific professional learning policies, determine how much of a faculty member's time should be dedicated to professional learning, and develop procedures for approval of specific activities.

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[7] California Education Code Title 3 Division 7 Part 51 Chapter 1 Article 5 Section 87151

Many colleges and districts have adopted administrative procedures to explain their local professional learning (PL) processes, but in most instances these procedures lack the detail necessary to truly understand local practices with regards to professional learning. Some campuses use a fully or mostly faculty driven model where a faculty coordinator is responsible for planning and implementing PL while other campuses have created an administrative position to oversee faculty PL in consultation with the local academic senate. It is imperative that academic senates examine local policies along with administrators to determine if the current policies and structures are clear and assist the college in meeting its goals. Local academic senates should make sure that the policies contain clear guidelines as to what constitutes appropriate professional learning activities in order to guide the professional learning committee. This assures that the policies for professional learning remain under senate purview while the operational component resides within the professional learning committee.

While local procedures regarding professional learning vary widely throughout the state, there are some commonalities across the system. As it is an academic and professional matter, one model is for local academic senates to have faculty professional learning committees charged with assessing the needs of the college and designing, implementing, and/or overseeing programming for professional learning for faculty. Another model is to have a single committee overseeing professional learning for all staff including classified professionals and managers. In the latter structure, it is essential that the academic senate maintains its purview over faculty professional learning. This can be accomplished by having a faculty chair or co-chair of the overall committee, having significant faculty representation on the committee, or some other structure agreed upon by the administration and the local academic senate.

Because specific PL obligations are often a working condition, local contracts may dictate how many hours each faculty member must devote to it each academic year as a minimum, and some include more specific requirements around particular types of professional learning such as department- or division-specific events or activities related to equity and diversity. While some campuses require individual faculty members to complete a personal PL plan and devote a certain number of hours to participating in one or more campus-wide Flex days organized around a particular theme each semester, the subject of other PL activities may be at the individual faculty member's discretion. Ideally, faculty members regularly evaluate their strengths and growth areas as educators and engage in PL activities that address areas where growth is needed; however, most campus policies and procedures do not require this level of planning, and thus the responsibility for addressing one's observed or perceived PL needs usually falls on the individual faculty member, with wide variation in willingness to create and follow through with a meaningful individual professional learning plan.

**Funding Professional Learning**

While the original draft of AB 1725 (Vasconcellos, 1988) had a 2% budget earmark for professional development funding, this allotment was trimmed to 0.25% in the version of the legislation that was enacted. Over time, even this miniscule amount of funding has been trimmed or, in some cases, completely eliminated due to the uncertainty of the state budget in difficult economic times and the apparent reluctance of the state to provide a budgetary structure that prioritizes higher education and specifically, the need for robust professional learning opportunities for faculty. While the legislature has provided various one-time funds for professional learning, which is useful, more funding is needed to fully address the systemic changes desired by the community and legislature. In 2013, a special Student Success Initiative Professional Development Committee established by the Chancellor's Office recommended that "1/2 of 1% of the CCC System budget be set aside specifically for professional development activities," (California Community Colleges Chancellor's Office, 2013), but this recommendation was never enacted. AB 2558 (2014) established guidelines for professional learning and procedures colleges are required to follow to obtain the funds from the state, but this legislation once again failed to specify a stable funding source for PL.  Thus, many colleges currently finance PL from a variety of sources including restricted and unrestricted general funds, categorical funds such as guided pathways and Student Equity and Achievement, outside funding sources such as grants to the college or particular programs within the college, and for certain activities such as training for hiring committees, EEO funds.  This piecemeal strategy for funding is not a sustainable long-term solution, and if colleges are going to adequately equip faculty for the rigors of educating students in the immensely diverse CCC system, the state must invest in the future by identifying and committing to a stable, long-term PD funding source.

In the absence of earmarked funding from the state, funding for professional learning should be integrated into the governance and budget of each college and district. Through program review, resource allocation, governance committees, and data analysis and outcomes the college  or district should identify and prioritize professional learning needs  for the college or district. Faculty professional learning is crucial for student success, as community college students spend the majority of their time working directly with faculty in a classroom or through support services and counseling.

Once professional learning needs have been identified general fund allocations should be utilized to provide individual, interactional, and institutional professional learning opportunities for all faculty. In the absence of direct funding from allocated general fund dollars from the college there are a plethora of other funding sources that can be utilized at the college for professional learning including funds from Student Equity and Achievement (SEA), guided pathways, categorical programs, and other state and federal grants. Colleges should consider writing professional learning into any federal or state grants that they seek and work with categorical programs to include it in their annual plans and reports. Another avenue for generating funds for

professional learning is to engage community, industry and corporate partners through collaborative efforts.

**The Importance of Culturally Responsive Curricular Redesign**

Student equity cannot be separated from the role of professional learning provided to faculty, both in terms of instruction and support services.  Guidance from the ASCCC over the years regarding the importance of faculty primacy in professional learning and the allocation of dollars spent on the college campus requires a deeper look at our institutional training needs.  The ASCCC July 2020 Senate *Rostrum* provided individual and personal faculty stories of racism and inequities in the community college system, illustrating that much work still remains to be done to make the community college system more equitable for faculty and students.   While the California community college student population has changed over the decades with the majority of students being students of color (particularly Latinx students), faculty ethnic identity remains stagnant (mostly white).  To assure that all students are given the best opportunity for success, it is imperative that faculty are trained to create an environment where students can thrive.

The ASCCC and system partners- recognize and embrace -the need for systemic change.  During the Fall 2019 Plenary Session, for example, several successive resolutions on Diversity, Equity and Inclusion were passed including 3.02 F19 , 3.03 F19 and 3.04 F19[8].  During the summer of 2020, the California Community Colleges Chancellor's Office  issued a Call to Action (California Community Colleges Chancellor's Office, 2020b) and a concomitant Call to Action was issued from the ASCCC President encouraging senate leaders to "Prioritize culturally responsive curricular redesign" and engage in discussion of anti- racism/no-hate education.  This request has prompted colleges and senates across the state to re-examine their institutions from an equity lens.  Participatory governance committees have revised their committee charge and responsibilities to be inclusive and responsive to the changing cultural climate on our college campuses.  The Student Academic Senate (SSCCC) published the SSCCC Anti-Racism: A Student Plan of Action (Student Senate for California Community Colleges, 2020) which makes two strong statements: "Require onboarding and annual faculty training on cultural competency, conflict resolution, unconscious bias, microaggressions, workplace diversity and other racial barriers" and "Ensure that the community college curriculum is responsive to all cultures in an effort to foster cultural appreciation, awareness, acceptance, and value."  Both Cruz (2019) and Ahadi & Guerrero (2020) emphasize the importance of developing an inclusive syllabus structure that humanizes the student (particularly students of color) and employs institutions to examine their course of record (COR) in an attempt to expose institutional racism and breakdown barriers for students.  They both recognize the urgency of this matter and suggest thorough analysis of learning environments.

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[8] ASCCC Resolutions can be found at https://asccc.org/resources/resolutions

While the concept of creating culturally responsive curricular redesign is not new given the historical paradigm of culturally relevant pedagogy (Ladson-Billings, 1995) and critical race theory (Delgado, 2001), it has lacked widespread adoption throughout academia. Although elements may be seen in some social science and multicultural courses, the ethnic studies curriculum was specifically designed to address the deficiencies found in the majority of the undergraduate courses.  Organizations like the Center for Urban Education (CUE) featuring its Syllabus Review Guide (Roberts & Center for Urban Education, n.d.) and webinar series[9] on racial equity including the research offered by the Community College Equity Assessment Lab (CCEAL) provide evidence and trainings that substantiate the need for racially conscious curriculum.  Other prominent organizations like the National Center On Race and Ethnicity (NCORE) have been fostering inclusivity for several decades coupled with the research provided by the Research and Planning Group for California Community Colleges (the RP Group) justifying these needed changes to the curriculum including the American Educational Research Association's (AERA) long standing research from a national perspective.  It is time for the California community colleges to embrace this re-design systemically and provide robust professional learning for faculty to facilitate this update.

**Incorporating Data Proficiency in Professional Learning**

Data analysis has increasingly become a component of colleges' decision-making processes, thanks in part to the integration of the guided pathways framework into college structures. As institutions collect more data, faculty must become more proficient at using and navigating data. Faculty leaders can examine college and district level data to help inform decisions on which policies are effective and which create an opportunity gap for some students and can advocate for changes as appropriate. This data includes success and completion rates, transfer, or other measures that indicate whether students are achieving their educational goals.  However, faculty in many disciplines may not be fully trained in or comfortable with data analysis. For this reason, training faculty in the understanding and use of data is an important and useful component of professional learning in modern education.

Some colleges have begun to invest in data coaching. In this practice, someone, usually a faculty member, proficient in accessing and analyzing data trains other faculty in the practical application of data. This practice, coupled with professional learning for faculty to understand what data is available and how to apply it, can become an invaluable tool in helping to understand local student populations and how best to serve them. Among other uses, data can be used to show areas where there is a disproportionate impact. Faculty must carefully examine these areas as plans are made to reduce and eliminate the disproportionate impact on certain groups of students, including those traditionally marginalized. Data proficiency can also be

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[9] See https://cue.usc.edu/events/

useful for college planning, curriculum development, and many other aspects of college governance.

The ASCCC offers tools that can be used in training faculty in data usage, including college data from statewide sources such as the California Community Colleges Chancellor's Office Data Mart portal. For example, at the program level, faculty can examine data to find potential opportunity gaps that may be affected by scheduling, outreach, prerequisite determinations, or other considerations. At the course level, data can be used to examine the effect of curricular changes such as increased cultural responsiveness on students, especially students who have been traditionally marginalized. Faculty need to be familiar and comfortable with analyzing and interpreting data of various kinds in order to achieve these purposes. Thus, integrating data proficiency into professional learning can benefit faculty, institutions, and students by making faculty better able to participate effectively in decision-making processes that are based on data analysis.

**Providing Growth and Mentorship for Newer Faculty**

Most colleges recognize the importance of recruiting and retaining tenure track faculty and therefore have created routine onboarding programs for newly hired faculty ([New faculty Orientation, 2017](#)).  Programs span from a few hours to one semester to two years.  Topics typically included in these programs are navigating the college environment, understanding policies and procedures, course evaluation and assessment, and teaching techniques.  California community colleges should also include training on the role of faculty in the college and district governance processes as provided for in Education Code, Title 5, and local policies and regulations as new faculty typically have little experience with this complex and important structure.

Beyond those topics above, some colleges offer new programs sometimes called Faculty Equity or Development Academies  that take a cohort approach to training new faculty that emphasizes an understanding of the diverse student populations served and how to ensure student success. Examining the many possibilities as to why there are inequalities in student success data can help shape a well-defined new faculty orientation process and help to transform the classroom environment. A few elements to consider for this training model might include decolonizing the syllabus, how to interpret student equity data, and understanding diversity, equity, inclusion, and anti-racism. Every model should ensure that faculty can self-reflect on their training and learning around competency-based anti-racism, equity, and inclusion.

In an article published by the [Association of American Colleges and Universities](#), Ana M. Martínez-Alemán states that a faculty development for educational equity program must include

three key components:  "To help faculty develop academic identities anchored to the principles of equity-mindedness, an FDP should involve three components: (1) release time for faculty, (2) monetary rewards for equity-minded teaching, and (3) recognition of equity-minded teaching in promotion and tenure appraisals."  Although faculty compensation falls outside of the realm of academic senates, partnering with the collective bargaining unit can assure that the goals of professional learning are met.

Colleges are being urged to increase the diversity of their faculty population so that it is reflective of the student population which it serves since growing research studies have shown that teacher expectations of students of color are different when students are taught by a teacher of the same ethnicity. (Gershenson, et. al, 2015.).  Another key benefit is the impact on professional learning, With a more diverse faculty, opportunities for culturally responsive pedagogy are increased as the professoriate gains skills as a whole. The importance of hiring and maintaining a diverse faculty was clearly outlined in the *Rostrum* article "Our Obligation to Equitable Hiring Practices:  A Partnership Approach to Ensuring and Equity-minded Selection and Recommendation Process" (Taylor Mendoza and Bean, 2020) urging college administrators to invest in faculty of color.  However, there is much less attention and resources invested in cultivating an environment that supports the retention of faculty of color.  It is incumbent upon the college to provide professional learning that can increase the success and retention of newly hired faculty, especially faculty of color.

Developing a formal or informal mentoring program can be an important component of that professional learning. College campuses are not immune to hostile work environments, intentional or not; however, creating a safe, nurturing and supportive atmosphere could make the difference as to whether a faculty member stays or leaves.  Mentoring programs need to be intentional, purposeful, and authentic.  Mentoring program should be funded appropriately to include resources needed to reduce faculty load for full and complete participation.  Time should be taken to assess the needs of the faculty cohort so that the appropriate matching can take place. The ASCCC has taken the lead by creating a new Faculty Empowerment and Leadership Academy (FELA) which provides one-on-one mentoring to diverse faculty. Mentorship provides an opportunity to grow leadership from within and seek out those who have leadership potential.

Professional learning is as key to retaining faculty as it is to improving skills of the faculty as a whole. Building a professional development [learning] module for mid and early career faculty mentorship allows the college to nurture tenure track faculty which supports the retention of faculty of color while also fostering an equity-minded instructional leadership training embedded within that retention strategy (Williams, L.  2020 unpublished).

Professional learning events provide faculty the opportunity to network and gain useful knowledge, guidance and advice from peers and colleagues within and across the systems.

Affinity group networking similar to the [ASCCC caucuses](#) allow for safe conversation and thought development within a common group of members. Networking can be beneficial to career mobility and sustainability.

**Sabbaticals**

A sabbatical leave is not just a vacation or time for faculty to rest. In most districts, a faculty member who takes a sabbatical is expected to complete a project that is of some benefit to the college or to the faculty member personally. At their root, sabbaticals are intended as a form of professional learning, a chance to take time to develop one's knowledge or skills. If used appropriately, they can be an important part of a strong professional learning program.

Because sabbaticals are connected to professional learning, they fall under the purview of the academic senate. However, the conditions and requirements for a sabbatical leave are normally negotiated into the faculty bargaining agreement. Both academic senates and faculty unions therefore have roles in the establishment and granting of sabbaticals. The senate and the union should consult to determine the conditions and parameters for sabbaticals that the senate would like to see negotiated into the contract. Such issues might include the conditions that faculty must meet in order to take a sabbatical and the number of leaves to be granted in any given year, which are contract matters on which the union would normally have the primary voice. Once such parameters are established, the academic senate should lead on the professional learning policy aspects of sabbaticals, such as what the requirements for a project would be, how proposals for such projects would be reviewed and authorized, and how the completed final projects would be approved. Because both the academic senate and the faculty union have direct connections to the granting and completion of sabbaticals, the two organizations must work together to ensure appropriate agreements regarding both contract issues and professional learning quality control.

Education Code and Title 5 contain no language concerning the granting of sabbaticals, and thus sabbatical leaves are not an opportunity to which faculty have an inherent right. The conditions and number of sabbaticals, and ultimately whether sabbaticals will be granted at all, are ultimately a matter at the discretion of the local governing board. However, if a district is committed to a meaningful professional learning program, the local board should be willing to entertain reasonable sabbatical leave agreements and policies depending on appropriate allowances for fiscal and staffing concerns. Academic senates and faculty unions can work together alongside representatives of the district administration to develop such processes and policies that will strengthen their professional learning program.

**Responsiveness in Emergency Situations**

Environmental and global factors affecting education on a large scale have made evident the need for colleges to become more nimble in their ability to serve students in the face of unexpected events. California has experienced unforeseen closures due to natural disasters such as the devastation caused by fires as well as a global pandemic which forced all colleges into an online environment. In an unprecedented turn of events that impacted all aspects of society, the entirety of the California Community Colleges system was forced to turn on the proverbial dime to redirect all teaching and student support services to 100% online in less than two weeks. Although the California Community Colleges Chancellor's Office provided some support, the impact on teaching and learning as well as student support services was enormous, and the effects may continue to be seen for many years to come, even as the rest of society returns to a sense of normalcy. The lessons from the fires and the COVID-19 epidemic are still being assessed, but one thing is clear; it is incumbent upon college academic senates to ensure that even emergency professional learning be guided by the Academic Senate to ensure quality teaching and learning throughout.

Some strategies and approaches helped colleges rise to the challenge of providing quality emergency development quickly and in a unified manner. One such example comes from the San Mateo County Community College District. Comprising three colleges, the district convened a team under their District Academic Senate, a group entitled the Taskforce on Teaching and Learning. This team included faculty from all campuses ranging from distance education specialists to counselors to career tech and Golden Four faculty representatives; it included administrators and students as well. The team issued critical guidance in a district voice that helped colleges respond to the demands they were facing. Cosumnes River College created a digital equity workgroup including faculty and administrative representatives working closely with IT staff; through this group, they were able to provide guidance to not only assist faculty teaching remotely but clarify distribution of laptops, Wi-Fi hotspots, and other technological supports. The guidance was the beginning of a re-envisioning of teaching and learning that would develop statewide.

Such quick and nimble action requires a solid foundation in delivery of quality professional learning at the time it is needed. As inequities in professional learning are laid bare in an emergency, especially in areas of distance learning, this hindsight shows what professional learning needs to encompass even in normal times. Some things learned from an ASCCC workshop reflection on responses to the pandemic include the following:

- Barriers to quickly certifying faculty to teach online. Colleges reported untenable, inaccessible, or unnecessarily onerous requirements on training for online teaching.

- Inconsistent and inequitable access for full-time versus part-time faculty to training in use of course management systems and course shells.

- Lack of communication and collaboration between faculty and administration, the existence of which could have facilitated the shift better.

- Lack of consultation with faculty on the most accessible and relevant tools that support online teaching and learning

- Disconnect from campus equity-minded efforts as colleges rapidly attempted to address needs that, ultimately, impacted minoritized students more greatly

- Underestimating the level of support needed for faculty to pivot their teaching to online

Additional challenges that can support faculty in an emergency situation can include:

- Supportive, creative guidance to help faculty evaluate for outcomes in a course whose term is cut short by an emergency

- Development in equitable concepts of grading that are less punitive for students affected by an emergency

- Guidance in work-life balance to support faculty overwhelmed by the emergency situation

No college can truly prepare for the unforeseeable, but an equitable approach to the provision and delivery of faculty learning, paired with robust communication and collaborative operations, can yield better responses.

**Conclusion**

It has long been recognized that faculty professional learning (often referred to as professional development) must be part of the professional responsibility of faculty. There is now a compelling body of evidence that the emphasis of such learning needs to be directed toward ways to improve learning and student support services.  Given the persistent opportunity gaps for students of color and other minoritized groups, more emphasis should be placed on professional learning that addresses diversity, equity, inclusion and anti-racism and other practices to alleviate this gap.

Given that culturally responsive practices, curricular design and pedagogy are not typically part of the academic preparation that faculty receive, it is incumbent upon all institutions within the California community college system to provide expansive professional learning opportunities to

address this need.  Such efforts will improve the overall experience as well as the success and retention of all students regardless of race or ethnicity.  While equity focused professional learning should not be offered to the exclusion of all other topics, providing training that is equity focused will inherently alter the lens through which other professional learning may be viewed.

Faculty professional learning should ultimately be focused on improving teaching, learning and student support services.  Moreover, as colleges are transformed through broad efforts such as integration of guided pathways frameworks, streamlined transfer pathways, online education and other initiatives, having faculty that is versed in diversity, equity, inclusion and antiracism will assure that these principles are integrated throughout the college structure.

While colleges may be able to simply adjust some of their professional learning options, sustained substantive change may require a restructuring of policies for professional learning, reimagining the types of professional learning supported and broadening its availability, including more robust new faculty orientation programs and more opportunities for part-time faculty. This may also require a reassessment as to how professional learning funds are allocated as well as a renewed commitment system-wide to fund professional learning more aggressively. As the California community college system is focused on increasing student success and completion, it must be noted that faculty professional learning is essential to achieving those goals.

## Recommendations

### Recommendations to Individual Faculty

- Reflect on your interactions with students and seek professional learning opportunities that can help you improve teaching, student learning, and student support as appropriate.

- Regularly review your syllabus, classroom interactions, instructional practices, and choices of textbooks and other instructional materials with an equity lens.

### Recommendations to Professional Learning Coordinators

- Reevaluate professional learning programs to prioritize activities that focus on improving student learning.
- Evaluate PL offerings to ensure that robust and relevant PL is accessible to part-time faculty.
- Engage in dialog with the campus recasting Professional Development as continual Professional Learning aimed at improving student success.

### Recommendations to Local Academic Senates

- Adopt a racial equity focus that examines professional learning for equity minded practices.
- Examine and further develop professional growth programming focused on ways to improve student learning.
- Support and promote professional learning offerings to part-time faculty.

**Recommendations to Colleges**

- Identify and examine the hours of professional learning that focus on equity and equity mindedness to ensure that they are directed toward improving instruction and student support services.
- Work with collective bargaining units to establish a reflective process that uses faculty evaluation as a tool for informing professional learning activities.
- Work with the local senates to adopt a district-wide approach that seeks to mitigate impact and increase responsiveness in emergency situations and ensure adequate resources to roll out responsiveness measures equitably to both full-and part-time faculty.

**Recommendations to the Board of Governors**

- Prioritize faculty professional learning as a critical tool for improving student success and retention.
- Integrate faculty professional learning into ongoing diversity equity and inclusion work.
- Provide a dedicated funding stream that allows districts/colleges to provide consistent and reliable professional learning opportunities.

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**Program Pathways Committee Report to the ARC Academic Senate (Oct. 14, 2021)**

HTML Program Maps

One of the major projects the committee has been working on is finally reaching fruition. We now have HTML versions of all approved program maps as web pages that are integrated into the college website. They are ADA compliant, adapt to different screen sizes, and will show up in search engine results – none of which was true for the original PDF program maps.

You can find the new HTML maps by going to the Programs and Majors page of the ARC website and selecting any department that has maps (e.g.,  Accounting or Administration of Justice).  Near the bottom of the program page, just above the box listing the dean and department chair, should be a list of all approved program maps for that department with links to those maps.

Once we finish ironing out some technical issues with the map publication process, we will work with Scott Crow to transition away from the PDF maps that are still on the website.

New Content & Style Rules for Maps

Our current program maps were designed almost four years ago, before we knew how they would be used by the college and the district. In our original design for degree maps we asked departments to include specific GE and elective courses as examples of the types of courses you could use to earn the degree.

The district is now implementing *Degree Planner*, which is the software used by students and counselors to create educational plans. As part of that implementation, they decided to use the courses listed in our program maps as a default starting point for new educational plans, and the way those courses appear in Degree Planner is very likely to confuse students. When the Program Paths Committee became aware of this issue, we discussed it and decided to move away from specifying GE and elective courses in degree maps, except for math, English writing, and a few other special cases. We will be working with departments over the next year to transition their degree maps to the new format.

Getting to "At Scale" by Spring 2022

Over the past three and a half years, the Clarify Program Paths project team and the Program Pathways Committee have been working with faculty across the college to map all of their programs. Our goal is to be "at scale" by the end of the spring 2022 semester, with all degrees and certificates that need a map having at least one approved map.

In the current catalog there are 250 programs that we've identified as needing a map. As of Oct. 14, 191 of those programs have at least one approved map published on the college website. 17 more programs will have their maps approved at our next meeting on Oct. 21, and another 16 programs are in the process of being mapped. Most of those should be approved at our November meeting. We plan to create maps for the remaining 26 programs next semester. At that point we will be "at scale," which will be a major milestone for us.

# Reaffirmation Process for LRCCD Strategic Plan

## Chancellor's Cabinet May 10th

Since the Chancellor's Cabinet is by [LRCCD Regulation 3411](#) Section 1.3.2 the steering committee for District strategic planning processes, the Chancellor's Cabinet decided to create an annual process for reaffirmation of the current [LRCCD Strategic Plan](#).

● Set up a process where the strategic plan never sunsets, rather assess every year to adjust indicators and strategies; create a yearly evaluation of strategic plan, yearly weigh in so there is constant input, data reporting, reflection, and adjustment
● Goals are still relevant to the work and direction the LRCCD is moving, need to think about indicators and strategies with minimum, if any, adjustments only to the current goals.
● Need to spend time and energy on the work not on the process
● Want to move to a more agile strategic plan process to be more responsive to internal or external changes
● Need to take into account the need for a remote process this fall

Desired that the Chancellor's Cabinet reaffirm the LRCCD Strategic Goals as follows:
1. Establish effective pathways that optimize student access and success.
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.
3. Provide exemplary teaching and learning opportunities.
4. Lead the region in workforce development.
5. Foster an outstanding working and learning environment.

After the reaffirmation of the goals, it is desired that each college review the strategies used for each indicator of achievement and consider what specific strategies were successfully used at the college to meet or make progress on those indicators. The strategies may already be listed in the current strategic plan or may be strategies which should be considered for inclusion in the next strategic plan.

## Fall 2021 Process

Recommended process for Chancellor's Cabinet and colleges to weigh in on the reaffirmation the strategic plan

● District Institutional Research created over the summer a report of progress on indicators of achievement and strategies to share with Chancellor's Cabinet early in fall
● Send data districtwide so each college may collect feedback, perhaps by having listening tours or other collegewide events

- ○ Discuss at college participatory governance meetings and then share feedback at October Cabinet meeting
- Survey for entire district to solicit feedback on the strategic plan and the research report
  - ○ Plan for end of year survey in late spring 2022 with results being discussed at Cabinet in the fall

# Reaffirmation Process Timeline:

September
- Review of Indicators and progress of goals
- Approval of process for reaffirmation

September-October
- College and constituency feedback

October
- Discussion of feedback and reaffirmation of LRCCD Strategic Plan

October-November
- Share final plan with district and colleges

April-May
- Strategic Plan survey

Early Fall
- Annual review and evaluation

**STRATEGIC PLAN INDICATORS OF ACHIEVEMENT**
**LOS RIOS COMMUNITY COLLEGE DISTRICT**
**Executive Summary**
**September 2021**

The Los Rios Community College district's five-year Strategic Plan, developed in 2015-16, focuses on five strategic goal areas: student access and success, equitable achievement, exemplary teaching and learning, lead the region in workforce development, and foster an outstanding working and learning environment. The Strategic Plan includes Indicators of Achievement which outline strategic outcome goals, baseline data and five-year outcomes for each goal. The LRCCD Office of Institutional Research has just completed updating the indicator data matrix for each of the goals with achievement indicators to reflect the five-year outcomes for each of the goals identified in the Strategic Plan. Note that there are areas where the district did not meet the Strategic Plan goals, however, it is important to reflect on those areas where there has been progress towards meeting the outcome goals in those areas.

The following provides summary highlights for each of the Indicators of Achievement to reflect the five-year outcomes. More data detail used to inform the Indicators of Achievement are available on the LRCCD OIR website, access links provided at the end of this Executive Summary.

### Goal 1: Establish effective pathways that optimize student access and success

**Indicator 1:** Increase the student degree and certificate completion rate from 12% to 17% by 2021
- **Goal achieved** for all students districtwide.
- The 12.1% graduation rate increased to 17.1% in 2019-20.

**Indicator 2: Increase the number of students who are transfer ready by 5% by 2021**
- After a decline in the number of transfer ready students in Fall 2018, the number of transfer ready students increased to 5,985 in Fall 2020; this reflects a 3.8% increase over the five year time frame.
- Although the transfer ready goal was **not achieved** by 2020, the recovery in the number of transfer ready students after the Fall 2018 decline is an accomplishment and puts the district within 67 students of meeting the transfer ready goal.

**Indicator 4: Increase the percentage of full-time students from 30% to 35% by 2021**
- **Goal not achieved** for all students districtwide.
- The percentage of full-time students declined slightly or remained relatively stable over the five year time period; the percentage of full-time students in Fall 2020 was 33.0% (which does not include Apprenticeship or Public Safety Center students).

### Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups

**Indicator 1: Achieve 71% course success rate for each student group by 2021.**
- **Goal not achieved**: 68.6% baseline course success increased to 70.0% in Fall 2020. Note that the course success goal was met in previous terms but declined slightly in Fall 2020.

By Gender:
- Goal **not achieved** for female students: 69.2% baseline course success rate for female students increased to 70.4% in Fall 2020.
- Goal **not achieved** for male students**:** 68.0% baseline course success rate for male students increased to 69.3% in Fall 2020.

By Race and Ethnicity:
- Goal **achieved** for Asian (77.8%), Filipino (73.4%), and White (74.2) students.
- Goal **not achieved** for African American (53.6% baseline increased to 56.0%), Hispanic/Latino (65.0% baseline decreased to 64.8%), Native American (62.1% baseline increased to 66.9%), Pacific Islander (61.9% baseline increased to 65.4%) and Multi-race students (64.3% baseline increased to 67.1%).

By First Generation:
- Goal **not achieved**: 66.9% baseline increased to 67.8% in 2019-20.

By Income Level:
- Goal **achieved** by middle and above income level students (73.1%).
- Goal **not achieved** by students at or below poverty level (63.7 baseline increased to 66.2%) and by low income students (67.6% baseline increased to 67.9%).

**Indicator 2. Achieve a 17% degree and certificate completion rate for each student group by 2021**
By Gender:
- Goal **achieved** for female students: 14.1% baseline completion rate increased to 17.1% .
- Goal **not achieved** for male students**:** 10.1% baseline completion rate increased to 14.4%
- By Race and Ethnicity:
- Goal **achieved** for Asian (20.9%), Filipino (27.0%), Pacific Islander (16,7%), and White (20.1) students.
- Goal **not achieved** for African American (5.7% baseline increased to 7.8%), Hispanic/Latino (11.3% baseline increased to 15.8%), Native American (7.9% baseline increased to 12.9%), and Multi-race students (11.2% baseline increased to 15.8%).

By First Generation:
- Goal **not achieved**: 11.7% baseline increased to 15.0%.

By Income Level:
- Goal **achieved** by low income (18.1%) and by middle and above income level students (23.6%).
- Goal **not achieved** by students at or below poverty level (9.5% baseline increased to 12.9%).

**Indicator 3. Achieve proportionality in transfer-ready preparation rates for each student group by 2021.**
**Note:** this goal compares the proportionality of transfer ready students compared to that of all students district-wide; further detail can be found on Strategic Plan Indicator matrix data detail or the Strategic Plan Indicators of Achievement Power BI.
By Gender:
- Goal **achieved** for female students: 56.2% of transfer ready students are female.
- Goal **achieved** for male students**:** 41.5% of transfer ready students are male.

By Race and Ethnicity:
- Goal **achieved** for Asian (21.2%), Filipino (4.1%), Multi-race (6.3%), Native American (0.5%), and White (35.9) students.
- Goal **not achieved** for African American (5.7%), and Hispanic/Latino (23.4%) students.

By First Generation:
- Goal **not achieved**: 25.8% of first generation students are transfer ready in Fall 2020.

By Income Level:
- Goal **achieved by each income level:** at or below poverty (26.6%), low income level (24.4%) and middle and above income (38.6%).

**Indicator 5. Increase enrollment rates among groups who are traditionally underrepresented in higher education (within district's service area)**
**Note:** Successful outcomes based on proportionality comparisons of district student enrollment compared to adult population in service area where data is available
By Gender:
- Goal **achieved** for female students: 54.6% of enrollment compared to 50.3% of population
- Goal **not achieved** for male students**:** 43.4% of enrollment compared to 49.7% of population

By Race and Ethnicity:
- Goal **achieved** by every race and ethnicity category except for white students
- Goal **not achieved** for White students: 33.4% of enrollment compared to 48.9% of population

### Goal 3:  Provide exemplary teaching and learning opportunities
Indicator 2. Increase student course success from 68% to 71% by 2021.
- **Goal not achieved**: 68.6% baseline course success increased to 70.0% in Fall 2020. Note that the course success goal was met in previous terms but declined slightly in Fall 2020.

### Goal 5:  Foster an outstanding working and learning environment

**Indicator 1. Increase employment satisfaction as measured by the biennial District Employee Satisfaction Survey**
- Goal **not achieved:** the 3.84 mean employee satisfaction decreased to 3.65 in Spring 2019

**Note**: The employee satisfaction survey was not administered in Spring 2021 as the decision has been made by college and district leadership to conduct a districtwide Campus Climate survey to be administered to students, faculty and staff in Spring 2022. A workgroup of district and college research representatives are currently engaged in the survey evaluation, development and preparation for Spring 2022 administration process.

Los Rios employees can access the detailed Strategic Plan Indicators of Achievement data tables and interactive Power BI dashboard:

**Strategic Plan Indicators of Achievement Power BI Dashboard**:
The Power BI Dashboard provides the ability to filter by each Strategic Plan Goal and Indicator of Achievement by term to illustrate change over time.
https://doirweb.losrios.edu/reports/powerbi/LRCCD/2015-16%20Strategic%20Plan%20Indicators%20-%20LRCCD?rs:embed=true

**Strategic Plan Indicators of Achievement Data Tables**:
Provides data detail by each Strategic Plan Goal and Indicator of Achievement.
https://employees.losrios.edu/our-organization/institutional-research/reports/strategic-plan-indicators-of-achievement

*Note: Power BI Data Visualizations are only accessible if you are connected to the Los Rios network and require you sign in using your Los Rios credentials.*

# Suggested Steps Your Department Can Take Now to Promote an Equitable Hiring Process

Is your department hoping to hire a new faculty colleague? Here are some steps you can take now to boost your chances of recruiting a diverse pool and ensure the hiring process is equitable.

## 1. Complete "Hiring the Best" training

Make sure everyone in your department who may serve on a hiring committee has received Hiring the Best training within the last two years. This is a district requirement to be able to serve on Screening & Interview (hiring) Committees.

## 2. Read about equity in hiring

- 5 Ways to Make Real Improvements in Hiring Black Professors (Chronicle of Higher Ed)

The following materials come from CUE workshops held at Los Rios over the past few years:
- Powerpoint from CUE's "Los Rios Hiring Institute for Equity in Faculty Hiring" (October 2019)
- Selections from CUE's written materials on equitable hiring  *higher quality scan forthcoming

## 3. Review sample job descriptions

Here are a few examples of job descriptions that have an explicit focus on serving students from racial groups who have been under-resourced and under-represented in education, and closing equity gaps:
- "Exemplar College" Sample Position Description from CUE  *higher quality scan forthcoming
- Ethnic Studies Instructor, San Mateo CCD
- Ethnic Studies Instructor, CSU San Marcos

## 4. Revise your department's position description

Set aside time now for your department to rewrite your job description with an equity lens. Use the materials above and the sample job descriptions to ensure your job description reflects the equity values of your department. There are two places where your department can add its own information to the job description: the "Position Summary" and "Assignment Responsibilities." Here is a recent Los Rios job posting; you'll see the areas you can edit outlined in blue. See appendix below for sample wording from other job postings.

# 5. Prepare to reach out to your professional networks

HR will post the job in a variety of places, but as professionals in the field, you likely know of more specialized places to post. Once the job is listed on the Los Rios website, it is OK for you to share the posting elsewhere. As a department, develop a shared list of places where faculty in your department could share your job posting in order to reach a diverse pool of applicants. For example, here is the library department's job posting list, which is maintained and updated periodically. Develop sample language that everyone can use as a starting point when sharing the job with their networks.

## Appendix: Sample wording for job descriptions

Here are some suggestions for the types of statements you could consider adding to your department's position description to reflect your department's commitment to equity. Feel free to copy and paste any of these that resonate, adapt them for your department's needs, or use them as a starting point for discussion.

Departments can make changes to the "Position Summary" and "Assignment Responsibilities" sections of their job description. Here is a recent Los Rios job posting with those sections highlighted.

### POSITION SUMMARY

The department values:
- An educational philosophy and practice that centers anti-racism, equity, and social justice.
- Recent experience working with Black and/or African American, Latinx, Native American, and other racial groups of students who have been historically under-resourced and under-represented in the classroom, and an understanding of how historical patterns of exclusion of these groups within higher education shape patterns of participation and outcomes
- Willingness to examine and re-mediate one's instructional, relational, and classroom practices to more effectively engage and support racially minoritized students
- Experience and skill with addressing issues of equity in the classroom
- Experience and expertise in culturally responsive teaching
- A commitment to the personal work and professional development required to develop personal and professional equity.
- Providing service that meets the needs of our diverse student body, who are diverse in many ways including, but not limited to, racially, socioeconomically, culturally, citizenship, gender, sexual orientation, ability, and in religion.
- Working cooperatively as a department while acknowledging, valuing, and challenging our different perspectives and opinions.

## ASSIGNMENT RESPONSIBILITIES

- Use an equity-minded lens in the development, assessment, continuous improvement, and delivery of counseling services / library services / classroom instruction
- Participate in the review and assessment of student learning outcomes and course success rates, disaggregated by race/ethnicity


## OTHER STATEMENTS TO CONSIDER

- The candidate will share the College's commitment to educating a racially and socioeconomically diverse student population
- Reframe inequities as a problem of practice and view the elimination of inequities as an individual and collective responsibility
- Encourage positive race-consciousness and embrace human difference

-

Institutional Effectiveness Council Report to Senate:
9/20/20221 Meeting

- Koue Vang  is working on creating a simple process streamlined for grant applications similar to Sac City

- Program Review Training will be held in mid-October

- Research is working on ways to gather data on online Homebase use

- Employee Onboarding Project Team Discussion
  - There was a lot of feedback on this draft.  There was some confusion on was this about retaining employees of color or training new employees in equity-minded work.  Doesn't seem to know what it's goal is.

**Updates & Brief Reports:**

**What is the status of the college's budget?** **Koue Vang 10 min.**
Koue gave an update on the SEAP 2020-2021 budget allocation which is $9.4M. Currently, ARC has $2M dollars in carryover funds. This year there will be SEAP one-time funding available for managers to request.

HEERF 2020-2021, about $6.5 million for instructional areas. There is a carryover of approx. $4.8M and will end on 4.30.22.

CDF (college discretionary funds) and PFE (partnership for excellence) allocations (80%/20% funding formula), $2.3M. Last year ARC had 1.4M cut in funds; this year will be very similar to last year.

The childcare center has been operating as a deficit for many years and DO would cover the shortfall but last year it was determined that since PIO's office was moved to DO…. ARC would have to cover any deficit/shortfall (trade off) which is usually about $144K (pre pandemic) and last year 20/21, it was approx. $55K. AVP to work with childcare center to try and minimize cost; this is the major budgetary change this year.

Thus, this year departments will not receive any carryover funds from 20/21 to offset cut in this year's budget.

At this moment, ARC has decided the following regarding fall travel:
- Travel within the state of California will be approved only if a virtual option is not available.
- Out-of-state travel only if it's mandated (like accreditation, funding, etc.) **and** a virtual option is not available.
- No international travel at this time.

**What is the status of COVID vaccine mandates, protocols and the impact on our employees?**
**Koue Vang 15 min.**
HR has not provided a confirmed update so Koue had nothing new to report.

**What are the priority projects for Operations and Facilities?** **Cheryl Sears 10 min.**
What has been updated in regards to ventilation on campus? Yes, it has been done with the exception of PE (locker rooms), including Davies Hall, Natomas with filters that are as good as N95 masks.
Every hour the air is turned over. Engineer coming out to address PE area.

Cheryl received an email/call from a faculty member from the Arts Dept. about a mural. Cheryl was unaware of this and will find out more info. All murals must go thru Operations Council.

After Oct. 1, all individuals (students, visitors, etc.) will need to "check-in" for vaccination clearance prior to entering any building on campus.

New tennis courts are completely finished and this upcoming weekend ARC to host a tournament.

Welcome and Support Center to reopen Tuesday, Oct. 5.

Joshua Johnson reported that Tutoring, Computer Lab, ESL will still be available from the LRC.

IT moved from Business Office.

<span style="color:red">Is there Wi-Fi in the parking structure yet?</span>  Yes, Wi-Fi is available now from parking structure

LRC 104 is being used/converted by ESL dept.

The HUB is now the UNITE & Beavers Care Center; Native American Center to move too by spring.

Boiler room project is still going on.

Tech Ed. Demo to start in April.

RCI is doing inventory for Tech Ed., Health Ed and Fine Arts, this project is almost done.

Old health office almost complete.

More trouble with the track, leaking is worse than it anticipated.  This is a safety issue.  FM is paying for tear and building new one.  This will not impact the stadium plans.

Landscape plan: FM is trying to limit water usage and coming up with new plans to minimize usage, like artificial turn.

All water traditional water bubblers to be replaced with water bottle fillers.

Food pantry is still using pick/up drop off tents; going to move hours to afternoons vs. mornings.

COVID testing will continue in pop-up tents in stadium area for folks with exempt status.

Homebases will be setup for spring.

At the moment, only ARC Bakery open and food trunks in the future. More info coming soon.

**What are the campus safety updates?**                    **Captain Day    10 min.**
As a whole, the campus is quite safe.  The homeless population comes in during off hours but they cooperate and leave when asked.

Sexual assault near automotive technology area; female approached by young 16-22 African American male; suspect has not been located.  There is video footage.

Big b-day of Oct. 1 waiting for list to see how many people will be on campus.

Campus Police Dept.  is advertising to groom their own police officers.  New captain interviews in mid-October.

Campus patrol just got pay increase to get new recruits.

Parking decals not necessary, probably will continue in spring.  Students to park in student spaces; staff in staff parking spaces.  No one should park in red zone, under tree, double/triple park.

Finger prints may return once per week, more info coming soon. The tentative schedule: Mon. @FLC; Tue. @ARC; Wed. @SCC; Thu. @CRC

Campus police busy with sports on campus and minor crime with the exception of sexual assault last week.

**What is the status of the Multi-Factor Authentication for ARC?    Jeff Bucher      10 min.**
MFU is a two-step authentication process to go into effect on Oct. 12 for staff and ==Oct. 19 for faculty==.  Most faculty have not used this process and it will happen when faculty access the single sign-on system.  According to Jeff, the adjunct faculty will be most surprised.  Jeff recommended for people to use their cell phone as the second devise. For more info, go to this link https://employees.losrios.edu/technical-support/information-security/multi-factor-authentication.

**Discussion Items:**

**The College Store is under Operations Council. Does the Operations Council support a Bookstore Advisory Committee? Sarah Lehmann, librarian, will present to the Council.**

Sarah gave a brief presentation on working together with bookstore staff to increase on time adoption rate for faculty to order textbooks on time.   A new bookstore advisory

council/committee to be formed.  Getting on time bookstore orders helps students because the library will purchase one copy for students to checkout/access. Thus, ample time is necessary. Another benefit is for students to use their financial aid award to purchase a textbook in advance and/or shop around/know the textbook price in advance, especially if students are looking for used copies.  Sarah asked the Operations Council for feedback in order to establish a new advisory council. Koue shared reasons why this council is needed since the Bookstore is managed by a third-party vendor (5 year contract with Los Rios).  Roger Davidson asked if it's feasible to have a council since we are working with a contract.  The VPs do meet with Follett once per month to make sure services are being met.   So far, ARC appears to have the most concerns with Follett and probably since ARC is the largest campus since and  there is only one manager compared to sister campus given ARC's volume.

# Student Success Council Report from 10/5/21

**Updates and Brief Reports:**

- **Open Educational Resources (OER) Funding at ARC:** ARC has been allocated $372,000 in HEERF funding to support OER with the goal of lowering textbook costs for students. Sarah Lehmann asked the Council to suggest ideas for how to spend these funds.

- **Forms and Process Improvement Team**: The team has divided its work into three categories: instructional, counseling, and business practices. For each category, the group then identified a main priority to address: the Non-Employee Access (NEA) process (instructional), the .5 regulation counseling forms (counseling), and the Limited Purchase Order (business practices). Smaller teams have been formed to work on each form/process with a goal of making recommendations for improvement.

- **Vaccination Implementation:** Early reports suggest that vaccination mandate implementation is going well. Tents have been set up outside the Welcome & Support Center and the LRC to check student vaccination status before entry and help students upload missing documents. ARC's number of uncleared students has dropped in half from 1000 to 400-500 (as of 10/5).

**Action Items:**

- **Notes from the Previous Meeting:** Approved by consensus with no changes.

- **Bias Response Project Team Charter:** After receiving edits from Council members, the charter was approved with an extended timeline due to vaccine mandate implementation.

**Discussion Items:**

- **Accreditation Update:** No report given.

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