

# ARC Academic Senate

## Approved Minutes: November 18, 2021

### ***Preliminaries***

1. Call to Order: Called to order at 3:02pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: Catherine Arellano, Connie Ayala, LaQuisha Beckum, Colton Carvalho, Eric Handy, Adam Karp, Sarah Lehmann, Nathan Ng, Rick Ramirez, Tera Reynolds, Bill Simpson, Jeff Stephenson, Adam Winham
  
5. Public Comment Period:
  
6. President's Report:
  - a. Possible dates for Courageous Conversations: Senators can vote on their choice in our Canvas site (Quizzes > ["Courageous Conversations Senator Survey"](#))
    - i. Thursday, December 16 at 3-5pm
    - ii. Wednesday, January 12 at 1-4pm (as part of retreat)
    - iii. Thursday, January 20 at 3-5pm (first week of instruction)
  - b. District Academic Senate [Constitution](#) & [Bylaws](#) updates were ratified at the last meeting. (See links to the Google Docs versions for up-to-date comments.)
  - c. HEERF (Higher Education Emergency Relief Funds) Project Proposal Proposal Project (*more details to come - this information along with how to apply will be disseminated broadly as soon as available*). The purpose of these particular funds is to specifically support face-to-face and online instruction. A \$500,000 allocation has been set aside to support projects put forward by the campus community. The proposals put forward must align with two or more of the following guiding principles set forward for these funds:
    - i. Proposal must relate to defraying the additional instructional costs associated with the Coronavirus.
    - ii. Proposals are intended to supplement (increase level of services) and not supplant existing instructional support.
    - iii. There are no expected on-going costs - one and done.
    - iv. Enhances learning in an online environment.
    - v. Enhances unexpected online learning.
    - vi. Includes multiple departments, disciplines, or constituencies.
    - vii. Examples of possible uses for these funds may include: OER, payment for barriers between workstations, help converting videos for online viewing, microphones and video equipment for the classroom.
  - d. Admissions & Records and Financial Aid Redesign Project--[See the District's website on this for more information](#).
  - e. LRCFT FAQ on vaccine mandate: On-ground instructional faculty are required to regularly check rosters and notify their deans within 12 hours if a student whose vaccination clearance does not say "Cleared" attends an on-ground class session.
  - f. Hyflex terminology issues: Since "hyflex" refers to a very specific mode of instruction, Los Rios employees are encouraged to use language like "Technology

Enhanced Classrooms” and “Web-Enhanced Instruction” to describe instruction where students may be participating in an on-ground class while others participate remotely in the same class. Since the union (LRCFT) has issued a demand to negotiate, faculty will not use such instruction for Spring 2022.

### **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)

This item was not removed from consent by a member of the body and so was passed by consent.

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

8. Accreditation Report ([ISER--Institutional Self-Evaluation Report](#)) (2nd Reading)
  - a. See link to the Google Doc above for up-to-date comments and edits (Note: You may still comment directly in the live document and you will see changes reflected as edits are made and additional evidence is linked.)
  - b. Also see supporting materials [“Accreditation Self Evaluation Reports Presented to the Board of Trustees on November 10, 2021”](#)
  - c. The motion was made, seconded and carried to approve the draft version of the ISER. The vote count was 24 “yes”, 0 “no”, and 9 abstentions.
9. Draft Los Rios Regulation-5123 Equivalency
  - a. See supporting materials [“Employment Procedures: Equivalency to Minimum Qualifications”](#)
  - b. See supporting materials [“Equivalency Regulation Questions--ARC”](#) for questions from ARC Academic Senate addressed by Jake Knapp (legal counsel for LRCCD) & Julie Oliver (District Academic Senate President)
  - c. The motion was made, seconded and carried to approve the proposed changes to Regulation-5123 with the understanding that small errors could be corrected without further approval, but that any substantive changes will be brought back to the body for approval. The vote was unanimous.
10. Folsom Lake College Resolution in Support of Increased Adjunct College Service Compensation (1st Reading)
  - a. See supporting materials [“Support for Increased and Improved Compensation for Adjunct Faculty to Participate in College Service”](#)
  - b. It seems there is general support for increasing compensation for adjunct faculty for college service.

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

11. Open Education Resources/Textbook Affordability Proposal (Librarian Sarah Lehmann and Dean of Mathematics Adam Windham)--See supporting materials presentation [“OER Award Program Draft”](#)

\$375,000 is allocated to Open Educational Resources for ARC from HEERF. This money must be spent by April 30, 2022. This money may be spent in the form of

ESAs (Employment Service Agreements), departmental awards, individual faculty awards (convert a course to OER or serve as mentor), or \_\_\_\_\_. Departmental awards might take the form of teams of 2-4 instructors who will get input from their department to create shared OER for courses with 10 or more repeated sections. Sarah Lehmann will be sending out an email with details soon.

## 12. Council Updates

- a. Institutional Effectiveness Council (Janay Lovering)
- b. Operations Council (Araceli Badilla)--See supporting materials [“Updates and Brief Reports”](#)
- c. Student Success Council (Carina Hoffpauir)--See supporting materials [“Student Success Council Report from 11/16/21”](#)

## 13. UNITE Center (3:45pm time certain--Vice President of Student Services Jeff Stephenson and Interim Dean of Engagement & Completion Eric Handy)

- a. UNITE stands for Universal eNgaging Inclusive Transformative Education. The vision is of a creative collective space intending to serve disproportionately-impacted populations in the Student Center building, which will house PRISE (Asian-Pacific Islander), the PRIDE Center (LGBTQA+), African American-Black Student Success Center & Umoja-Sakhu, LatinX Resource Center & Puente Project, and Native American Resource Center. The designated office spaces will be used as affinity groups deem most helpful. Transparency & continuity for faculty positions is a continual goal for the UNITE Center, which used DI-reports to develop recommendations for actionable change.
- b. Reassignments--Current Reassignments for faculty coordinators include Kay Lo (PRISE), Judy Mays & Kim Herrell (Umoja-Sakhu), Cathay Arrellano & Rick Ramirez (Puente Project), Jesus Valle (Native American Resource Center), and Tera Reynolds (Black Student Success Center). Future Reassignment opportunities for reassignment--PRIDE learning community, API learning community, LatinX learning community, and Umoja-Sakhu learning community (retirement). Eric Handy is working on securing a Latinx coordinator.
- c. Funding--funding is determined by the annual unit planning process & program reviews. Types of budget allocations include SEAP (Student Equity and Achievement Program) Funding, Special Grant dollars, and additional state funding.
- d. There will be an extension/listening session soon.

## 14. Student/Faculty Connection in Remote & Online Learning (Associate Student Body Representatives)

- a. Students are facing many challenges, including financial, home life, and communication with classmates and instructors. Additionally, some are finding they have to buy extra equipment not listed with the online class schedule (like a webcam for test proctoring). Some instructors are holding office hours by appointment, but are not responding fast enough for the student's question to still be relevant.
- b. It's hard for students to tell what is expected up front (environmental scan, etc) for online classes. Other campuses have more details listed in the online schedule of classes--for example, “This is an online class mediated via Canvas (<https://elearning.losrios.edu>) with synchronous delivery, meaning there are regularly scheduled class meetings via teleconference. Students must have an

active Los Rios Gmail account (<https://apps.losrios.edu>) and access to the internet through a computer (preferred) or electronic device with a webcam and microphone. Students will be using Canvas as the learning platform where lecture notes, videos, homework, and discussions assignments will be housed. All exams will be taken during scheduled class meetings. To complete the online exams via Proctorio Secure Exam Proctor, students must have access to a laptop, desktop, or Chromebook, a webcam, and microphone (built-in or external).” Students are also interested in seeing schedules from previous semesters so students can see the pattern for courses that may not be offered every semester.

- c. The Associated Student Body will send President Shubb a list of information students appreciate having up front when considering a class.

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

#### 15. Infusing Diversity, Equity, and Inclusion in Curriculum

- a. Tech Review includes comments to help developers take steps toward creating equitable curriculum.
- b. Curriculum Committee meetings include discussions to support developers in responding to suggestions to increase equity in CORs (Course Outline of Record).
- c. An Equity Lens is being applied to the Curriculum Handbook revision. For example, the revision is grounded in Title V, the PCAH (Program and Course Approval Handbook), the College's mission and commitment to equity and social justice, our Strategic Goals, and the Institutional Equity Plan. For more examples, committee roles are being revised to infuse equity into the Curriculum process, and the Style Guide is being revised to incorporate strategies for equitable curriculum.
- d. The Handbook revision is a collaborative process that will extend through the Spring 2022 semester. A small subgroup of Committee members including the Chair, Vice Chair, and Articulation Officer is revising the Handbook while in consistent communication with the Committee. The Committee regularly discusses revisions, and the subgroup incorporates input from these discussions. The process will also include reports to and input from the Academic Senate. The intention of this process is for the next edition to reflect a greater diversity of experiences and viewpoints to better serve ARC faculty and students.

#### 16. Report Back (5-10 minutes per item)

- a. Amend P-7241 to apply C- grades to Certificates
- b. Academic & Professional Impacts as relates to vaccine requirements
- c. Technology Enhanced Classrooms & Flexible Participation

#### 17. Report Out: (5-10 minutes per item)

- a. ASCCC Fall 2021 Plenary Resolutions & Highlights (ASCCC is Academic Senate for California Community Colleges)--[see resolutions at the ASCCC website](#).
- b. [District Academic Senate](#)

#### 18. Items from College Areas for Academic Senate Consideration

- a. The Ethnic Studies hiring process is going well
- b. There is only a single gender-neutral bathroom available. There were plans to have many more in the STEM building, but they are not available.
- c. From the Math department: When students take a transfer-level class with co-requisite support (a “parent” class and a “support” class), they must receive a

separate grade for each class. When a student passes one class and not the other, they must file a petition either way, resulting in a large number of petitions every semester. The department would like to investigate whether the process could be more streamlined. Perhaps the support classes could be repeatable (and a student could petition to take the parent class without support if they didn't want to repeat the support class)?

Meeting adjourned 5:18pm

### ***Upcoming Meetings and Events***

- District Academic Senate Meeting: Tuesday, December 7 at 3:00pm; Meeting ID: 968 4545 6244 Passcode: 738934
- LRCCD Board of Trustees Study Session: Wednesday, December 8 at 4:30pm on ground location to be determined
- ARC Academic Senate Meeting: Thursday, December 9 at 3:00pm; Meeting ID 986 5887 6175 Passcode 10plus1
- LRCCD Board of Trustees Meeting: Wednesday, December 15 at 5:30pm
- Winter Recess: December 17, 2021 to January 3, 2022



*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.*

**11/18/2021**

**3:00 P.M.**

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

Zoom link: <https://lrcdd.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. Accreditation Report (ISER) (*2<sup>nd</sup> Reading*)
9. Draft Los Rios Regulation-5123 Equivalency (*2<sup>nd</sup> Reading*)
10. FLC Resolution in Support of Increased Adjunct College Service Compensation (*1<sup>st</sup> Reading*)

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

11. Open Education Resources/Textbook Affordability Proposal (*Sarah Lehmann, Librarian & Adam Windham, Dean of Mathematics*)
12. Council Updates
  - o Institutional Effectiveness Council – (*Janay Lovering*)
  - o Operations Council – (*Araceli Badilla*)
  - o Student Success Council – (*Carina Hoffpauir*)
13. UNITE Center (*3:45pm time certain, Jeff Stephenson, VPSS & Eric Handy, Interim Dean of Engagement & Completion*)
14. Student/Faculty Connection in Remote & Online Learning (*Associate Student Body Representatives*)

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

15. Infusing Diversity, Equity & Inclusion in Curriculum
16. Report Back: (5-10 minutes per item)
  - a. Amend P-7241 to apply C- grades to Certificates
  - b. Academic & Professional Impacts as relates to vaccine requirements
  - c. Technology Enhanced Classrooms & Flexible Participation
17. Report Out: (5-10 minutes per item)
  - a. ASCCC Fall 2021 Plenary Resolutions & Highlights
  - b. District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
18. Items from College Areas for Academic Senate Consideration

### Upcoming Meetings:

- District Academic Senate Meeting: Tuesday Dec 7<sup>th</sup> 3:00 P.M Meeting ID TBD
- LRCCD Board of Trustees Study Session: Wednesday Dec 8<sup>th</sup> 4:30 P.M. on ground location TBD
- ARC Academic Senate Meeting: Thursday Dec 8<sup>th</sup>, 3:00 P.M., Meeting ID: 986-5887-6175, Password: 10plus1
- LRCCD Board of Trustees Meeting: Wednesday Dec 15<sup>th</sup> 5:30 P.M
- Winter Recess: Dec 17, 2021 to Jan 3, 2022

ARC Academic Senate Roster						Agenda Item #8: Do you approve the draft version of the ISER?	Agenda Item #9: Do you support this change in Los Rios Community College District Regulation-5123?
Area	Senator	Updated Adjunct/FT	2021-11-29 Term End				
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present	yes	yes	
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present	yes	yes	
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present	yes	yes	
Behavioral & Social Sciences	Ricardo Caton	Full-time	2022	Present	abstain	yes	
Behavioral & Social Sciences	N/A	Alternate Full-Tim					
Behavioral & Social Sciences	Robin Akawi	Alternate Adjunct		Present			
Business & Computer Sciences	<i>Unfilled</i>	Full-time	2023				
Business & Computer Sciences	Damon Antos	Full-time	2022	Present	yes	yes	
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present	yes	yes	
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	yes	yes	
Counseling	Joyce Fernandez	Adjunct	2024	Present	abstain		
Counseling	Reyna Moore	Full-time	2023	Present	yes	yes	
Counseling	Carmelita Palomares	Full-time	2022	Present	abstain	yes	
Counseling	Kim Herrell	Alternate Full-Tim					
Counseling	N/A	Alternate Adjunct					
English	Valerie Bronstein	Adjunct	2023	Present	yes	yes	
English	Robyn Borcz	Full-time	2023	Present	yes	yes	
English	Caroline Prieto	Full-time	2024	Present	abstain	yes	
English	Gina Barnard	Full-time	2022	Present	abstain	yes	
English	Melissa Diaz	Alternate Full-Tim					
English	Paul Knox	Alternate Adjunct					
Fine & Applied Arts	Brian Knirk	Full-time	2023				
Fine & Applied Arts	Linda Gelfman	Full-time	2024				
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present	abstain	yes	
Fine & Applied Arts	Craig Martinez	Full-time	2022				
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tim					
Fine & Applied Arts	N/A	Alternate Adjunct					
Health & Education	Cheri Garner	Full-time	2023				
Health & Education	Jen Kirkman	Full-time	2022				
Health & Education	Veronica Lopez	Full-time	2024	Present	abstain	yes	
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				
Humanities	Jill Birchall	Full-time	2024	Present	yes	yes	
Humanities	Caterina Falli	Full-time	2023	Present	yes	yes	
Humanities	Andrew Fix	Adjunct	2022	Present	yes	yes	
Humanities	Erik Haarala	Alternate Full-Tim					
Humanities	N/A	Alternate Adjunct					
Kinesiology & Athletics	Gerry Haflich	Full-time	2022				
Kinesiology & Athletics	Eric Black	Full-time	2024				
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023				
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023				

ARC Academic Senate Roster					Agenda Item #8: Do you approve the draft version of the ISER?	Agenda Item #9: Do you support this change in Los Rios Community College District Regulation-5123?
Area	Senator	Updated Adjunct/FT	2021-11-29 Term End			
Kinesiology & Athletics	N/A	Alternate Full-Tin				
Kinesiology & Athletics	N/A	Alternate Adjunc				
Library/Learning Resources/Instructional Tech. Center	David McCusker	Full-time	2024	Present	yes	yes
Library/Learning Resources/Instructional Tech. Center	Araceli Badilla	Full-time	2023	Present	yes	yes
Library/Learning Resources/Instructional Tech. Center	Marianne Harris	Alternate Full-Tin		Present		
Mathematics	Deborah Gale	Adjunct	2024	Present	abstain	yes
Mathematics	Joe Caputo	Full-time	2023	Excused		
Mathematics	Adrienne Avila	Full-time	2024	Present	yes	yes
Mathematics	Rocio Owens	Full-time	2022	Present	abstain	yes
Mathematics	Lana Anishchenko	Alternate Full-Tin		Present	yes	yes
Mathematics	N/A	Alternate Adjunc				
Workforce/ Work Experience/Apprenticeship/ SRPSTC (Sac	Vivian Dillon	Full-time	2024	Present	yes	yes
Workforce/ Work Experience/Apprenticeship/ SRPSTC (Sac	<i>Unfilled</i>	Adjunct	2024			
Workforce/ Work Experience/Apprenticeship/ SRPSTC (Sac	<i>Unfilled</i>	Adjunct	2023			
Workforce/ Work Experience/Apprenticeship/ SRPSTC (Sac	<i>Unfilled</i>	Adjunct	2022			
Workforce/ Work Experience/Apprenticeship/ SRPSTC (Sac	N/A	Alternate Full-Tin				
Workforce/ Work Experience/Apprenticeship/ SRPSTC (Sac	N/A	Alternate Adjunc				
Science & Engineering	<i>Unfilled</i>	Adjunct	2024			
Science & Engineering	Glenn Jaecks	Full-time	2022	Present	yes	yes
Science & Engineering	Charles Thomsen	Full-time	2024	Present	yes	yes
Science & Engineering	<i>Unfilled</i>	Full-time	2023			
Science & Engineering	N/A	Alternate Full-Tin				
Science & Engineering	N/A	Alternate Adjunc				
Student Support Services	Judith Valdez	Full-time	2021			
Student Support Services	<i>Unfilled</i>	Adjunct	2023			
Student Support Services	Arthur Jenkins	Alternate Full-Tin				
Student Support Services	N/A	Alternate Adjunc				
Technical Education	Chris Moore	Full-time	2024			
Technical Education	Mikhail Drobot	Adjunct	2023	Present	yes	yes
Technical Education	Jordan Meyer	Full-time	2023	Present	yes	yes
Technical Education	Craig Weckman	Full-time	2022			
Technical Education	N/A	Alternate Full-Tin				
Technical Education	N/A	Alternate Adjunc				
Officers	Alisa Shubb		President	Present		
Officers	Carina Hoffpauir		Vice President	Present	yes	yes
Officers	Amy Gaudard		Secretary		yes	yes
Officers	Tressa Tabares		Past President	Present	yes	yes
Liaison	Janay Lovering		ASCCC Liaison			
Liaison	Kate Williamson		Open Education			
Liaison	Beth Madigan		Classified Sena	Present		
<b>Total Senate Seats Available (without Officers)</b>			<b>52</b>	"Yes" Votes	24	32
<b>Unfilled Seats</b>			<b>11</b>	"No" Votes	0	0
<b>Total Filled Seats</b>			<b>41</b>	Abstentions	9	0
<b>Quorum (25% of filled seats)</b>			<b>10</b> (round 0.5 up)	Total Voters	33	32



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LOS RIOS  
COMMUNITY  
COLLEGE DISTRICT



# Accreditation Self Evaluation Reports

Presented to the Board of Trustees on  
November 10, 2021

# Overview

## Accreditation Process

- Institutional Self-Evaluation Report (ISER)
- Quality Focus Essay (QFE)

## Timeline

- **ISER Submission** (January 2022)
- **Accreditation Teams ISER Review** (February 2022)
- **Core Inquiries Reports from ACCJC Teams to Colleges** (March 2022)
- **College Responses to ACCJC Team** (August/September 2022)
- **Focused Site Visit** (October 2022)



# District-wide Collaboration

## District Accreditation Coordinating Committee (DACCC)

- Co-Chairs Jamey Nye & Julie Oliver
  - Facilitate development of the District Function Map
  - Facilitate district-wide training & presentations
  - Manage the overall timeline
  - Share best practices



# College Accreditation Leaders

- ARC Accreditation Co-Chairs
  - Bill Simpson & Adam Karp (ALO)
- CRC Accreditation Tri-Chairs
  - Emily Bond, Linda Stack, & Kim Harrell (ALO)
- FLC Accreditation Tri-Chairs
  - Bernadette Anayah, Lindsey Campbell, & Monica Pactol (ALO)
- SCC Accreditation Tri-Chairs
  - Patti Leonard, Ashu Mishra, & Carl Sjovold (tri-chairs), & Gayle Pitman (ALO)



# American River College



AMERICAN RIVER COLLEGE

# ISER Highlights

## **Standard I Mission, Academic Quality and Institutional Effectiveness, and Integrity**

- Institutional Effectiveness Council
- Revised vision/mission and commitment to social justice and equity
- Integrated Planning Improvement: Planning Guide
- Data set including equity and DI integrated in planning portal

## **Standard II Student Learning Programs and Support Services**

- Student Success Council
- Established areas of interest and program maps
- HomeBase Pathway Communities (QFE)

# ISER Highlights

## **Standard III: Resources**

- Operations Council
- Facilities Master Plan
- Sustainability Plan
- Professional Development and Training Plan

## **Standard IV: Leadership and Governance**

- Governance Framework
- Institutional Equity Plan
- DI Project Teams: African American, Latino/a, Native American, API, LGBTQIA+

# Quality Focus Essay: HomeBase Pathway Communities

- HomeBases create the space to develop and strengthen relationships through pathway communities across ARC
- While each HomeBase is expected to have a unique personality tailored to its area(s) of interest, common goals are embraced by all HomeBase personnel:
  - Engage & Connect Students
  - Foster Relationships & Sense of Community
  - Facilitate & Encourage Each Student's Progress
- Launched as virtual communities with 66% students in fall 2020 (75% students in fall 2021)
- 6 HomeBases organized around Areas of Interest
- HomeBases will expand to physical locations (spring 2022) in close proximity to where pathway classes are offered
- Relationships and community are at the heart of HomeBase Pathway Communities



## 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](#)



# Equivalency Regulation Questions--ARC

1. Despite the “rely primarily” language in 6.5, Senators are concerned that too much latitude is being given to the members of the committee who are not discipline experts.

The proposed regulation puts the burden on the equivalency committee to obtain discipline specific input and written recommendations from discipline experts (proposed Section 6.3). The equivalency committee is then required to “rely primarily” on the advice of the expert faculty from the discipline. As a practical matter, committee members will be required to clearly communicate with the discipline experts throughout the process, including rare situations where there is concern about the recommendations submitted in writing by discipline experts. Discipline experts will still have a primary role in the equivalency process, with the equivalency committee playing an important role in ensuring consistent, fair, and equitable equivalency outcomes. More details for this process would be developed in procedures, handbook, documents, training, etc.

2. Reviewing the input and written recommendations of discipline or related discipline experts (6.3) indicates that the experts will be offering independent recommendations to the committee rather than engaging in thoughtful deliberations among themselves. Concerns related to this include

The procedures, handbook, documents, etc. will outline exactly what is expected and provide guidance for the process when discipline experts are reviewing applications for equivalency. There is nothing in the proposed process that would prohibit discipline experts from engaging in thoughtful deliberations among themselves. To the contrary, this process provides opportunities for more robust discussions within disciplines within and between our colleges. In the end even if there are conversations and deliberations among discipline experts, they would still be able to submit their own independent decisions.

3. What happens when a department has a different focus and needs across the colleges? For example within the World Languages department there may be a need to EQ someone to teach a language that is not taught at any of the other colleges, yet those colleagues from departments without that need/expertise would still have equal input to the committee.

This is not what the EQ process is for, under law. An equivalency should never be based on college needs, focuses, or preferences. An equivalency determination must be based on the minimum qualifications and whether or not the candidate's education/experience are equivalent to those MQs.

4. When there is a difference of opinion among the discipline or relevant discipline experts, on what body of knowledge would the District EQ committee draw upon to “settle” the disparity?

When there is a difference of opinion among the discipline experts, we would rely on fellow faculty colleagues on this committee to make a determination, relying primarily upon the information provided by discipline faculty but exercising their independent judgment. And we need to remember, this is just to determine whether or not someone makes it into an applicant pool. Again, the procedures, handbook, documents, etc. would detail out how this would occur.

5. CTE programs often have very unique needs that are not likely to be well understood equally across all the colleges and many engage with a high volume of EQ work. Might there be some provision for programs with no comparable discipline across the district? (Or is that what is meant by 6.3 “as available discipline experts at each college related to individual equivalency applications”? If so, we should strengthen that language.)

That is exactly the latitude attempted with that language without getting too prescriptive in the regulations. Perhaps adding an “as available” at the beginning of the regulation language, and of course having more clarity and details in the procedures, handbook, documents, etc.

6. How many discipline experts shall be consulted?

Again, this may be best detailed within procedures, handbook, documents, etc. in order to account for various situations which may occur, especially with some unique programs and positions.

7. For the records being kept according to 7.3, how will uniformity and continuity be maintained as the committee membership changes over time?

There is a hope and request that there would be a reassignment (partial) for a faculty coordinator for this group. That would be a non-committee member. Someone to maintain the documents and provide consistent professional development and training for the committee and discipline experts involved in the process. In discussions with two other multi-college districts with districtwide equivalency committees, this is how they handle the consistency and record keeping required with faculty oversight.

Finally, a workload consideration was raised about the need for faculty to perform essentially X3 the amount of EQ work.

Actually, in the long run the work will likely be less if this process pans out the way it has in other districts. One thing done by other districts is the keeping of a local min qual list, so if the committee sees the same degree names coming through and consistently being approved those degrees may be considered locally approved and those applications would no longer need to move to the equivalency process. Having a district process will allow these trends to be determined and recorded, and will allow our faculty to benefit from the consistency and efficiency of a single process.

## **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.

# OER Award Program Draft

Your Input Requested!



HEERF Funds for OER @ Los Rios

**ARC: \$372,000**

CRC: \$205,000

FLC: \$134,000

SCC: \$289,000

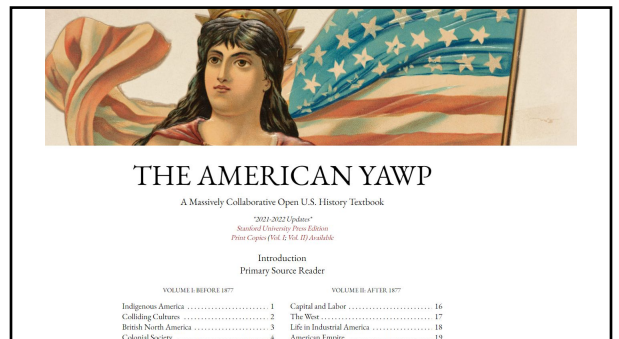
How do we spend our \$372,000?

Your input requested!

What is OER?

“**Open Educational Resources (OER)** are teaching, learning and research materials in any medium – digital or otherwise – that **reside in the public domain** or have been **released under an open license** that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.”

-UNESCO



## THE AMERICAN YAWP

A Massively Collaborative Open U.S. History Textbook

"2021-2022 Update"  
Standard University Press Edition  
Print Copies (PA, & MA, II) Available

Introduction  
Primary Source Reader

VOLUME I: BEFORE 1877

Indigenous America .....	1	Capital and Labor .....	16
Colliding Cultures .....	2	The West .....	17
British North America .....	3	Life in Industrial America .....	18
Colonial Society .....	4	American Empire .....	19

## Project Timeline

- HEERF funds must be spent by April 30, 2022
- We hope to launch "official" application process after Thanksgiving break

## OER Award Program Overview (Draft)

### GOALS

- Invest in faculty PD around OER, equity, & accessibility
- Support individual faculty and departments who want to adopt/revise OER
- Build institutional capacity to support OER and ZTC courses & degrees

## OER Award Program Overview (Draft)

### LOGISTICS

**ESAs** (Employment Service Agreement = stipends for faculty)

Three categories of funding:

1. Departmental Awards
2. Individual Faculty Awards
  - a. Convert a course to OER
  - b. Revise existing OER to make it accessible & culturally relevant
3. Peer Mentor / OER Infrastructure Builder Awards

## Departmental Awards (draft)

- Departments who want to collaborate to create shared OER
- For courses with at least 10 repeated sections each semester
- Teams of 2-4 who will get input from their department
- Re-assigned time for project leads; stipends for team members
- Support with accessibility & project management (if desired)

Project goal:

Create an OER-based textbook/Canvas shell/curriculum in time to be adopted for Fall 2022

## Individual Faculty Awards (draft)

Two phases:

1. Professional development
2. Course materials development

Highlights:

- Choose your level of participation
- Get paid to convert up to 6 units to OER (or revise existing OER)
- Faculty will enroll in "Free the Textbook" self-paced Canvas course, which will also serve as the mechanism by which they submit milestone documents/deliverables
- Support will be available

## Peer Mentor / OER Infrastructure Awards (draft)

### Peer mentorship

- Meeting one-on-one with colleagues
- Serving on a panel

### Possible OER/ZTC Infrastructure Projects

- Mapping Zero Textbook Cost (ZTC) degree pathways
- Creating repository for shared OER that will be created across the district

### Important things to note

- ESAs affect load but do not contribute to FTE for benefits
- We realize this is later in the semester than is ideal
- We will incorporate your feedback, then official info will launch after Thanksgiving
- Departments can/should start thinking about whether they want to apply for a departmental award

### Feedback? Concerns? Questions?

Email me!

Sarah Lehmann, [lehmans@arc.losrios.edu](mailto:lehmans@arc.losrios.edu)

### OER or Not: Three Small Steps We Can All Take

1. Encourage faculty in your area to turn in textbook adoptions on time
2. Check with the library to find your textbook's call number; let students know there is a 2 hour copy available
3. Email students 1-2 weeks before class with textbook info

### OER has many benefits!

- Free
- Students have access on day one
- Customizable

### That said...

- It is a lot of work
- You may love your current textbook
- Maybe there is no OER alternative for your course materials

## UPDATES AND BRIEF REPORTS

Topic	Person(s) Responsible	Time Allotted
<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.

## Student Success Council Report from 11/16/21

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### Updates and Brief Reports:

- **Homebases Resource Panel:** A draft report and recommendations on Homebases implementation are forthcoming.

### Discussion Items:

- **Changes to the HUB/UNITE Center:** Eric Handy, Interim Dean of Student Engagement and Completion, provided an update on changes to the physical and organizational layout of the UNITE Center.
  - UNITE now houses DI student groups and learning communities and provides group-specific counseling, courses, and community-building events.
  - The goal is for the Center to reopen in spring 2022 with spaces for DI affinity students, improved staffing and budgetary support, and professional development and training.
- **Follow up on Accreditation:** Academic Senate, Faculty Accreditation co-chair (Bill Simpson), Accreditation Liaison Officer (Adam Karp), Governance Liaison (Mary Goodall), and the College Vice Presidents (Frank, Jeff, and Koue) joined the Council to reflect on the following:
  - What have we learned about the College through the ISER?
  - What are some of the areas at the College we're especially proud of?
  - What areas have we identified as growth areas that we want to focus on?

A common theme in the discussion was that next time we need to tighten the accreditation timeline and improve follow-through and communication. We also discussed the enrollment declines apparent in the report and the suggested need for continued implementation of AB 705, Homebases, and the recommendations in the DI reports. A council member requested that an additional ISER listening session for faculty be scheduled.

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