



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

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

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

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

*(2) degree and certificate requirements;*

*(3) grading policies;*

*(4) educational program development;*

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

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

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

*(8) policies for faculty professional development activities;*

*(9) processes for program review;*

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

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

**11/4/2021**

**3:00 P.M.**

Meeting ID: 986-5887-6175, Password: 10plus1

Zoom link: <https://rccd.zoom.us/j/98658876175?pwd=VkZQQUdVS0g5Rkk5TnZUOG9naFBpUT09>

## 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. Faculty Hiring Prioritization Ranking (*2<sup>nd</sup> Reading*)
9. Accreditation Report (ISER) (*2<sup>nd</sup> Reading*)
10. Draft Los Rios Regulation-5123 Equivalency (*2<sup>nd</sup> Reading*)

### Reports (5-10 minutes per item)

11. Council Updates
  - Institutional Effectiveness Council – (*Janay Lovering*)
  - Operations Council – (*Araceli Badilla*)
  - Student Success Council – (*Carina Hoffpauir*)
12. LRCCD Strategic Plan Reaffirmation Report (*3:45pm time certain, Melanie Dixon, ARC President*)

### Discussion (10-15 minutes per item)

13. Adopting Courageous Conversations Community Guidelines for Academic Senate – 4:00pm time certain 10 min recess
14. Equity Training Workgroup Report
15. Technology Enhanced Classrooms & Flexible Participation
16. Report Back: (5-10 minutes per item)
  - a. ASCCC Plenary Resolutions
  - b. Academic & Professional Impacts as relates to vaccine requirements
17. Report Out: District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
  - a. FLC Resolution in Support of Increased Adjunct College Service Compensation
  - b. Amend P-7241 to apply C- grades to Certificates
18. Items from College Areas for Academic Senate Consideration

### Upcoming Meetings:

- ASCCC Fall Plenary Resolution Voting: Saturday Nov 6<sup>th</sup>
- LRCCD Board of Trustees Meeting: Wednesday Nov 10<sup>th</sup> 5:30 P.M.
- District Academic Senate Meeting: Tuesday Nov 16<sup>th</sup> 3:00 P.M Meeting ID TBD
- ARC Academic Senate Meeting: Thursday Nov 18<sup>th</sup>, 3:00 P.M., Meeting ID: 986-5887-6175, Password: 10plus1
- District Academic Senate Meeting: Tuesday Dec 7<sup>th</sup> 3:00 P.M Meeting ID TBD
- ARC Academic Senate Meeting: Thursday Dec 9<sup>th</sup>, 3:00 P.M., Meeting ID: 986-5887-6175, Password: 10plus1



# ARC Academic Senate

## Approved Minutes: November 04, 2021

### *Preliminaries*

1. Call to Order: Called to order at 3:01pm
2. Approval of the Agenda: Agenda approved
3. Approval of the Minutes: Minutes approved
4. Introduction of Guests:
5. Public Comment Period:
6. President's Report:
  - a. Los Rios College Federation of Teachers issued a demand to negotiate on hyflex. District Academic Senate President Julie Oliver reported back that "**hyflex will not be scheduled for the spring 2022, and any faculty wanting to test out the new equipment will have access to do so but not for consistent instruction with students.**" Clarification requested at the 11/2 District Academic Senate meeting specified that allowing students to Zoom into an on-ground class is considered Distance Education and is also therefore not allowed. (*discussion item 15*)
  - b. Chancellor's Cabinet Agenda (See supporting materials ["Chancellor's Cabinet Meeting"](#))
    - i. Accreditation/Strategic Planning--we are in the process.
    - ii. District "Aligned Redesign" (Admissions & Records/Financial Aid): What will be opportunities for faculty in the redesign project? There will be listening sessions related to the redesign and possible consultants are being reviewed.
  - c. Sacramento City College Resolution on Equity Training for Peer Review Team members: There was not broad support, so at this time District Academic Senate will not be moving forward on this.
  - d. ASCCC Plenary Guidelines for Dialogue (adapted from the University of Michigan Program on Intergroup Relations)
    - i. Be true to yourself. We want to create an atmosphere for open, honest exchange.
    - ii. Commit to learning from each other. Listen to each other and acknowledge that we all come from different backgrounds, skills, interests, abilities, and values. We realize that it is these very differences that will increase our awareness and understanding through this process.
    - iii. Acknowledge each other's experiences. Acknowledge each other's experiences. We will not devalue people for their experiences, lack of experiences, or difference in interpretation of those experiences.

- iv. Trust that others are doing the best they can. We will try not to ‘freeze people in time’ but leave space for everyone to learn and change through our interactions with one another.
- v. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.
- vi. Speak your discomfort. If something is bothering you and you are open to sharing, please share it with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
- vii. Step up, step back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.

### **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 (10 minutes per item)**

8. Faculty Hiring Prioritization Ranking (2nd Reading) (See supporting materials [“Position, Rank Order Total...”](#))
  - a. Motion was made and seconded for senators to choose which ranking they preferred to send on as the Academic Senate recommendation to President Dixon for this hiring prioritization round. A majority of senators chose the “no ties” ranking where senators ranked each position in order of priority where no ties were allowed. (22 members voted for “no ties” ranking; 9 members voted for “tiered or Yes/Maybe/Not Now” ranking; 2 members abstained). The column titled “Ranked Order Ranking” is the recommendation being sent to President Dixon for consideration.
9. Accreditation Report (ISER) (2nd Reading) (See [link to continuously updated ISER Draft here](#))
  - a. Concern was raised that the links to evidence aren’t viewable by faculty and to check that there was faculty involvement in the development of the report. The body directed President Shubb to ask that the Academic Senate be given drafts for things as important as the Institutional Self-Evaluation Report further in advance of a deadline in order to give meaningful feedback.
10. Draft Los Rios Regulation-5123 Equivalency (2nd Reading) (See supporting materials [“Employment Procedures: Equivalency to Minimum Qualifications”](#))
  - a. There was a question about the rationale for the creation of such a district-level committee. A suggestion was made to increase discipline-specific representation on the committee. Section 6.5 specifically directs the committee to “rely primarily” on the advice of the expert faculty from the discipline, meaning if the committee does not take the recommendation from the discipline experts, there must be a good reason given in writing. Concern was expressed about workload as faculty would be expected to weigh in on equivalencies for programs they might not have at their local college.

## **Reports (5-10 minutes per item)**

11. Council Updates
  - a. Institutional Effectiveness Council -- (Janay Lovering)
    - i. Bill Simpson will be transitioning to District Curriculum Coordinating Committee chair starting Fall 2022, which will open up a position for faculty co-chair position for IEC.
  - b. Operations Council -- (Araceli Badilla) (See supporting materials [“Updates and Brief Reports”](#))--The council might need a union faculty member to represent safety.
  - c. Student Success Council -- (Carina Hoffpauir)
    - i. The council has been discussing the composition of the council--there will be a co-chair position available after Spring 2022.
12. LRCCD Strategic Plan Reaffirmation Report (3:45pm time certain, Melanie Dixon, ARC President) (See supporting materials [“Reaffirmation Process for LRCCD Strategic Plan”](#) and [“Strategic Plan Indicators of Achievement”](#))

There are district-level goals and college-level goals. ARC is charged with reaffirming the college-level goals on an annual basis. There will be open sessions after convocation to discuss which goals need to be edited or added.

## **Discussion**

13. Adopting Courageous Conversations Community Guidelines for Academic Senate (4:00pm time certain 10 min recess) (See [link to comment on Community Guidelines](#))
14. Equity Training Workgroup Report (See supporting materials [“Equity Training Workgroup”](#))
  - a. The sense of the body is to support the work of the group.
  - b. FLC affirmed the report
  - c. The report has been presented at SCC
  - d. The report will be seen at CRC soon
15. Technology Enhanced Classrooms & Flexible Participation
  - a. The idea is to give students the choice of modality and to change their choice during the semester. Now with a demand for negotiation from the union, students are not allowed to “zoom in” to an on-ground class for Spring 2022. Instructors can give students options for office hours on-ground or online.
16. Report Back: (5-10 minutes per item)
  - a. ASCCC Plenary Resolutions
  - b. Academic & Professional Impacts as relates to vaccine requirements
17. Report Out: District Academic Senate ([link to DAS website](#))
  - a. FLC Resolution in Support of Increased Adjunct College Service Compensation (see supporting materials [“Support for Increased and Improved Compensation for Adjunct Faculty to Participate in College Service”](#))

- b. Amend P-7241 to apply C- grades to Certificates. A recent amendment was made to apply C- grades to degrees; were the certificates an oversight or was there a reason they were not included in the change?
- c. District Ethnic Studies Council (all but FLC are hiring faculty)

18. Items from College Areas for Academic Senate Consideration

Meeting adjourned 5:06pm

***Upcoming Meetings and Events***

- ASCCC Fall Plenary Resolution Voting: Saturday Nov 6th
- LRCCD Board of Trustees Meeting: Wednesday Nov 10th 5:30 P.M.
- District Academic Senate Meeting: Tuesday Nov 16th 3:00 P.M Meeting ID: 968 4545 6244 Passcode: 738934
- ARC Academic Senate Meeting: Thursday Nov 18th, 3:00 P.M., Meeting ID: 986-5887-6175, Password: 10plus1
- District Academic Senate Meeting: Tuesday Dec 7th 3:00 P.M Meeting ID: 968 4545 6244 Passcode: 738934
- ARC Academic Senate Meeting: Thursday Dec 9th, 3:00 P.M., Meeting ID: 986-5887-6175, Password: 10plus1

# CHANCELLOR'S CABINET MEETING

## *Agenda*

Monday, October 25, 2021

3:00 p.m.

Zoom Video Conference

1. Call to Order	Brian King
2. Finalize Agenda & Minutes of Meetings* a. September 27, 2021	Brian King
3. Accreditation/Strategic Planning	Brian King
4. Aligned Redesign of Student Services	Brian King
5. Adjournment	Brian King

## CHANCELLOR'S CABINET MEETING

### Minutes

Monday, September 27, 2021

Zoom Video Conference

3:00 p.m.

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#### 1. CALL TO ORDER

Chancellor King called the Zoom Conference meeting to order at 3:00 p.m.

#### 2. FINALIZE AGENDA & MINUTES OF MEETINGS

The September 27, 2021 meeting agenda, as well as the August 2, 2021 minutes were approved.

#### 3. STRATEGIC PLANNING DISCUSSION

Cosumnes River College President Ed Bush and District Academic Senate President Julie Oliver framed the discussion on the refresh of the District's Strategic Plan, noting that although this is an expedited process, time has been built in for constituent group feedback. Prior to today's meeting, the following documents were provided to Chancellor's Cabinet for review:

- Strategic Plan Reaffirmation Process 2021-2022
  - overview of strategic plan reaffirmation process
- SP Data Cabinet Sept 27, 2021
  - overview of data with links to dashboards
- StratPlanIndicator\_Summary\_Sept21
  - summary of indicator data
- VisionforSuccess\_21
  - data for CCCCCO Vision for Success goals

Betty Glycer-Culver, Director of Institutional Research, presented the data prepared to inform the Strategic Plan Goals. Chancellor King asked for members of each constituency to share their thoughts and feedback. Leaders from the Classified, Academic, and Student Senates, as well as the union and employee group representatives all had an opportunity to discuss the strategic planning process, provide input, make recommendations, and offer comments.

#### 4. ADJOURNMENT

Chancellor King adjourned the meeting at 3:45 p.m.



Position	Ranked Order Total	Ranked Order Ranking	Y/M/N Total	Y/M/N-- Ranked
Nursing Assistant Professor (Position 1)	213	1	55	1
Chemistry Assistant Professor	321	2	49	3
Accounting Assistant Professor (Position 1)	375	3	46	7
Commercial Music Assistant Professor	387	4	47	5
Early Childhood Education Assistant Professor	387	4	47	5
Librarian (Position 1)	391	6	49	3
Diesel / Clean Diesel Technology Assistant Professor	398	7	44	8
ESL Assistant Professor	405	8	50	2
Native American History Assistant Professor	412	9	41	10
Anthropology Assistant Professor	452	10	37	16
Program Coordinator - Fire Technology	467	11	43	9
Auto Technology Assistant Professor	469	12	38	14
Speech Communication Assistant Professor	477	13	41	10
Art History Assistant Professor	479	14	37	16
Basic Academy Coordinator	488	15	37	16
English Assistant Professor (40%), Writing Across the Curriculum Coordinator (60%)	489	16	38	14
Electrician Trainee Assistant Professor	490	17	32	24
Tutorial Center Coordinator	513	18	35	21
Philosophy Assistant Professor	542	19	39	12
Computer Science and Programming Assistant Professor	545	20	36	19
Choral Director/Music Instructor Assistant Professor	545	20	34	23
Real Estate Assistant Professor	551	22	36	19
Universal Design for Learning Coordinator	563	23	31	25
Psychology Assistant Professor	573	24	35	21
Engineering Assistant Professor	595	25	30	27
Sociology Assistant Professor	617	26	31	25
Nursing Assistant Professor (Position 2)	632	27	39	12
Journalism Assistant Professor	662	28	19	29
Accounting Assistant Professor (Position 2)	690	29	18	30
Librarian (Position 2)	752	30	20	28

## 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 For Disciplines Not Requiring the Master's Degree

3.1.2.3.1 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.

3.1.2.3.2 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

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discipline of the assignment, plus appropriate certification to practice or licensure, if available.<sup>1</sup>

~~3.1.2.3~~3.1.3.3 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.<sup>1</sup>

~~3.1.2.4~~3.1.3.4 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.<sup>1</sup>

~~3.1.2.5~~3.1.3.5 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

<sup>1</sup> 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 Committees 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 faculty 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 recommend 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.](#)
- ~~6.4.5~~ [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 Equivalency Committee 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 Equivalency Committee 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 Equivalency Committee 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 Dean Human 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 committees the 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.

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

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~~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 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.~~

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~~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.

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~~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~~

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~~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 ~~Academic Faculty~~ Senate may request a review at any time. The District ~~Academic Faculty~~ Senate acting jointly with the Chancellor shall be responsible for forming the review committee.

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(Formerly R-5121)

LRCCD

Adm. Regulation Adopted: 7/18/90  
Adm. Regulation Revised: 9/26/16; 3/27/17; 3/25/19  
Adm. Regulation Reviewed: 3/27/17; 3/25/19  
Board Policy: [P-5123](#)

**UPDATES AND BRIEF REPORTS**

<b>Topic</b>	<b>Person(s) Responsible</b>	<b>Time Allotted</b>
<p><b>What is the status of the college's budget?</b></p> <ul style="list-style-type: none"> <li>▪ 3.4 million allocated as one-time capital projects, deans to submit requests, there no time limit to use these funds</li> <li>▪ Temp. classified salary schedule going to increase proposal going to the board in November; minimum wage for student help is going up to \$15 per hour in 01/ 2022</li> <li>▪ ARC forms and processes are being identified for streamline purposes. The team consists of people from the following areas: Business services, Counseling and Instruction. A&amp;R or FAO will not be part of this process. IT to automate the forms on a program. ARC to pilot the GT forms, like intent-to-employ forms, etc.</li> </ul>	Koue Vang	10 min
<p><b>What is the status of COVID vaccine mandates, protocols and the impact on our employees?</b></p> <ul style="list-style-type: none"> <li>▪ Nothing new to report at the moment. Deans currently working with employees with non-compliant status.</li> </ul>	Koue Vang	10 min
<p><b>What are the priority projects for Operations and Facilities?</b></p> <p>The recent storm produced no leaks in the fine and applied arts area. Overall, all went pretty well. New storm drain in health ed., is working well.</p> <p>Tennis courts project is complete, some wind damage but nothing major during recent storm.</p> <p>The final phase for the boiler has been completed.</p> <p>Tech Ed moving to tech ed west and the village, demo starts in January.</p>	Cheryl Sears	15 min

<p>Natomas had some parking issues and water problems due to recent storm.</p> <p>Homebases are all complete and final walked thru with Dean Jazzie happened today.</p> <p>Welcome and Support Center is open, the move back went well. The tent located outside the building went down during recent storm.</p> <p>Davies Hall almost ready for the spring term. Some areas will be used for storage.</p>		
<p><b>What are the campus safety updates?</b></p> <p>Only minor safety issues, nothing major. All in all, ARC campus weathered the storm quite well.</p> <p>Working with Scott Crow to advertise live scan fingerprints will be back on campus. Look for Crow's email for schedule.</p> <p>The Police Dept. lost 2 officers due to vaccine mandate and they are being replaced. Lost one CSO to another position. Recruitment happening now.</p> <p>Sargant Olson meeting with campus groups for training.</p> <p>Dept. going thru training in preparation of AB 953 in January 2022, reporting "stop data" and the info of the individual and reason for the stop.</p>	<p>Captain Day</p>	<p>10 min</p>
<p><b>What is the status of IT projects?</b></p> <p>MFA went reasonably well. District thinks they are done with this project but in general, it went well.</p> <p>Mobile workforce: IT changing out existing desktops for laptop computers...ARC will now have a dock/landing zone to plug into and can leave campus with minimal change. Interested people</p>	<p>Jeff Bucher</p>	<p>10 min</p>

<p>can contact IT, especially for people with outdated laptops. Permanent employees will be served first.</p> <p>Hyflex classrooms are becoming very popular. There are supply issues so IT is going with a new vendor. Beacon rooms in the LRC Dept. will be first to pilot the new zoom huddle rooms.</p> <p>ARC to use new software phone and phasing out the old phones we currently have.</p>		
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**ACTION ITEMS:**

<b>Question</b>	<b>Person(s) Responsible</b>	<b>Time Allotted</b>
<p><b>ISER</b></p> <p>This is a technical report to the ACCJC accreditation committee; it is still in draft form. Chapter 3 aligns with the fiscal resources; technical resources; and financial resources.</p> <p>The draft report has been shared with student, academic and classified senates. It is going to the board at the Nov. 10 meeting and then final touches before final submission to the ACCJC in December. It will be peer reviewed and will give feedback in February, with core inquiries. ARC will have team visit in Oct. 2022. Around January 2023, final reaffirmation status will be announced.</p>	Adam	

**DISCUSSION ITEMS:**

<b>Question</b>	<b>Person(s) Responsible</b>	<b>Time Allotted</b>
<p>Does Operations Council need to review the Perspectives/Roles of its membership? Are we satisfied that Operations Council is representing all constituencies?</p>		

There was discussion about having union constituency “safety reps” to the council.

# 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.*

This Strategic Plan Indicators of Achievement Executive Summary was written by Betty Glycer-Culver, Director of the LRCCD Office of Institutional Research; data, analytical and query support provided by Steven McDowell, IT Business Analyst and is based on data extracted from the LRCCD OIR Research Databases and California Department of Finance Population Data Extracts.

All LRCCD Office of Institutional Research reports as well as the Power BI Visualizations are available on the IR Web Site at: <https://employees.losrios.edu/our-organization/institutional-research>



## **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)

## **EQUITY TRAINING WORK GROUP (12/18/20)**

### **SUJIC General Background Information**

#### **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

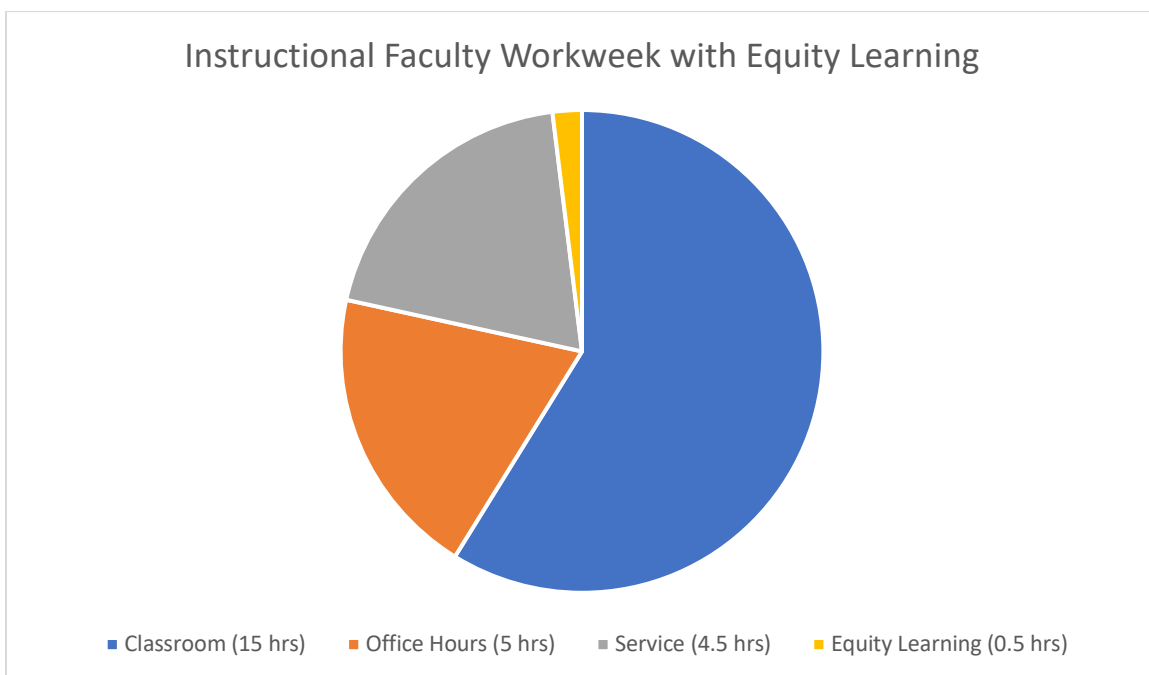
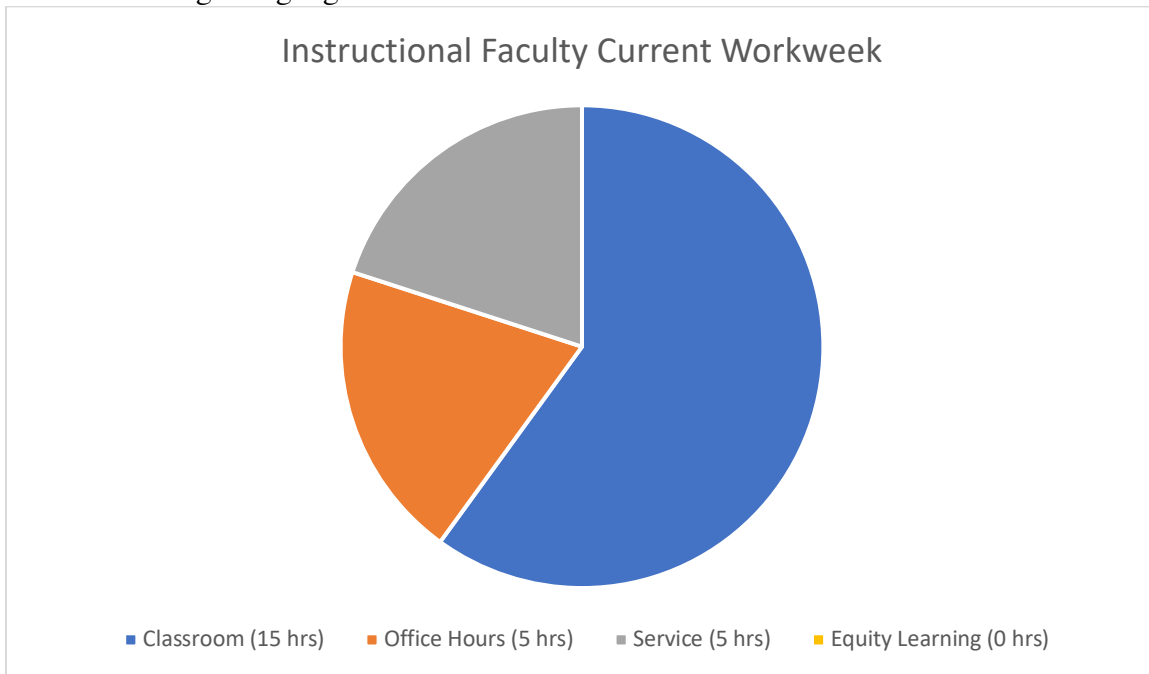
- Finalize proposal in early September, if it has not already been completed (5 hours)
- Run through the Academic Senate process – may require presentations from members of the committee (5 hours)
- Revisions to proposal (5 hours)
- Gain Senate approval by Thanksgiving
- Union and LRCCD will negotiate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

## Recommendation for Number of Hours

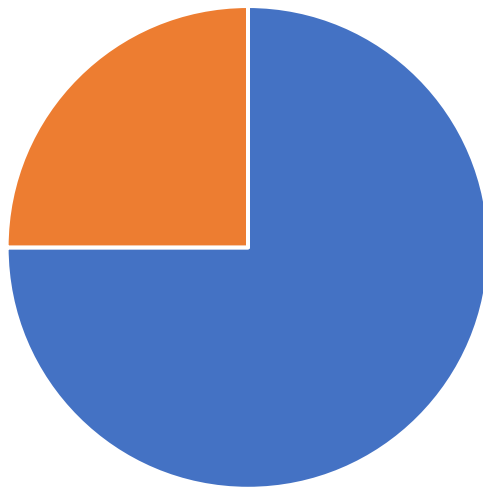
This Equity Training Workgroup recommends that 10% of faculty college service be focused on equity-minded anti-racism learning. This recommendation hinges on defining professional learning broadly, as described in the following California Academic Senate-approved paper: *Faculty Professional Learning—An 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.



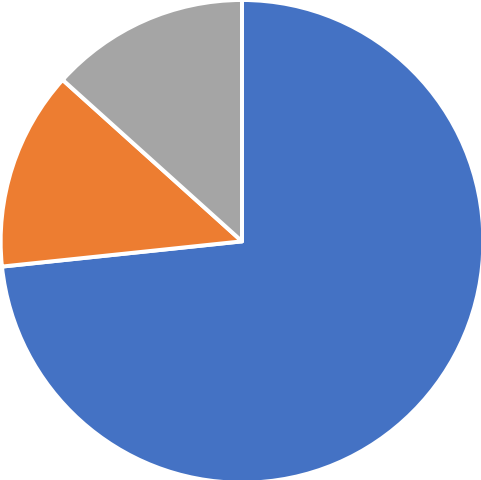
Adjunct Faculty Current Workweek (.2 load)



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

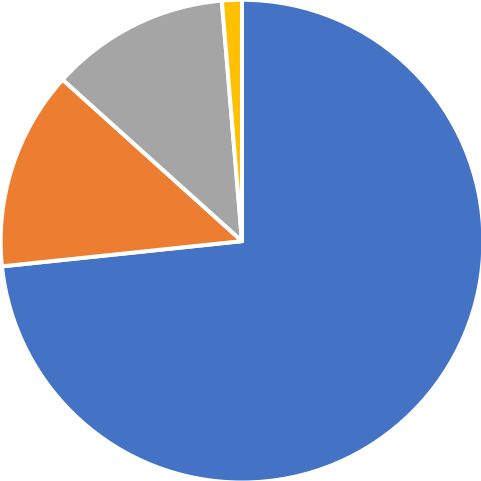
NOTE- This Equity Training Workgroup acknowledges that without additional compensation, part-time faculty will not be provided with time, space, and compensation to invest their labor in equity-minded anti-racism learning work. We also acknowledge that many part-time faculty actively engage in equity-minded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

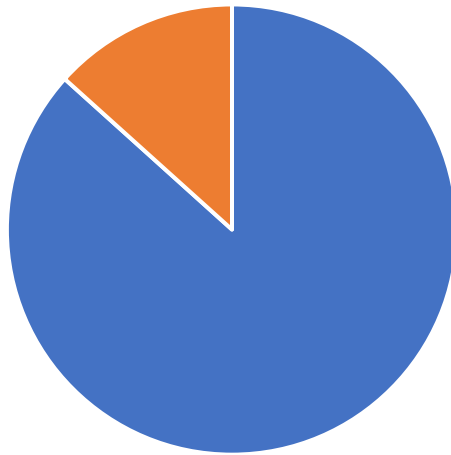
Counseling Faculty Workweek with Equity Learning



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

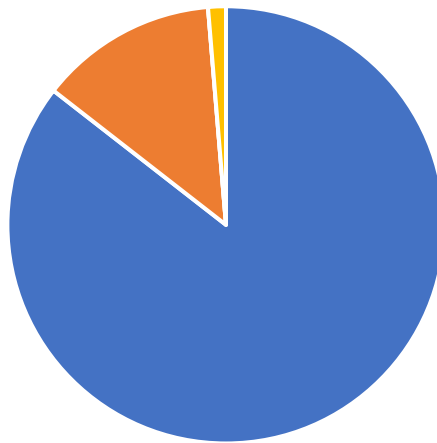


### Coordinator, Nurse, & Librarian\* Faculty Current Workweek (\*164 service days)



■ 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

## Pilot Professional Learning Rubric

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): \_\_\_\_\_

<b>The professional learning activity,</b>				
<b>Topics</b>	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Agree (3)</b>	<b>Strongly agree (4)</b>
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				
<b>As the learner,</b>				
	<b>Strongly disagree (1)</b>	<b>Disagree (2)</b>	<b>Agree (3)</b>	<b>Strongly agree (4)</b>
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?

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

**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

\_\_\_\_\_  
\_\_\_\_\_

## **Support for Increased and Improved Compensation for Adjunct Faculty to Participate in College Service**

FLC Senate Resolution F21-01; Approved 26 October 2021

Whereas adjunct faculty comprise over 57% of the entire faculty districtwide (as of Fall 2021), and at Folsom Lake College, adjunct faculty are approximately 60% of the faculty (of which there are 124 full time faculty).

Whereas college service is an effective way to keep faculty engaged in current practices and services to enhance the student experience at the college.

Whereas college service on Senate committees, which typically oversee areas such as Curriculum, Student Success, Student Equity, Professional Development, Student Learning Outcomes, and Guided Pathways, is a way to work towards continuous growth and improvement in both instruction and student services as they pertain to faculty roles that extends beyond one's own classroom or office.

Whereas Folsom Lake College has (as of Fall 2021) 122 full-time faculty and approximately 300 college service needs on department, area, college, and district committees, subcommittees, task forces, workgroups, councils, advisory committees, and student club advisor positions in addition to other *ad hoc* or liaison work.

Whereas adjunct faculty bring a valued perspective to the committees on which they serve by relaying both their own personal and professional experiences to enhance instruction and student services.

Whereas college service typically involves both attending meetings and meeting with peers and constituents to relay information before or after meetings, and the amount of time can be up to 16 hours per semester just in meetings alone. The current compensation is \$300 per semester, which would be less than \$20 per hour to do work on academic and professional matters.

Resolved that the Folsom Lake College Academic Senate supports both (1) providing increased monetary compensation to adjunct faculty to serve on Senate committees or to do work related to academic and professional matters and (2) increased numbers of adjunct faculty positions that can be compensated for college service work as specified above.

Resolved that the Folsom Lake College Academic Senate encourages both (1) the other Los Rios College Academic Senates and the Los Rios Community College District Academic Senate to support this resolution, and (2) the Los Rios College Federation of Teachers to relay the support of the Academic Senate for adjunct college service compensation equity in the next round of contract negotiations.

ARC Academic Senate Attendance			2021-11-04		Decision Item #8: Results from which ranking method should be sent to President Dixon as our recommendation?
Area	Senator	Adjunct/FT	Term End		
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present	no ties
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present	no ties
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present	no ties
Behavioral & Social Sciences	Ricardo Caton	Full-time	2022	Present	no ties
Behavioral & Social Sciences	N/A	Alternate Full-Tim			
Behavioral & Social Sciences	Robin Akawi	Alternate Adjunct			
Business & Computer Sciences	<i>Unfilled</i>	Full-time	2023		
Business & Computer Sciences	Damon Antos	Full-time	2022	Present	no ties
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present	no ties
Business & Computer Sciences	<i>Unfilled</i>	Adjunct	2022		
Business & Computer Sciences	Marc Condos	Alternate Full-Tim			
Business & Computer Sciences	N/A	Alternate Adjunct			
Counseling	Jessica Nelson	Full-time	2022	Present	no ties
Counseling	Joyce Fernandez	Adjunct	2024	Absent	
Counseling	Reyna Moore	Full-time	2023	Absent	
Counseling	Carmelita Palomares	Full-time	2022	Present	no ties
Counseling	Kim Herrell	Alternate Full-Tim			
Counseling	N/A	Alternate Adjunct			
English	Valerie Bronstein	Adjunct	2023	Present	no ties
English	Robyn Borcz	Full-time	2023	Present	abstain
English	Caroline Prieto	Full-time	2024	Present	abstain
English	Gina Barnard	Full-time	2022	Present	tiered
English	Melissa Diaz	Alternate Full-Tim			
English	Paul Knox	Alternate Adjunct			
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present	no ties
Fine & Applied Arts	Linda Gelfman	Full-time	2024	Present	no ties
Fine & Applied Arts	Diane Lui	Adjunct	2023	Absent	
Fine & Applied Arts	Craig Martinez	Full-time	2022	Absent	
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tim		Present	no ties
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	no ties
Health & Education	<i>Unfilled</i>	Adjunct	2022		
Health & Education	N/A	Alternate Adjunct			
Health & Education	John Coldiron	Alternate Full-Tim			
Humanities	Corinne Arrieta	Full-time	2022	Present	no ties
Humanities	Jill Birchall	Full-time	2024	Present	tiered
Humanities	Caterina Falli	Full-time	2023	Present	no ties
Humanities	Andrew Fix	Adjunct	2022	Present	tiered
Humanities	Erik Haarala	Alternate Full-Tim			
Humanities	N/A	Alternate Adjunct			
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	Absent	
Kinesiology & Athletics	Eric Black	Full-time	2024	Absent	
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023		

ARC Academic Senate Attendance			2021-11-04		Decision Item #8: Results from which ranking method should be sent to President Dixon as our recommendation?
Area	Senator	Adjunct/FT	Term End		
Kinesiology & Athletics	Unfilled	Adjunct	2023		
Kinesiology & Athletics	N/A	Alternate Full-Tim			
Kinesiology & Athletics	N/A	Alternate Adjunct			
Library/Learning Resources/Instructional Tech. Cente	David McCusker	Full-time	2024	Present	no ties
Library/Learning Resources/Instructional Tech. Cente	Araceli Badilla	Full-time	2023	Present	no ties
Library/Learning Resources/Instructional Tech. Cente	Marianne Harris	Alternate Full-Tim			
Mathematics	Deborah Gale	Adjunct	2024	Absent	
Mathematics	Joe Caputo	Full-time	2023	Present	no ties
Mathematics	Adrienne Avila	Full-time	2024	Present	tiered
Mathematics	Rocio Owens	Full-time	2022	Present	tiered
Mathematics	Lana Anishchenko	Alternate Full-Tim			
Mathematics	N/A	Alternate Adjunct			
Workforce/ Work Experience/Apprenticeship/ SRPST	Vivian Dillon	Full-time	2024	Absent	
Workforce/ Work Experience/Apprenticeship/ SRPST	Unfilled	Adjunct	2024		
Workforce/ Work Experience/Apprenticeship/ SRPST	Unfilled	Adjunct	2023		
Workforce/ Work Experience/Apprenticeship/ SRPST	Unfilled	Adjunct	2022		
Workforce/ Work Experience/Apprenticeship/ SRPST	N/A	Alternate Full-Tim			
Workforce/ Work Experience/Apprenticeship/ SRPST	N/A	Alternate Adjunct			
Science & Engineering	Unfilled	Adjunct	2024		
Science & Engineering	Glenn Jaecks	Full-time	2022	Present	tiered
Science & Engineering	Charles Thomsen	Full-time	2024	Absent	
Science & Engineering	Unfilled	Full-time	2023		
Science & Engineering	N/A	Alternate Full-Tim			
Science & Engineering	N/A	Alternate Adjunct			
Student Support Services	Judith Valdez	Full-time	2024	Present	no ties
Student Support Services	Unfilled	Adjunct	2023		
Student Support Services	Arthur Jenkins	Alternate Full-Tim			
Student Support Services	N/A	Alternate Adjunct			
Technical Education	Chris Moore	Full-time	2024	Present	no ties
Technical Education	Mikhail Drobot	Adjunct	2023	Present	no ties
Technical Education	Jordan Meyer	Full-time	2023	Present	no ties
Technical Education	Craig Weckman	Full-time	2022	Absent	
Technical Education	N/A	Alternate Full-Tim			
Technical Education	N/A	Alternate Adjunct			
Officers	Alisa Shubb		President	Present	
Officers	Carina Hoffpauir		Vice President	Present	tiered
Officers	Amy Gaudard		Secretary	Present	tiered
Officers	Tressa Tabares		Past President	Present	tiered
Liaison	Janay Lovering		ASCCC Liaison		
Liaison	Kate Williamson		Open Education		
Liaison	Beth Madigan		Classified Senat	Present	
<b>Total Senate Seats Available (without Officers)</b>			<b>52</b>		<b>22</b> no ties
<b>Unfilled Seats</b>			<b>11</b>		<b>9</b> tiered (Y/M/N)
<b>Total Filled Seats</b>			<b>41</b>		<b>2</b> abstain
<b>Quorum (25% of filled seats)</b>			<b>10</b> (round 0.5 up)		