ARC Academic Senate
Approved Minutes: January 27, 2022

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:
   LaQuisha Beckum, Chad Funk, Dyne Eifertsen, Doug Herndon, Dr. Kate Jaques, Jennifer Laflam, Janay Lovering, Tiffany Mpagazi, Alex Paez

5. Public Comment Period:
   On the Friday of the first week, a student was able to add themselves into a class without a permission code. By the beginning of the second week, the instructor emailed the dean and found out that admissions and records left it open for students to enroll themselves until Monday of Week 2.

6. President's Report:
   a. We are actively seeking faculty appointees for the following project teams (please seek out interested faculty from your area and bring names forward to VP Carina Hoffpauir by within the next week if possible):
      i. [Bias Response Project Team Charter](#) (see supporting materials "Project Charter: Project Team: Bias Response")
      ii. [Employee Onboarding Project Team Charter](#) (see supporting materials "Project Charter: Project Team: Employee Onboarding")
   b. Faculty appointments to screening & interview committees are being made in consultation with department chairs and deans.
   c. New Faculty Academy Coordinator job description and application will be coming out soon.
   d. Pride Learning Community Faculty Coordinator
      i. Sarah Smith has been appointed as interim for Spring '22
      ii. Primary responsibility working collaboratively with other Learning Communities Coordinators on job description
   e. Still accepting applications for HEERF II Projects: [APPLY NOW for funds related to defraying instructional costs associated with Covid 19](#) (see supporting materials "American River College: Higher Education Emergency Relief Funds II Application" or link above to apply)
   f. All SPEECH courses will have a designator change to COMM for Fall 2022
   g. LRCCD Admissions & Records Faculty Interview Session: February 9th, 10-10:50 AM
      > Join Zoom Meeting
      > https://lrccd.zoom.us/j/92862145219?pwd=WUh0bUJuOUFPL3pLTUYrM1hKREQ2QT09
      > Meeting ID: 928 6214 5219
      > Passcode: 853638
   h. LRCCD Financial Aid Faculty Interview Session: February 16th, 3-3:50 PM

Join Zoom Meeting
https://lrccd.zoom.us/j/92121477882?pwd=bnBkVUVvQWczekRKcWdBcFMxeFA1dz09
Meeting ID: 921 2147 7882
Passcode: 028505

   i.   Strategic Planning at ARC: Integrated Planning Guide.pdf (see supporting materials "Integrated Planning Guide")
- i. Download Integrated Planning Guide.pdf
- ii. Review & reaffirm Institutional Equity Plan: https://igor.arc.losrios.edu/Document/Details/99 (see supporting materials "Institutional Equity Plan")
- iii. Annual Unit Planning

   j.   Changes to Student-Centered Funding Formula have new implications for ARC & Los Rios
- i. District Budget Committee notes 2021-12-15 (see supporting materials "District Budget Committee Notes")

   k.   On the Feb 1 agenda for Academic Senate Leadership meeting with Chancellor King & Deputy Chancellor Nye: Scheduling a meeting to start dialog on April 2021 DAS Resolution on class size.

   l.   Classes scheduled on-ground for Spring 2022 (see supporting materials spreadsheet beginning with "DIV, SUBJ")

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 carried by consent of the body.

Decision (10 min per)

8. ARC Resolution on Equity in Curriculum (1st Reading) (see supporting materials "Resolution on Equity in Curriculum")

    This resolution is silent on *how* the Curriculum Committee does this work.

9. ARC Resolution on Research Support for Program Review (1st Reading) (see supporting materials "Resolution on the Need for Institutional Support for Faculty Program Review")

Reports (5-10 min per)

10. Dual Enrollment Overview (Tiffany Mpagazi) (see supporting materials "DEstination American River College")
    a. Goal is to expand dual enrollment for students who might not typically be college bound or who are under-represented in college.
    b. Courses are asynchronous fully online taught by ARC Faculty
    c. Most students have a period of their day dedicated to their college course
    d. Questions were asked about how students are feeling about the experience, what are the student demographics, and how successful are these students?
11. Council Updates
    a. Institutional Effectiveness Council – (Janay Lovering)

b. Operations Council – (Araceli Badilla)
  i. Final allocation for ARC for '21-'22 = $2.6 million, which will impact discretionary funds
  ii. Proposed allocation for district-wide projects
  iii. Some feel that the statues outside the Student Services building are disturbing and look like representations of violence toward women. WEAVE is located near these statues, which is problematic. The council will go to the arts council for feedback and would come back to operations with a recommendation
  iv. Non-gender single-stall restrooms: Districtwide campuses agreed on a symbol to use & just says "restroom." ARC will go to the district to address that the signs are not inviting or inclusive. It's important that people in the LGBTQIA community have a voice in this.
  v. The track is almost done. It needs striping and should be ready by Feb 8.
  vi. Tech Ed has moved to Portable Village 603
  vii. Covid testing company is now located in the community rooms
  viii. Operations is moving to old Child Daycare Center building
  ix. Lots of chromebooks are available to students via the Library or Joshua Moon Johnson. Some students are eligible for a free laptop that they may be able to keep. Eligible students will automatically get a message in their eService message center telling them what to do next. To be eligible, they need to:
    1. Fill out the FAFSA and be Promise Grant eligible, OR complete the CA Dream Act Application
    2. Be enrolled in a minimum of 6 units (exception: For students who use DSPS, there is no minimum unit requirement)
    If students aren't eligible for a free computer, they can borrow a Chromebook from the ARC library for the whole semester – they should fill out this Chromebook request form and a Library staff member will get in touch with them.
    Finally, here is some information about free or low-cost internet for students.
  x. Lots of N95 masks are available. Chery Sears will be procuring these.
  xi. Hyflex classrooms that were discussed are ready to be started–training should come soon for
  xii. LRC "huddle rooms" are ready
  xiii. New guidance for travel for faculty (see supporting materials "American River College Travel Guidelines–Spring 2022")
c. Student Success Council – (Carina Hoffpauir)

Discussion (10-15 min per)
  12. Clarifying students' expectations through use of Notes on class schedule (see supporting materials living Google doc "ARC Schedule NOTES")
      Plan to bring Council of Chairs in on this project
  13. R-5123 (Equivalency)
  14. Spring First Day Memo
      Are there things you would find helpful to be included in the first day memo? Are there things in there that aren't useful? Contact Alisa Shubb

(shubba@arc.losrios.edu) with any ideas you have for improving the first day memo.
15. Report Back: (5-10 minutes per item)
    a. Academic Senate retreat
    b. Next steps on Convocation themes:
        i. Belonging
        ii. DI reports
16. Report Out: (5-10 minutes per item)
    a. District Academic Senate
       https://employees.losrios.edu/ourorganization/committees/district-academic-senate
       R-5123 (Equivalency)
                1. DAS workgroup and LRCCD General Council drafted (see supporting materials "Draft R-5123 Equivalencies")
                2. ARC voted in support on 11/18/21
                3. District Academic Senate had a split vote (8/8) on 12/7/21
                4. Next steps for the proposed revisions to R-5123?
    b. Other areas
17. Items from College Areas for Academic Senate Consideration

Upcoming Meetings and Events
- District Academic Senate: Tuesday, Feb 1st, 3:00 PM Meeting ID TBD
- ARC Academic Senate: Thursday, Feb 10th, 3:00 PM Meeting ID: 986-5887- 6175, Password 10plus1
- LRCCD Board of Trustees: Wednesday Feb 16th 5:30 P.M Board Room, District Office
- District Academic Senate: Tuesday, Feb 15 th, 3:00 PM Meeting ID TBD
- ARC Academic Senate: Thursday, Feb 24th, 3:00 PM Meeting ID: 986-5887- 6175, Password 10plus1

Meeting adjourned 5:03pm

1/27/2022
3:00 P.M.
Meeting ID: 986-5887-6175, Password: 10plus1
Zoom link: https://lrccd.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. ARC Resolution on Equity in Curriculum (1st Reading)
9. ARC Resolution on Research Support for Program Review (1st Reading)

Reports (5-10 minutes per item)
10. Dual Enrollment Overview *(Tiffany Mpagazi)*
11. Council Updates
    - Institutional Effectiveness Council – *(Janay Lovering)*
    - Operations Council – *(Araceli Badilla)*
    - Student Success Council – *(Carina Hoffpauir)*

Discussion (10-15 minutes per item)
12. Clarifying students' expectations through use of Notes on class schedule
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    a. District Academic Senate https://employees.losrios.edu/our-organization/committees/district-academic-senate
    b. Other areas
18. Items from College Areas for Academic Senate Consideration

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PROJECT CHARTER

Project Team: Bias Response

Project Date Range: October 15, 2021 - March 15, 2022

Sponsoring Council: Student Success Council

PROJECT BACKGROUND AND NEED (Why is the project necessary?)

American River College embarked upon a holistic redesign intended to transform the student experience. Foundational to this work, its Strategic Plan Goal 3 calls for the College to ensure "an equitable, safe, and inclusive teaching, learning, and working environment." Furthermore, it asserts that "the College promotes liberation and honors the dignity, humanity, and contributions of all members of our community." Accountable to this goal, the college developed its first Institutional Equity Plan. The implementation of the recommendations contained within this plan has shed a light on the need for the College to develop a model to address actions and behaviors that cause damage to the core institutional values of equity, safety, inclusion, liberation, and honoring the dignity and humanity of all members of the college community. Examples of such actions and behaviors include instances that fall in the categories of hate, microaggression, implicit and explicit bias on members of the College community. Collectively referred to as bias incidents, concrete examples include threatening telephone calls or mail (including electronic mail), graffiti, physical assault, stalking, vandalism, destruction of personal property, harassment, or coercion.

This project is proposed to provide a recommended model for responding to acts of bias upon members of the ARC community. As a whole, this model should reflect that at ARC inclusion and the relationships between individuals are valuable and important. Also, this model should foster an environment that further promotes employee development and retention in support of the college mission. While the model should be responsive to all forms of bias, given the college focus on Disproportionately Impacted Populations at ARC and our Resource Panel on Retaining Faculty and Staff of Color, this Bias Response model should include specific focus on racial bias, Tribal bias, LGBTQIA+ bias, and intersectional forms of bias.

PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

This project will consider bias response as a strategic mechanism to enable the college to achieve its strategic goals. The project team is expected to carefully consider how the college might best create a comprehensive, integrated, and intentionally sequenced bias response model in support of the following goals:

- **Strategic Goal 1: Students First**
- **Strategic Goal 3: Exemplary Working and Learning Environment**
- **Strategic Goal 4: Vibrancy and Resiliency**

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

The project will consider questions such as:

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

- How can this Bias Response model be designed to address the College's disproportionate impact on Black, African American, Native American, Latinx, AAPI, and LGBTQIA+ students and other disproportionately impacted groups?
- How can recommendations of the Professional Development and Training Plan related to bias response be integrated?
- How can a bias response model assure all members of the college community who experience or witness an act of bias receive support and access to resources?
- Which resources (internal and external) are available and needed to provide a comprehensive, integrated bias response effort?

The charge of the project team is limited to the planning process including steps such as assessment, analysis, strategy design, and developing recommendations. Actual implementation of a bias response model and strategies are beyond the scope of work.

PROJECT OBJECTIVES (What is the project expected to achieve?)

Successful completion of this project is intended to achieve the following objectives:

1) Gather resources to inform the planning process such as initial insights from the institutional equity planning process, promising practices from other institutions, other relevant research, and DI Project Team Reports.
2) Assess the current state of ARC practices related to bias response, such as the Crisis Assessment Support Team (CAST)
3) Assess practices and efforts at the College that pose barriers to an effective bias response model
4) Consider the composition/membership of a bias response team that would be most effective
5) Project the future needs of a bias response model considering the ARC Redesign the rapidly changing environment, and ARC student population, including disproportionately impacted groups.
6) Consider training and development needed for employees who participate as members of a bias response team, as well as for members of the broader college community
7) Identify clear priorities for bias response at ARC
8) Develop recommendations that are actionable

PROJECT DELIVERABLES (What items will be produced during the project?)

Deliverables to be completed and/or submitted for approval:

1) Draft a recommended bias response model including
   a. Purpose
   b. Recommended team composition/membership roles
   c. Team responsibilities
   d. Member responsibilities
   e. Training needed for members
   f. Intake process to handle reported incidents of bias
   g. Review/response process
   h. Timeline for response
2) Other responsibilities to consider for the bias response model
   a. Monitoring campus climate (data/research)
   b. Advocating for prevention of incidents of bias and hate
   c. Assisting campus groups and recommending educational programs

d. Monitoring current world events that may potentially trigger bias incidents

SUCCESS INDICATORS (How will success be measured or determined?)

The project will be considered successful when:

1) A draft report containing a bias incident model has been completed
2) Actionable recommendations are identified in the report
3) A draft of recommendations is considered through established governance channels
4) The adopted recommendations are available to serve as a roadmap for institutional bias response efforts

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

- ARC's mission, strategic goals, and commitment to social justice and equity and the value of inclusion are central to this work.
- New training needs will accompany much of the anticipated work of the ARC Redesign.
- Equity requires focusing resources to specifically support the College's disproportionately impacted groups, including Black, African American, Native American, Latinx, AAPI, and LGBTQIA+ students.
- Human interaction is impacted by the complexities of social dynamics and world events, manifesting as incidents of bias and hate
- The higher education environment and the world of work are both changing extremely rapidly. Coping with change while mitigating damage brought about by incidents of bias is a necessary strand of community college professional development.
- Bias response expertise may need to be obtained through a variety of internal and external opportunities that have varying associated costs. While it is recognized that available resources are limited, the team's focus should be placed on designing an effective model. The team is also encouraged to provide options and alternatives that may be aligned to future resource constraints.
- In order to effectively realize the goals of ARC's strategic plan, this project should consider a model appropriate for various types of employees, including the dynamics of supporting a mobile workforce.
- Recommendations should consider a bias response model that builds internal capacity (e.g., train the trainer) and provides just-in-time learning resources as well as ongoing development.
- The proposed deliverables will be developed in a manner that advances ARC efforts regarding LRCCD Board Policy 1.2.12 which holds all employees accountable to "ensure an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained."
- The content, style, and format of the plan should be concise and accessible to the average person (not written for an academic audience).

PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)

The project team should be aware of the following known risks, constraints, and/or dependencies:

- Consideration should account for the intersection of this project and the CAST model
- Priorities will need to be aligned to the overarching framework of the Institutional Equity Plan
- This project needs to align with work involving the implementation of the Professional Development and Training plan
- The implementation of recommendations may be subject to resource constraints.
-

OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

- Various implications are likely related to equity and inclusion in response to alignment of bias response to the recommendations of the Institutional Equity Plan.
- There may be staffing, technology, and/or facility needs related to the provision of bias response team model.
- Opportunities may exist to partner with HR in the development of the bias response team model
- Data collection and analysis is likely to be needed to determine the effectiveness of the recommended bias response team model once implemented.

PROJECT TIMELINE/KEY MILESTONES

September 2021	Initiation	Project initiation and charter development
September 2021	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
October 2021	Team-Based Work	Project kickoff and homework (if determined beneficial by project lead/co-lead)
October 2021	Preparation	Additional research and project planning
November-December 2021	Team-Based Work	Conduct assessment and analysis; project future needs, priorities, issues, and/or themes; develop priorities and initial draft plan to be completed by mid-December; final draft completed by **December 15**
January-February 2021	Formal Review	Review and adoption of deliverables through governance processes
March 2021	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of deliverables**

Meeting Date	Council	Desired Outcome
**SSC has deleted their January meetings	Student Success Council	☒ **1st Reading** ☐ **2nd Reading**
February 7, 2022	Executive Leadership Team	☒ **1st Reading** ☐ **2nd Reading**
February 15th, 2022	Student Success Council	☐ **1st Reading** ☒ **2nd Reading - Recommendation to the ELT**
March 7, 2022	Executive Leadership Team	☐ **1st Reading** ☒ **2nd Reading**
	Note: ???	

*Dates above are tentative as the meeting schedule for 2021-22 has not yet been confirmed.

**Additional Academic Senate review may be necessary if the content of the deliverables includes recommendations related to "policies for faculty professional development activities" which is a 10+1 item under the purview of the Academic Senate.

PROJECT CHARTER

Standard Description of Project Stages

Project Stages	Description
Initiation	Activities leading to the authorization and chartering of a project team
Preparation	Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps)
Team-Based Work	Activities which occur in a collaborative environment in which the project team works based on the scope of the charter
Formal Review	Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project
Closure	Activities to celebrate the success of the project and archive the artifacts of the work completed

PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
Project Leads	- Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the *ARC Governance Framework*) - Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes - Submits the final deliverables to the sponsoring council for approval
Project Steward *(may be one of the leads or a separate individual)*	- Manages the project on behalf of the sponsoring council - Drafts the charter in consultation with the sponsoring council's chairs - Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project - Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame - Reports progress to the sponsoring council - Maintains and archives project documentation at the conclusion of the project - Assists the project leads as needed
Team Members	- Participates in all project meetings and activities - Supplies valuable knowledge and perspective (often based on the individual's responsibilities or role at ARC) - May be assigned specific project tasks to complete outside of project meetings - Assists with the "heavy lifting" that is required to accomplish the project deliverables
External Consultant *(optional)*	Provides expertise and assistance from an external (non-ARC) perspective

Executive Sponsor *(optional)*	Large, high-impact projects only: ▪ Champions the project from the executive level to secure buy-in and ensure viability ▪ Communicates project purpose and vision ▪ Allocates appropriate resources to support effective development, execution, and institutionalization ▪ Maintains awareness of project status and helps mitigate risk ▪ Mediates conflicts and facilitates dialogue to resolve project issues ▪ Assumes other responsibilities as appropriate based on the project scope

Please see Appendix A for a complete roster of the membership for each specified role.

PROJECT CHARTER

PROJECT STAKEHOLDERS (Who has a vested interest in the project? Who will it impact?)

☒ Sponsoring Council   ☒ Project Team (including leads and members)   ☐ Project Steward

☒ Academic Senate   ☐ Associated Student Body   ☒ Classified Senate   ☒ PES   ☒ Management beyond PES

☐ Instruction   ☐ Student Services   ☐ Administrative Services

☐ Specific departments or other entities:

COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose
Project Lead	Sponsoring Council	Monthly	Regular update of project status
Forward Motion	College	Monthly	Brief updates on project work

Note: The communication plan above should contain more items, but needs input from the lead/co-lead.

Conflict Resolution

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	**Role at the College**
Project Lead	Kolleen Ostgaard	Dean of Student Services, Support Programs
Project Co-Lead	Eric Handy	Interim Dean of Student Engagement and Completion
Members		Administrator
		Administrator
		Administrator
		Classified Professional
		Classified Professional
		Classified Professional
		Faculty
		Faculty
		Faculty
		Student
		Student
Note Taker		

OTHER ROLES	
Project Steward*	
External Consultant(s)	
Executive Sponsor *(high-impact projects only)*	

*May be one of the project leads or a separate individual

APPENDIX B: STUDENT PARTICIPATION

PROJECT CHARTER

The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

	Method	Description	Compensated?
☐	**ASB Appointment**	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. **This option is considered the standard method of representation.**	Yes
☐	**Student Resource Panel**	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
☐	**ASB Direct Involvement**	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
☐	**Student Survey or Focus Group**	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
☐	**Student Forum or Gallery Walk**	Project hold a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in publicizing the date/time of the event to the student constituency.	No
☐	**Other** (please specify intended methods)		

Please see the "Governance: Student Compensation" document for further details on the compensation structure.

PROJECT CHARTER

Project Team: Employee Onboarding

Project Date Range: October 18, 2021 - March 21, 2022

Sponsoring Council: Institutional Effectiveness Council

PROJECT BACKGROUND AND NEED   (Why is the project necessary?)

American River College has embarked upon a holistic redesign intended to transform the student experience. This experience is highly dependent upon the expertise, abilities, and soft skills displayed by all employees of the college. Regardless of whether an employee is directly interacting with students (e.g., instructional faculty and front-line staff) or indirectly influencing those interactions (e.g., maintenance and back office staff), each employee contributes to the overall experience. In light of this reality, ARC Strategic Goal #3 calls for "comprehensive and integrated professional development" in order to "create the best conditions for teaching and learning." Additionally, the institution has developed its first institutional equity plan which highlights employee development needs in support of the ARC commitment to social justice and equity.

This project is proposed to provide a venue for immediate employee onboarding planning and as a means to document recommendations that align with the Professional Development and Training Plan employee development and retention plan. As a whole, this type of plan recognizes a college's employee base as a valuable resource and is intended to determine how to best foster an environment that promotes employee onboarding as a necessary initial component of employee development and retention in support of the college mission.

PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

This project will consider employee onboarding as a strategic mechanism to enable the college to achieve its strategic goals. The project team is expected to carefully consider how the college might best create a comprehensive, integrated, and intentionally sequenced employee onboarding model in support of the following goals:

- **Strategic Goal 1: Students First**
- **Strategic Goal 3: Exemplary Working and Learning Environment**
- **Strategic Goal 4: Vibrancy and Resiliency**

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

The project will consider questions such as:

- How can institutional employee onboarding be structured to foster growth of employees in different locations, different career stages, different job functions, different racial, tribal, and intersectional identities, different constituencies, and who have different learning styles?
- How can new employee training ensure that incoming hires are not only prepared for their individual job function, but also are prepared to effectively support ARC goals and participate effectively in the ARC college environment?
- How can recommendations of the Institutional Equity Plan related to professional development and the Professional Development and Training Plan be brought to life?

DRAFT – FOR REVIEW PURPOSES ONLY

- Which endeavors of the ARC Redesign, technology changes, or anticipated changes in the external environment are likely to prompt a need for professional development and/or basic training?
    - how to identify which groups need training, to what depth???
- Which resources (internal and external) are available and needed to provide a comprehensive, integrated program of professional development?

The charge of the project team is limited to the planning process including steps such as assessment, analysis, strategy design, and developing recommendations. Actual implementation of an employee onboarding model and strategies are beyond the scope of work.

PROJECT OBJECTIVES (What is the project expected to achieve?)

Successful completion of this project is intended to achieve the following objectives:

1) Gather resources to inform the planning process such as initial insights from the Institutional Equity Plan institutional equity planning process, input from members of disproportionately impacted communities, disproportionate impact data, promising practices from other institutions, and other relevant research
2) Assess the recent history and current state of ARC and LRCCD practices related to employee onboarding, such as the New Faculty Academy
3) Consider the employee onboarding process in alignment with the recommendations of the Professional Development and Training plan
4) Assess practices and efforts at the College that pose barriers to an effective employee onboarding model
5) Project the future needs of an employee onboarding model considering the ARC Redesign, the current and future demographics of our students, disproportionate impact data and current and historical equity gaps, and the rapidly changing environment
6) Identify clear priorities for employee onboarding at ARC
7) Develop recommendations that are actionable

PROJECT DELIVERABLES (What items will be produced during the project?)

Deliverables to be completed and/or submitted for approval:

1) Draft a recommended employee onboarding model including
    a. A common set of information, skills, and knowledge expected of all new employees of the college
    b. A set of information, skills, and knowledge expected of new employees of the college for each constituency (faculty, classified professionals, administrators)
    c. …

SUCCESS INDICATORS (How will success be measured or determined?)

The project will be considered successful when:

1) A draft report containing an employee onboarding plan has been completed
2) Actionable recommendations are identified in the report
3) A draft of recommendations is considered through established governance channels
4) The adopted recommendations are available to serve as a roadmap for institutional employee onboarding efforts

PROJECT CHARTER

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

- ARC's mission, strategic goals, and commitment to social justice and equity and the value of inclusion are central to this work.
- Training is needed across constituency groups for the College to be able to reduce disproportionate impact on African American, Latinx, Native American, Asian Pacific Islander, and LGBTQIA+ students.
- New training needs will accompany much of the anticipated work of the ARC Redesign.
- The higher education environment and the world of work are both changing extremely rapidly. Coping with change is a necessary strand of community college onboarding and professional development.
- Expertise may need to be obtained through a variety of internal and external opportunities that have varying associated costs. While it is recognized that available resources are limited, the team's focus should be placed on designing an effective model. The team is also encouraged to provide options and alternatives that may be aligned to future resource constraints.
- In order to effectively realize the goals of ARC's strategic plan, this project should consider a model appropriate for various types of employees, including the dynamics of supporting a mobile workforce.
- Recommendations should consider an employee onboarding model that builds internal capacity (e.g., train the trainer) and provides just-in-time learning resources as well as ongoing development.
- The proposed deliverables will be developed in a manner that supports the intent of accreditation standard III.A.14 which reads "The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement."
- The content, style, and format of the plan should be concise and accessible to the average person (not written for an academic audience).

PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)

The project team should be aware of the following known risks, constraints, and/or dependencies:

- Priorities will need to be aligned to the overarching framework of the Institutional Equity Plan
- This project needs to align with work involving the implementation of the Professional Development and Training plan
- The project needs to align with employee onboarding efforts provided by the District
- The implementation of recommendations may be subject to resource constraints.

OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

- Various implications are likely related to equity and inclusion in response to the recommendations of the Institutional Equity Plan.

- Various implications are likely related to district and/or existing college-wide practices related to employee onboarding.
- Opportunities may exist to partner with HR in the development of the employee onboarding model.
- There may be staffing, technology, and/or facility needs related to the provision of an employee onboarding model.
- Data collection and analysis is likely to be needed to determine the effectiveness of the recommended employee onboarding model once implemented.

PROJECT TIMELINE/KEY MILESTONES

September 2021	Initiation	Project initiation and charter development
September 2021	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
October 2021	Team-Based Work	Project kickoff and homework (if determined beneficial by project lead/co-lead)
October 2021	Preparation	Additional research and project planning
November-December 2021	Team-Based Work	Conduct assessment and analysis; project future needs, priorities, issues, and/or themes; develop priorities and initial draft plan to be completed by mid-December; final draft completed by December 15
January-February 2021	Formal Review	Review and adoption of deliverables through governance processes
March 2021	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of deliverables**

Meeting Date	Council	Desired Outcome
[February 21, 2022]*	IE Council	☒ 1st Reading ☐ 2nd Reading
[March 7, 2022]*	Executive Leadership Team	☒ 1st Reading ☐ 2nd Reading
[March 9, 2022]*	Classified Senate	
[March 19, 2022]*	Academic Senate	
[March 21, 2022]*	IE Council	☐ 1st Reading ☒ 2nd Reading - Recommendation to the ELT
[April 4, 2022]*	Executive Leadership Team	☐ 1st Reading ☒ 2nd Reading
	Note: ???	

*Dates above are tentative as the meeting schedule for 2021-22 has not yet been confirmed.

**Additional Academic Senate review may be necessary if the content of the deliverables includes recommendations related to "policies for faculty professional development activities" which is a 10+1 item under the purview of the Academic Senate.

Standard Description of Project Stages

Project Stages	Description
Initiation	Activities leading to the authorization and chartering of a project team
Preparation	Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps)
Team-Based Work	Activities which occur in a collaborative environment in which the project team works based on the scope of the charter

Formal Review	Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project
Closure	Activities to celebrate the success of the project and archive the artifacts of the work completed

PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
Project Leads	- Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the *ARC Governance Framework*) - Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes - Submits the final deliverables to the sponsoring council for approval
Project Steward *(may be one of the leads or a separate individual)*	- Manages the project on behalf of the sponsoring council - Drafts the charter in consultation with the sponsoring council's chairs - Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project - Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame - Reports progress to the sponsoring council - Maintains and archives project documentation at the conclusion of the project - Assists the project leads as needed
Team Members	- Participates in all project meetings and activities - Supplies valuable knowledge and perspective (often based on the individual's responsibilities or role at ARC) - May be assigned specific project tasks to complete outside of project meetings - Assists with the "heavy lifting" that is required to accomplish the project deliverables
External Consultant *(optional)*	Provides expertise and assistance from an external (non-ARC) perspective
Executive Sponsor *(optional)*	Large, high-impact projects only: - Champions the project from the executive level to secure buy-in and ensure viability - Communicates project purpose and vision - Allocates appropriate resources to support effective development, execution, and institutionalization - Maintains awareness of project status and helps mitigate risk - Mediates conflicts and facilitates dialogue to resolve project issues - Assumes other responsibilities as appropriate based on the project scope

Please see Appendix A for a complete roster of the membership for each specified role.

PROJECT CHARTER

PROJECT STAKEHOLDERS (Who has a vested interest in the project? Who will it impact?)

☒ Sponsoring Council   ☒ Project Team (including leads and members)   ☐ Project Steward

☒ Academic Senate   ☐ Associated Student Body   ☒ Classified Senate   ☒ PES   ☒ Management beyond PES

☐ Instruction   ☐ Student Services   ☐ Administrative Services

☐ Specific departments or other entities:

COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose
Project Lead	Sponsoring Council	Monthly	Regular update of project status
Forward Motion	College	Monthly	Brief updates on project work via the sponsoring council

Note: The communication plan above should contain more items, but needs input from the lead/co-lead.

Conflict Resolution

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	**Role at the College***
Project Lead	Kathy Sorenseon	Dean of Behavioral and Social Sciences
Project Co-Lead	Jazzie Muganzo Murphy	Dean of Student Services, Outreach, FYE & Pathway Communities
Members	**I think having an instructional lead with a student services lead should be a priority.**	Administrator
		Administrator
		Administrator
		Classified Professional
		Classified Professional
		Classified Professional
		Faculty
		Faculty
		Faculty
		Faculty
		Student
		Student
Note Taker		

* at least one member from each group having been hired in the last 3-4 years from OUTSIDE the district

OTHER ROLES	
Project Steward*	
External Consultant(s)	
Executive Sponsor *(high-impact projects only)*	

*May be one of the project leads or a separate individual

APPENDIX B: STUDENT PARTICIPATION

The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

Method		Description	Compensated?
☐	**ASB Appointment**	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. **This option is considered the standard method of representation.**	Yes
☐	**Student Resource Panel**	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
☐	**ASB Direct Involvement**	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
☐	**Student Survey or Focus Group**	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
☐	**Student Forum or Gallery Walk**	Project hold a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in publicizing the date/time of the event to the student constituency.	No
☐	**Other** (please specify intended methods)		

Please see the "Governance: Student Compensation" document for further details on the compensation structure.

American River College
Higher Education Emergency Relief Funds II Application

<u>**Overview**</u>
American River College has been awarded $744,000 from Higher Education Emergency Relief Fund II (HEERF II) of the $2M allocated Districtwide. 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 must adhere to the following:

- Proposal <u>must</u> relate to defraying the additional instructional costs associated with the Coronavirus.
- Proposals are intended to supplement (increase level of services) and not supplant existing instructional support.
- They will not create on-going costs.

The proposals must also employ one more of the following guiding principles:

Principles
- Enhances learning in an online environment.
- Enables temporary remote learning.
- Includes multiple departments, disciplines, or constituencies

High cost proposals will likely be expected to employ more than one of these principles.

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, training in Canvas for staff and faculty.

Evaluation
Applications will be reviewed by Classified and Academic Senate Presidents (or their designees) and the AVP of Workforce with final approval by the VPA of Administration.

The criteria for evaluation will include: the completeness of an application, whether or not it meets two or more of the HEERF funding guiding principles and whether or not they align with institutional strategic goals.

The institutional strategic goals are:
> ** Students First
> ** Clear and Effective Paths
> ** Exemplary Teaching, Learning & Working Environment
> ** Vibrancy and Resiliency

<div align="center">**APPLICATION INSTRUCTIONS**</div>

To apply for the ARC HEERF II funds, please do the following:

1. Complete the application using the provided Microsoft Word template (Pages 3-6 of this document). Please adhere to character limits where specified.
2. If ESAs are involved, they must be paid at the individual faculty member's District ESA rate.
3. You may begin submitting your applications. Applications will be considered until funding runs out or March 30th, whichever comes first.
4. **Applications will be reviewed in the order in which they are received and as quickly as possible.**
5. Notification on the status will be sent to both the Area Dean and the applicant.

SUBMISSION INSTRUCTIONS

Applicants should submit their proposal to their dean to have Section IV completed. Once completed, the Dean sends the application in an email to Bonnie Kong (kongb@arc.losrios.edu) and includes the applicant in the "copy/cc" line.

American River College
HEERF II Proposal

PART I: General Information

Departments involved in this project:
Contact Person for this application:
Name: Phone/Extension:
Project Title:

1. Describe your project to support online and face-to-face instruction. What resources will you need for the proposed activities?

2. Will disproportionately impacted students be affected by this investment? If so, how?

3. Which of the following principles does your project align to? Check mark those that apply and provide a brief explanation.
o Proposal <u>must</u> relate to defraying the additional instructional costs associated with the Coronavirus   o Proposals are intended to supplement (increase level of services) and not supplant existing instructional support.   o There are no expected on-going costs - one and done   o Enhances learning in an online environment   o Enables temporary remote learning   o Includes multiple departments, disciplines, or constituencies

PART II: WORKPLAN

Please list the proposed activities of your project, expected number of participants, the person(s) who will be responsible for the activity, anticipated number of hours per each activity and the anticipated number of participating students. Feel free to add more rows/lines as needed.

Major Activity	Person Responsible	Anticipated number of hours	Anticipated number of participating/benefitting students

PART III: BUDGET DESCRIPTION

Sample – the items listed in the sample table below are for illustration only and are not necessarily examples of what the funds can be spent on. **Please put your budgeted items in the table labeled "Project Budget".** Feel free to add more rows/lines as needed. ESAs for faculty will be at their individual Los Rios rate for 21-22.

Sample Table

Category:	Listed items	Approximate Cost
1000 -Instructional Salaries (ESA)	John Riley (20 hrs @ $40)	$1,600
2000 -Non-Instructional Salaries (student help (SH), temp classified(TCL) overtime (OT), etc.)	SH = 900 hours * $14.00 *2 students TCL= 960 hours * 17.10 OT= 10 hours * $30	$41,916
3000 – Benefits (ESA= 19.5%, Student help= 0.6%, temp class=6.4% OT=8.8%) Use these rates	ESA =$304 SH =$151 TC=$1,051 OT=$26	$1,532
4000 – Supplies/Materials (Include tax)	Paint ($451) Wires ($208) Metal ($445)	$1,104
6490- Equipment	XRF spectrometer	$5,000
TOTAL REQUEST		$51,152

Project Budget

Category:	Listed items	Approximate Cost (If you need help to determine approximate cost- reach out to your dean)
1000 -Instructional Salaries (ESA)		
2000 -Non-Instructional Salaries (student help (SH), temp classified(TCL) overtime (OT), etc.)		
3000 – Benefits (ESA= 19.5%, Student help= 0.6%, temp class=6.4% OT=8.8%) Use these rates		
4000 – Supplies/Materials (Include tax)		
6490- Equipment (Include tax)		
TOTAL REQUEST		

Once you have completed this portion, forward it to your dean to be completed and submitted on your behalf.

PART IV: ACKNOWLEDGEMENT OF DIVISION COORDINATION
(To be completed by the dean of the applying personnel)

Does your department and the departments that have been listed as partnering support this project? (please check one)

☐ No, we don't.
  Comment: _____

  _____

☐ We haven't reached consensus.

☐ YES, we support these activities and understand that ESAs and other applicable paperwork will be coordinated through my office.
  Comment: _____

  _____
  ☐ NO, I do not support these activities.

_____   _____
Division Dean Signature   **Date**

Deans: Attach and send the application in an email to Bonnie Kong (kongb@arc.losrios.edu). Please be sure to also include the applicant in the "copy/cc" line. Save a copy of your application for your files.

**2019
Edition**

A R C

AMERICAN RIVER COLLEGE

Integrated
Planning Guide

Adopted March 4, 2019

TABLE OF CONTENTS

INTRODUCTION

Integrated planning is an ongoing, systematic process designed to create synergy between various plans and the allocation of resources to ensure that institutional priorities are achieved. A culture of inquiry and data-informed dialogue is central to a planning framework which continuously supports, assesses, and enhances the institution's capacity to provide a highly effective learning environment.

The *ARC Integrated Planning Guide* is intended as a reference which defines the essential components of the planning structure in the context of American River College. The guide includes an overview of the planning processes; highlights governance and planning responsibilities; describes various institutional plans, program review, and annual unit planning; discusses evaluation mechanisms; and provides a clear indication of how planning drives resource allocation. Each individual plan is represented by a fact sheet which can be used independently from the remainder of the guide.

Acknowledgements

During the 2016-17 academic year, American River College embarked upon a strategic planning process that was shaped by three college-wide summits and resulted in a deliberate redesign that is touching every aspect of the institution including its governance and planning structures. This massive undertaking was a departure from past practice and commenced with the adoption of revised mission and vision statements as well as a formally articulated commitment to social justice and equity.

While it emerged from the ARC Redesign, the *ARC Integrated Planning Guide* builds upon the work of multiple groups. First, the **ARC Program Review Committee** identified a need to refine the existing program review process and defined clear goals to inform the effort. Simultaneously, the **ARC Governance Task Force** developed the *ARC Participatory Governance and Integrated Strategic Planning Framework* which created a streamlined and action-oriented governance structure with capacity to implement the college's strategic plans and oversee its integrated planning processes.

Finally, the **Integrated Planning Improvement Project Team** was formed in 2017-18 and charged with designing a comprehensive institutional planning process that (1) aligns and links all levels of college-wide planning, from strategic and master planning to program review and unit planning; (2) ensures each planning level is integrated, highly effective, and efficient; and (3) incorporates where applicable, effective linkages to resource allocation. Through evaluation of existing systems and substantial dialogue, the project team redesigned the program review and annual unit planning process and formulated the integrated planning structure documented in this guide. Special thanks to the members of the project team for their invaluable input.

Project Team:

Kuldeep Kaur (Chair)	Chris Olson
Alisa Shubb (Co-Chair)	Rina Roy
Corinne Arrieta	Yuj Shimizu
Jan DeLapp	Jeffrey Stephenson
Adam Karp	Beth Madigan (Staff Support)
Inna Linnyk	Olga Prizhbilov (Alternate Staff Support)

Project Sponsor: Institutional Effectiveness Council

Project Consultant: Cheri Jones

ARC VISION, MISSION, and COMMITMENT

American River College has a clear vision, mission, and commitment to social justice and equity which guide the work of the college and its employees. The vision and mission are regularly reviewed, and when deemed appropriate, updated to reflect the institution's ongoing promise to cultivate the best interests of its students and nurture the educational attainment of the greater Sacramento region. The institution's strong commitment to social justice and equity defines how its mission is accomplished and the role that the college serves within the local community.

Guiding the Integrated Planning Process

All planning and resource allocation processes at American River College are fundamentally grounded upon the institutional mission. The mission serves as a solid foundation for planning and provides clarity to decisions about resource allocation. The student-centric focus of the mission ensures that student learning and achievement are at the forefront of efforts to enhance institutional effectiveness.

While all planning processes are expected to build upon the stated mission and commitment to social justice and equity, these beliefs rise to the forefront in the program review processes. Participants are directly asked to consider and assess program alignment by responding to the following prompts:

- How does the unit contribute to achievement of the *mission* of American River College?
- How will the unit's intended enhancements support the college's *commitment to social justice and equity*?

Further, all institutional plans are vetted through a governance structure that was deliberately crafted to support strategic planning and which uses the mission and commitment as a mechanism to test the integrity of draft plans prior to adoption.

VISION:
Transform the future of all students and our community through inclusive, equitable education.

MISSION:
American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

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

Adopted May 2017

OVERVIEW OF INTEGRATED PLANNING AT ARC

American River College (ARC) has intentionally designed a systematic and cohesive structure for integrated planning across all levels and aspects of the institution. The structure is based on an ongoing cycle which ensures that each individual planning process can inform, and subsequently be informed, by the work of other planning processes. Resource allocation occurs as a direct result of planning and enables the implementation of planned activities. Evaluation of both the process and the college's progress ensures that integrated planning supports institutional effectiveness. Throughout the cycle, each planning component contributes intended outcomes that will foster an environment of social justice and equity by which the college achieves its mission.
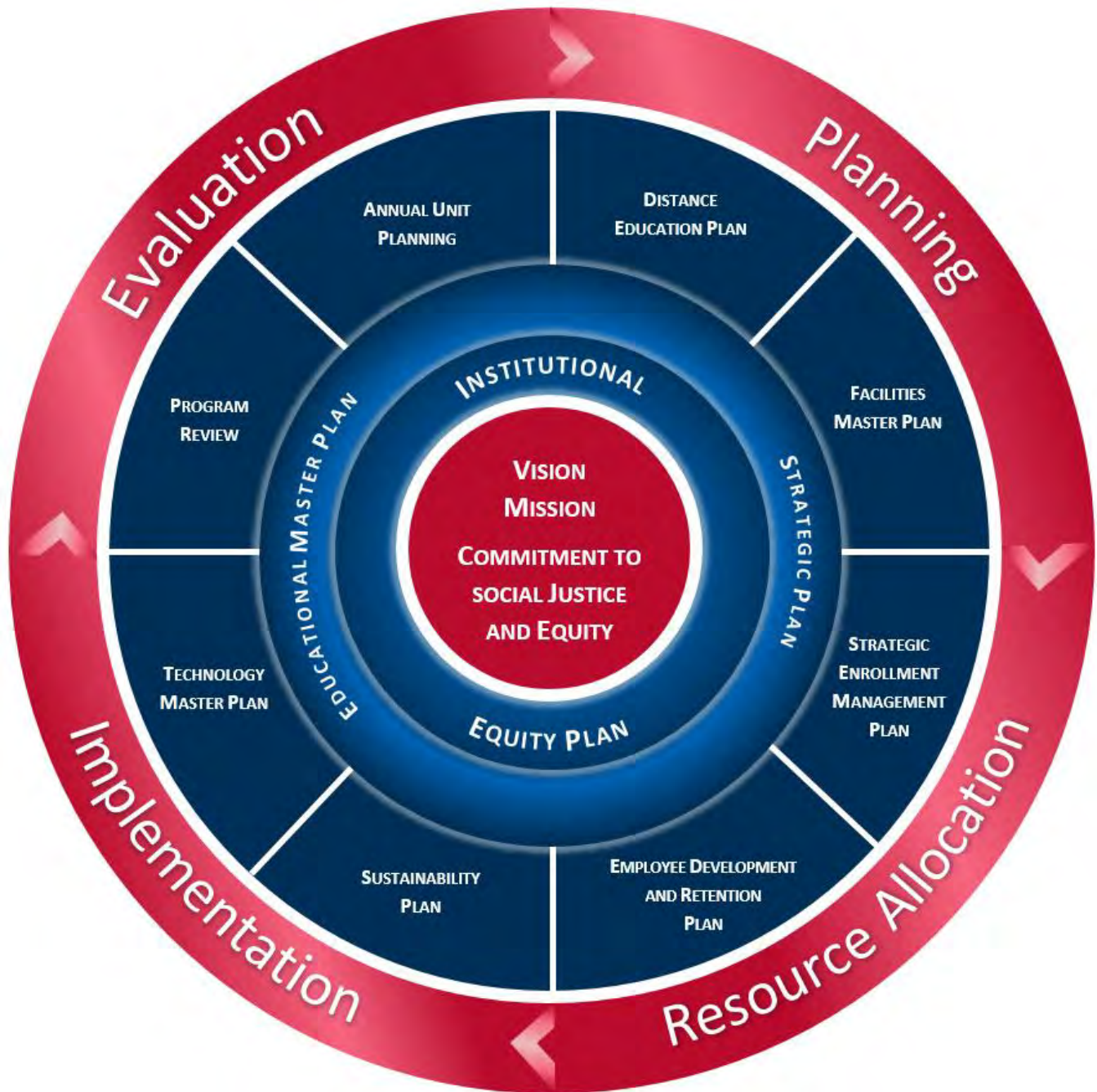
Figure 1: Overview of ARC Integrated Planning Model

Cohesive Planning, Resource Use, and Evaluation

The integrated planning model used at ARC flows through a continuous sequence of planning followed by resource allocation which enables implementation through which progress can be evaluated as a precursor to more planning. The ARC model hinges upon three primary planning processes at the institutional level that provide analysis as well as the long-range and mid-range guidance necessary to develop cohesive plans for the college and its programs. Building upon the framework of the Institutional Equity Plan, the Educational Master Plan and Strategic Plan guide the development of multiple institution-level plans focused on topics of strategic importance. ARC currently recognizes a suite of six focused institutional plans.

Primary Plans	Focused Plans
▪ Institutional Equity Plan	▪ Distance Education Plan
▪ Educational Master Plan	▪ Employee Development and Retention Plan
▪ Strategic Plan	▪ Facilities Master Plan
	▪ Strategic Enrollment Management (SEM) Plan
	▪ Sustainability Plan
	▪ Technology Master Plan

Relying on qualitative and quantitative data, planning processes are expected to evaluate the current reality and scan the horizon. Based on this assessment, the process develops an intended route to follow and specifies how the institution or program (unit) will navigate towards its desired future. At the program level, planning involves a comprehensive program review at designated intervals and short-term unit planning which occurs on an annual basis. By design, integrated planning processes align goals and objectives across various plans. For example, each action step generated through unit planning is mapped to one or more strategic goals at the institutional level. This intentional mapping ensures that planned activities and resources work synergistically.

Cycles of Planning

The integrated planning cycle is synced to the seven-year accreditation cycle allowing each major plan to be revisited prior to the institution's next self-evaluation. Program review also follows a seven-year cycle with each cohort participating once per cycle. A hiatus from program review and institutional planning is scheduled to coincide with the writing year of the Institutional Self Evaluation Report (ISER) to ensure that the entire college community can participate and contribute to the self-evaluation process while drawing on a comprehensive set of planning documents to inform evaluative activities.

The full schedule of integrated planning is depicted in a multi-year planning calendar which is available in Appendix A.

Alignment to District and System Planning

While the mission statement clearly articulates the institution's fundamental purpose, the architecture for integrated planning also acknowledges that the college does not exist in a vacuum. The context for institutional planning is derived from the national, state, regional, and local education landscape as well as the planning efforts of the Los Rios Community College District and the Chancellor's Office of the California Community Colleges. As one of the four Los Rios colleges, American River College participates in and influences a variety of district-level planning processes. Information from these planning processes subsequently flows back to the college and is often considered in governance dialogue.

GOVERNANCE AND PLANNING RESPONSIBILITY

Shared oversight is a key component of American River College's integrated processes of institutional planning, program planning, and resource allocation. Responsibility for each of the major planning processes is integrated with, and distributed through, the institution's redesigned governance structure (shown in Figure 2 below). This intentional design ensures that planning is intertwined with the college's standard practices and ongoing dialogue.

Each entity within the governance structure has a clear role aligned with its specialized purpose. From a holistic perspective, the distributed model of responsibility leverages the unique expertise of each entity while also sharing accountability for planning and achievement of the institution's strategic outcomes.
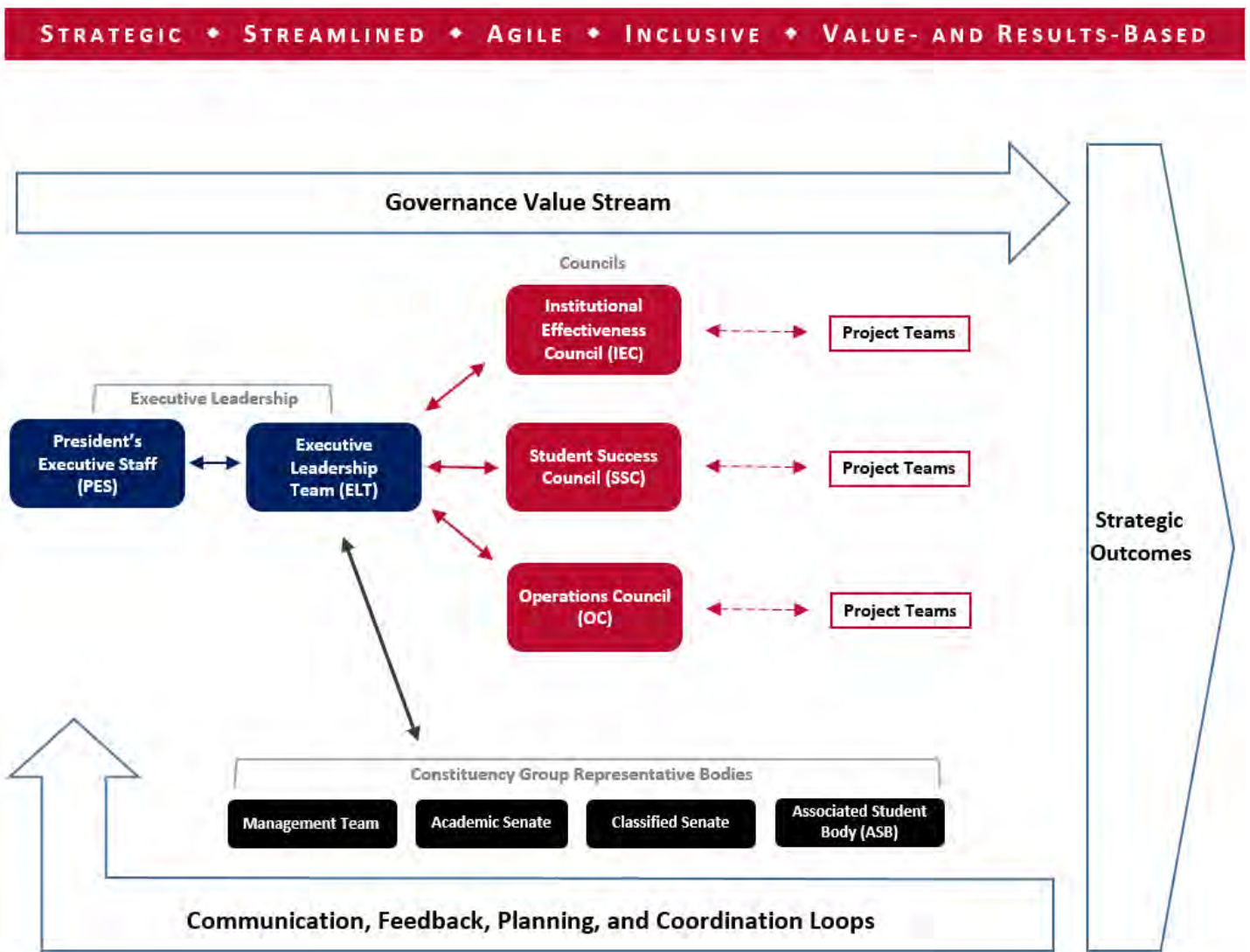
Figure 2: ARC Governance Diagram

How It Works in Practice

Each tier of the governance structure serves an important role in institutional planning as noted below in Table 1. For further details on governance roles, please see the full descriptions in the ARC Governance Framework.

Role	Description
Constituency Groups - Academic Senate - Associated Student Body - Classified Senate - Management Team	Supplies representatives to the other three tiers of governance (Executive, Council, and Project Team); serves as important stakeholders who offer the benefit of diverse perspectives, actively informs decision-making, and contributes to college planning and implementation efforts
Councils - Institutional Effectiveness Council (IEC) - Operations Council (OC) - Student Success Council (SSC)	Serves as the sponsor for project teams; considers draft plans and make recommendations to the Executive Leadership Team; monitors progress of planned activities and provides functional direction
Executive Leadership Team (ELT)	Considers recommendations from the councils on draft plans; provides input and final recommendations to the College President in establishing the charters, strategic direction, and accountability of councils and project teams; and ensures transparent communications to and from all governance and constituency groups
President's Executive Staff (PES)	Provides strategic direction and final decision making for all governance and strategic project implementation processes (including implementation of institutional plans); supports the charters established by ELT with councils and project teams
College President	Establishes strategic direction for the college with support of executive staff (PES); retains final decision making authority for the college including decisions regarding institutional planning and resource allocation
Project Teams	Produces specific deliverables (including draft plans) and achieves assigned strategic outcomes within a specified timeframe based on the charge delineated in a project charter
Program Review Committee (subcommittee of the Academic Senate)	Provides operational support for the program review process, coordinates QuEST support, trains program review participants, and evaluates the process

Table 1: Governance Roles

In practice, much of the work involved with development and revision of major plans is delegated to a project team. Each team is sponsored by one of the councils and is chartered by the **College President** in consultation with the **Executive Leadership Team (ELT)**. Charters serve to define the scope of work for each project, specify deliverables to be accomplished, set timelines for completing work, clarify boundaries, and provide other detailed guidance. The charters not only establish expectations for the project team, but also provide a mechanism by which the sponsoring council can assess progress. Over the duration of the project, the team participates in a collaborative planning process and develops a draft plan which is subsequently reviewed and adopted through the established governance channels.

Project teams for the upcoming academic year are typically identified and initiated each spring based on the schedule depicted in the Multi-Year Integrated Planning Calendar (see Appendix A). Project preparation usually occurs over the summer so that each project team is staged to begin the planning process at the start of fall semester. Draft plans are then finished by the end of February to allow sufficient time for governance review in the spring. Once a plan is adopted, units responsible for implementation of first year activities are able to submit resource requests. This typically occur in late spring allowing the requests to be funded prior to adoption of the final budget. Draft plans are also available early enough to allow consideration of potential resource needs during preparation of the tentative budget. See Figure 3 for an overview of how the integrated process typically progresses.
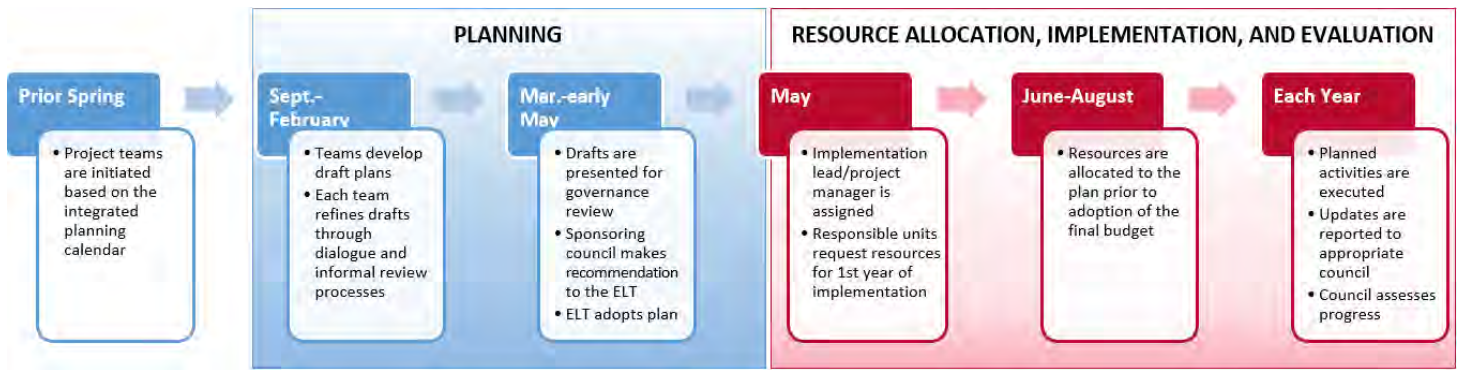
Figure 3: Councils and Project Team Activity: Progression from Planning to Evaluation

While funding may be allocated from various sources, the **President's Executive Staff (PES)** is responsible for ensuring appropriate resources are available as well as designating an implementation lead or project manager for various planned activities. Councils monitor execution and progress of plans which fall within their chartered responsibility.

Throughout the work, key documents such as the charters, agendas, and meeting notes of project teams, councils, and the ELT are published in the Institutional Governance Online Repository (IGOR). Actions taken are also announced through a governance newsletter that is distributed via email and posted on the college web site. Using these methods, ARC strives for transparency so that the college community can maintain awareness of institutional planning efforts (projects underway), council recommendations, and decisions to adopt draft plans.

Plans by Governance Responsibility

Oversight of each institution-level plan has been assigned to a specific council within the institution's governance structure. Whenever a project team is responsible for development of the plan, the oversight council serves as the sponsor for the project team to provide monitoring, coordination, and support. Draft plans are presented to the **sponsoring** (**oversight) council** which makes a recommendation to the **Executive Leadership Team (ELT)**.

The assigned councils and governance review path for each plan is indicated in the chart below.

Oversight	Planning Document	Governance Review Path
Institutional Effectiveness Council	Institutional Equity Plan	Institutional Effectiveness Council → Executive Leadership Team
	Strategic Plan	Constituency Groups (all) → Institutional Effectiveness Council → Executive Leadership Team → Presentation to Governing Board
	Employee Development and Retention Plan	Employee Constituency Groups (Academic Senate, Classified Senate, Management Team) → Institutional Effectiveness Council → Executive Leadership Team
Operations Council	Facilities Master Plan	Operations Council → Executive Leadership Team *As this plan is typically developed through a districtwide process, additional review may take place at the district level.*
	Sustainability Plan	Operations Council → Executive Leadership Team
	Technology Master Plan	Operations Council → Executive Leadership Team
Student Success Council	Distance Education Plan	Academic Senate → Student Success Council → Executive Leadership Team
	Educational Master Plan	Constituency Groups (all) → Student Success Council → Executive Leadership Team
	Strategic Enrollment Management (SEM) Plan	Student Success Council → Executive Leadership Team

Table 2: Plans by Governance Responsibility

PRIMARY PLANS

Institutional Equity Plan

General Description: The primary lens for all planning at American River College is the institution's commitment to social justice and equity. The Institutional Equity Plan provides a framework through which this commitment can be considered and addressed across all other plans. The framework further defines and articulates an expanded view of the commitment that the College has made to its students and employees. It strives to develop a shared vision and guidance for realizing the commitment across the institution.

Intended Purpose: Serves as a reference to guide other groups in actualizing ARC's commitment to social justice and equity across all subsequent strategies, objectives, and activities.

Process for development: The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **Executive Leadership Team**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Example Topics: At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Social justice and equity as core values for student success
- Cultural perspectives of historically underrepresented groups
- Individual, institutional, and structural discrimination
- Diversity and inclusion
- Racism and hate crimes on campus
- Opportunity gaps which result in inequitable outcomes
- Equity-minded communication and language
- Equitable participation and engagement
- Institutional data through the equity lens
- Campus climate
- Leadership, professional development, and community engagement
- Research-based models and methodologies for change

Cycle: Every 7 years

Oversight: **Institutional Effectiveness Council**

Expectations or Metrics: Expectations and metrics are defined through the planning process. Once defined, the **Institutional Effectiveness Council** monitors progress based on these indicators.

Educational Master Plan

General Description:
As the most long-range and comprehensive of American River College's planning processes, this plan assesses the current state of the institution, projects its likely future, and proposes how it should develop in order to serve its mission effectively. During the planning cycle, the College intentionally examines its context, environment, and effectiveness. Based on analysis of the data, the College is able to identify key priorities and develop a long-term vision for the future which can then provide direction and serve as a navigational tool for all other planning processes.

Intended Purpose:
Sets the long-range vision for the institution and its planning processes; serves as a navigational tool to ensure all other plans are headed in the same general direction.

Process for development:
The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Example Topics:
At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Reflection on the college mission
- Context of post-secondary education (national, state, regional, and local)
- External and internal environmental scans
- Enrollment and program growth forecasts
- Stakeholder perceptions and interests
- Institutional strengths, opportunities, and challenges
- Key priorities or themes to address
- Vision of the future
  - Assumptions and implications for other planning processes
  - Alignment of instruction and support services with future needs of students/community
  - Infrastructure and institutional support necessary to provide anticipated instruction and services
  - Suggested approaches for realizing the vision

Cycle:
Every 14 years (with mid-cycle addendum if needed)

Oversight:
Student Success Council

Expectations or Metrics:
Expectations and metrics are defined through the planning process. Once defined, the **Student Success Council** monitors progress based on these indicators.

Strategic Plan

General Description:
This plan establishes American River College's mid-range goals and major strategies. The strategic goals are the broad outcomes that the institution, as a whole, hopes to achieve. The strategies are approaches by which the institution expects to make progress towards achieving the goals.

Intended Purpose:
Articulates the strategic goals which are subsequently used in various planning processes including annual unit planning. Through ARC's integrated process, unit-level plans result in action steps and resource requests that are aligned to the strategic goals that the institution hopes to achieve.

Process for development:
Unlike other planning processes, ARC's strategic planning does not have a standardized process involving project teams. The chair of the **Institutional Effectiveness Council (IEC)** prompts dialogue regarding the planning process. Based on this dialogue, a recommendation is made to the **Executive Leadership Team (ELT)** to either conduct the planning process using a project team approach or other means (e.g., external expertise). Once the approach is determined, the process for development occurs and the draft plan is presented to the **IEC** for consideration. The sponsoring council would then make a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Cycle: Every 7 years

Oversight: **Institutional Effectiveness Council**

Expectations or Metrics:
Expectations and metrics are defined through the planning process. Once defined, the **Institutional Effectiveness Council** monitors progress based on these indicators.
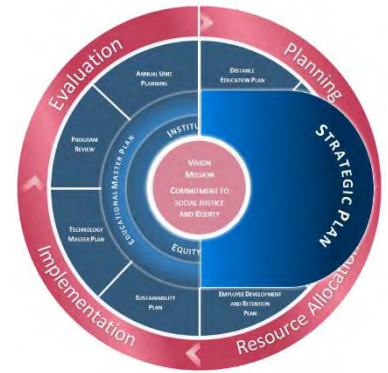
FOCUSED PLANS

Distance Education Plan

General Description: This plan is intended to assess the current state of American River College's distance education (branded as ARC Online); project the future needs of students and employers; and makes recommendations for developing distance education in a manner which can best support the college mission and strategic direction. It may propose implementation timelines or suggest next steps.

Intended Purpose: Serves as a reference on the current state of ARC's distance education efforts and supplies an actionable implementation plan for developing, maintaining, and enhancing distance education in support of the college mission.

Process for development: The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Example Topics: At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Online programs and pathways
- Delivery methods and scheduling based on learner needs
- Responsiveness to industry and labor market factors
- Distance education technology, authentication, and accessibility
- Best practices in online teaching and learning including instructional design
- Emerging and innovative practices
- Non-traditional methods of assessing and certifying learning
- Resources and support services for online and/or remote learners
- Resources and support services for online and/or remote faculty
- Training and professional development
- Organizational structure and practices
- Regulatory context and compliance
- Distance education through the lens of equity and social justice

Cycle: Every 7 years

Oversight: **Student Success Council**

Expectations or Metrics: Expectations and metrics are defined through the planning process. Once defined, the **Student Success Council** (oversight council) monitors progress based on these indicators.
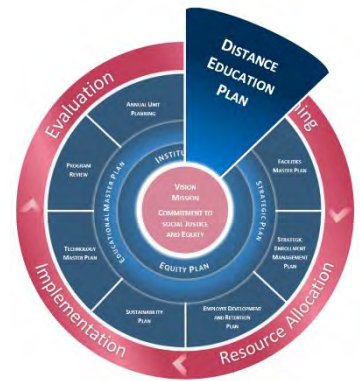
Employee Development and Retention Plan

General Description: This plan recognizes American River College's employee base as a valuable resource and is intended to determine how to best foster an environment that promotes employee development and retention in support of the college mission. The plan is primarily focused on existing employees and does not address future staffing needs or hiring prioritization. It may propose implementation timelines or recommend next steps.

Intended Purpose: Serves as a reference on the current state of ARC's human resources and supplies an actionable implementation plan for developing and maintaining a vibrant, resilient workforce in support of the college mission. This type of plan is often used as evidence for ACCJC Standard III.A. (Human Resources).

Process for development: The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Example Topics: At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Recruitment of new employees
- New employee onboarding
- Training and professional development
- Retention and growth
- Succession planning
- Workplace climate and involvement
- Workplace safety
- Regulatory context and compliance
- Communication of information relating to employee development and retention
- Accreditation standards specific to human resources
- Employee development and retention through the lens of equity and social justice

Cycle: Every 7 years

Oversight: **Institutional Effectiveness Council**

Expectations or Metrics: Expectations and metrics are defined through the planning process. Once defined, the **Institutional Effectiveness Council** (oversight council) monitors progress based on these indicators.

Facilities Master Plan

General Description: This plan is intended to assess the current state of ARC facilities across all locations; project future needs related to the maintenance, use, acquisition, renovation, construction, and demolition of facilities; and recommend strategies for developing the institution's physical resources to best support the college mission. Because of the substantial time frame involved with capital projects, the facilities master plan involves both a long- and short-range outlook guided by the Educational Master Plan. This plan is often developed within a district-wide process and is inclusive of the main campus and center locations.

Intended Purpose: Serves as a reference on the current state of ARC's facilities and supplies as an actionable implementation plan for developing, maintaining, and enhancing the institution's physical resources in support of the college mission. Identifies the major capital outlay projects that are in progress or on the horizon. This type of plan is often used as evidence for ACCJC Standard III.B. (Physical Resources).

Process for development: The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Example Topics: At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Potential capital projects
- Standards for space utilization and facility planning
- Development guidelines for architecture, landscaping, lighting, and signage
- Pedestrian and vehicular circulation, parking, and public transportation
- Site design and functional zones
- Accessibility, safety, and security of facilities
- Regulatory context and compliance
- Communication of information relating to facilities
- Placemaking and gathering spaces
- Accreditation standards specific to physical resources
- Facilities and facility use through the lens of equity and social justice

Cycle: Every 7 years

Oversight: **Operations Council**

Expectations or Metrics: Expectations and metrics are defined through the planning process. Once defined, the **Operations Council** monitors progress based on these indicators.

Strategic Enrollment Management Plan

General Description: This plan is intended to assess existing enrollment management practices and cultivate optimum enrollment levels in alignment with the College's strategic plan. The planning process utilizes strategic enrollment management methodology to holistically align efforts across all stages of the student life cycle to simultaneously foster student success. It may recommend approaches, propose implementation timelines, or suggest next steps.

Intended Purpose: Serves as a reference on the current state of ARC's enrollment activities and supplies an actionable implementation plan for recruitment, enrollment, and retention strategies desired to achieve and maintain optimum enrollment levels in support of the college mission.

Process for development: The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Example Topics: At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Historical, projected, and optimal enrollment levels (targets)
- College image and brand
- Marketing and communication efforts
- Existing and potential enrollment streams
- Recruitment and outreach efforts
- Admission and front-door services
- Affordability and financial assistance efforts
- Program and service offerings
- Competitors and competitive advantage
- Partners and transition points (K-12, higher education, and employer)
- Enrollment policies, practices and procedures
- Student retention and completion
- Technologies which support enrollment and enrollment management
- Training and professional development
- Guiding principles and common definitions related to enrollment management
- Research and communication of information relating to strategic enrollment management
- Strategic enrollment management through the lens of equity and social justice

Cycle: Every 7 years

Oversight: **Student Success Council**

Expectations or Metrics: Expectations and metrics are defined through the planning process. Once defined, the **Student Success Council** (oversight council) monitors progress based on these indicators.

Sustainability Plan

General Description: This plan is intended to advance the American River College value of sustainability which is stated as "recognizing its leadership role in the stewardship of natural resources, ARC is committed to reducing its negative impact on the environment." It may recommend approaches, propose implementation timelines or suggest next steps.

Intended Purpose: Serves as a reference on the current state of ARC's sustainability efforts and supplies an actionable implementation plan for promoting responsible sustainability practices in support of the college mission.

Process for development: The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Example Topics: At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Sustainability education and awareness
- Conservation and efficient use of resources
- Natural ecosystem (campus landscape, water, outdoor learning spaces)
- Green construction, alternative energy, and green technologies
- Campus operations and business practices
- Waste management
- Climate-friendly transportation
- Eco-friendly food
- Environmentally-friendly vendors and partners
- Integration with local and regional initiatives
- Training and professional development
- Advocacy, events, and communication of information related to sustainability
- Sustainability through the lens of equity and social justice

Cycle: Every 7 years

Oversight: **Operations Council**

Expectations or Metrics: Expectations and metrics are defined through the planning process. Once defined, the **Operations Council** (oversight council) monitors progress based on these indicators.

Technology Master Plan

General Description: This plan is intended to assess the current state of American River College technology, identify future needs, advance technological progress, and ensure consistency between technology initiatives and the College's strategic direction in support of the college mission. For planning purposes, technology is broadly defined to include the technology infrastructure, equipment, applications, technical knowledge, user support mechanisms, data management practices, and technology standards which can be leveraged as strategic resources to create effective teaching, learning, and working environments. The plan may propose implementation timelines or recommend next steps.

Intended Purpose: Serves as a reference on the current state of ARC's technology and supplies an actionable implementation plan for developing, maintaining, and enhancing the institution's technological resources in support of the college mission. This type of plan is often used as evidence for ACCJC Standard III.C. (Technology Resources).

Process for development: The **College President**, in consultation with the **Executive Leadership Team (ELT)**, charters a project team which is charged with development of the plan. The draft plan and any related deliverables are presented to the sponsoring council for consideration. The sponsoring council makes a recommendation to the **ELT**. When appropriate, constituency groups or other stakeholders may be consulted prior to consideration by the sponsoring council. [See Table 1, Plans by Governance Responsibility, for specific details.]

Example Topics: At ARC, plans are often developed based on a project charter which would define the scope including any specific topics. Plans of this type typically explore topics such as:

- Standardization of campus technology and technology use
- Technology support services for students and employees
- Technology infrastructure and networks
- Information security and disaster recovery
- Emerging technologies and technology-related equipment/furniture
- Innovative practices enabled by technology
- Technology literacy, access, and accessibility
- Perceived/demonstrated barriers to technology use (e.g., geography, connectivity, and availability)
- Data management, classification, and documentation
- Technology maintenance, lifecycles, and replacement plans
- Regulatory context and compliance
- Organizational structure and practices
- Training and professional development for end users and technical employees
- Communication of information and standards relating to technology and technology use
- Accreditation standards specific to technology
- Technology through the lens of equity and social justice

Cycle: Every 7 years

Oversight: **Operations Council**

Expectations or Metrics: Expectations and metrics are defined through the planning process. Once defined, the **Operations Council** (oversight council) monitors progress based on these indicators.

PROGRAM REVIEW AND UNIT PLANNING

Planning at the unit level is another essential component of ARC's integrated planning structure. Focused unit planning is comprised of program review (program-level units only) and annual unit plans (all units) which are embedded in a single, cohesive model. Units use a data-informed approach to regularly assess effectiveness, plan for the future, and request resources to carry out those plans. While considerable emphasis is given to quality enhancement of the planning unit, the entire process is guided by institutional planning to ensure synergistic efforts.
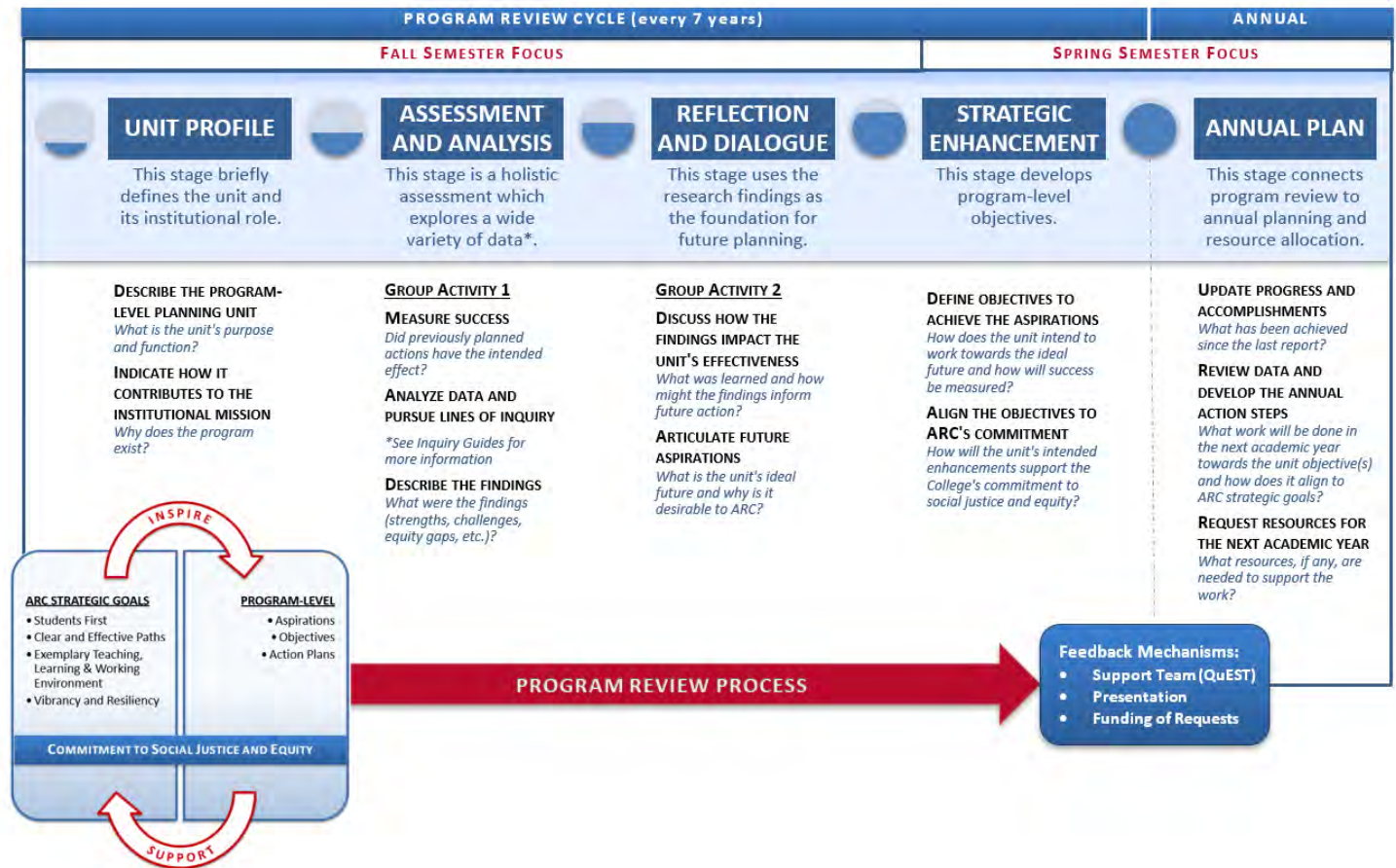
Figure 4: ARC Program Review and Unit Planning Model

ARC developed this model based on a set of guiding principles reflecting an intent to create a supportive, streamlined process that is both meaningful and useful to the participants.

Cyclical Pattern

From the perspective of a single program-level planning unit, the combined model plays out over a seven-year cycle of planning, action, and evaluation of progress. Program review sets the objectives which drive the activities or action steps to which resources are allocated on an annual basis. Updates on progress towards the objectives are collected each year to identify any needed adjustments (course corrections) and the aggregated progress reports serve as the starting point for evaluation at beginning of the next program review cycle.
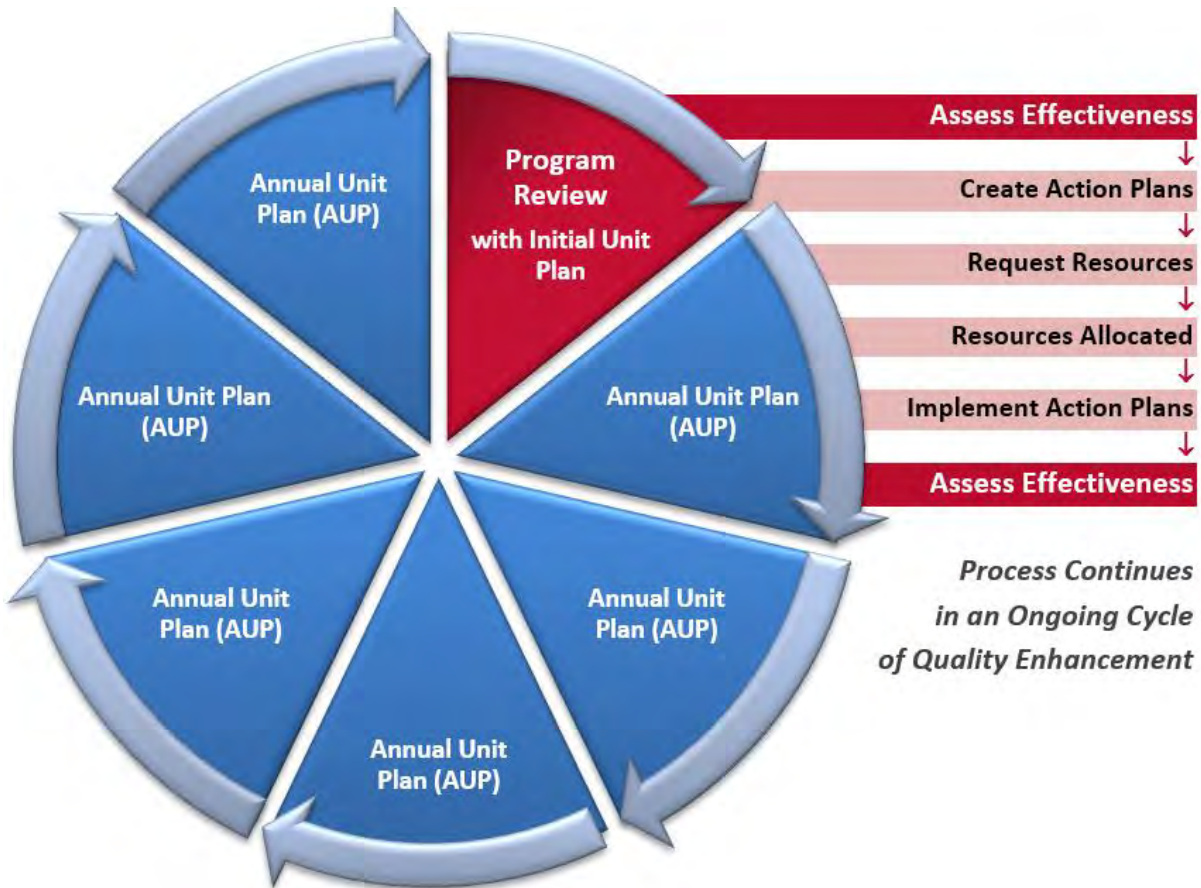
Figure 5: Seven-Year Cycle for a Program-Level Unit

It should be noted that focused unit planning, which takes place annually, is not restricted to the program-level units which participate in program review. Units at all other levels of the institution may also participate in annual unit planning to specify planned activities and request resources for the upcoming year.

Program Review

Intended Purpose: Assess program effectiveness and define objectives for program enhancement in alignment with institutional planning

Cycle: Every 7 years per program

Oversight: ARC Program Review Committee (Process Coordination)
Institutional Effectiveness Council (Integrated Planning and Results)

Coordination of the Program Review Process

Program-level planning units are grouped into cohorts which participate in self-evaluation through program review during an assigned planning year. There is a scheduled hiatus of program review during the year in which the institutional self-evaluation occurs to grant all programs an equitable opportunity to participate in the institutional review.
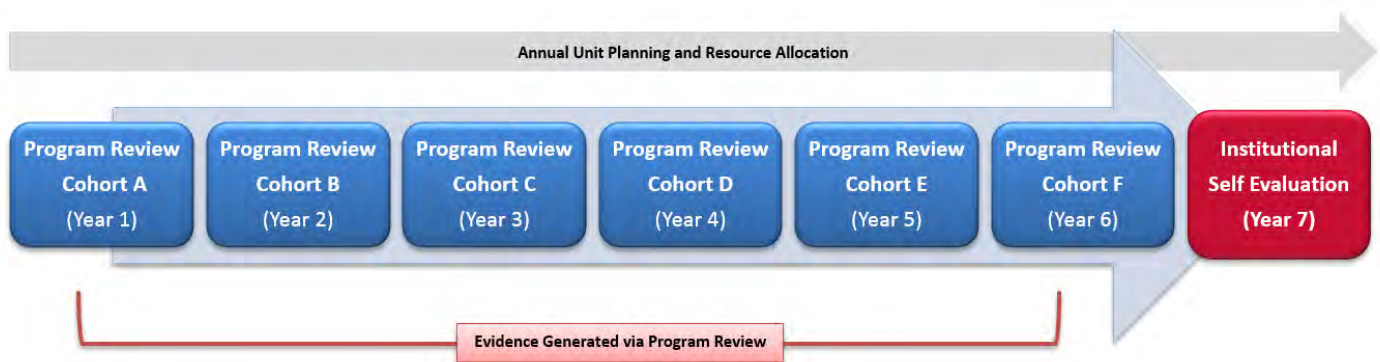
Figure 6: Program Review Cohorts

One notable characteristic of ARC's process is the allocation of a cross-functional support team as a resource for each planning unit undergoing comprehensive program review. The use of Quality Enhancement Support Teams (QuEST) demonstrates ARC's ongoing commitment to maintain high-quality programs and continuously improve institutional effectiveness.

The QuEST process is coordinated through the **Program Review Committee** which is intentionally designed to support and evaluate ARC's program review processes. As a subcommittee of the **Academic Senate** and working closely with the **Institutional Effectiveness Council**, the **Program Review Committee** is comprised of faculty, classified staff, and administrators who can provide essential technical expertise as well as sharing valuable insight and thoughtful feedback when called upon by the program review participants.

Transparency and Institutional Dialogue

At the end of program review process, each planning unit presents highlights of their program review to a broad audience including members of governance councils, the **Program Review Committee**, and administrators. This mechanism promotes further dialogue and ensures that the information extends beyond individual planning units and their assigned QuEST groups.

The **Institutional Effectiveness Council** formally accepts the program review reports annually.

Annual Unit Planning

Intended Purpose: Identify the short-term action steps and resources by which objectives will be achieved

Cycle: Every year

Oversight: Institutional Effectiveness Council (Integrated Planning and Results)
President's Executive Staff; Operations Council (Resource Allocation and Budget)

Annual unit planning occurs <u>each spring</u> to develop action steps and allocate resources for the upcoming academic year. Action steps are directly linked to goals from ARC's Strategic Plan. This intentional linkage creates a clear connection between institutional planning, unit planning, and resource allocation.

Defining a Planning Unit

Unlike program review which is limited to program-level units, planning units at all levels of the institution participate in the annual unit planning process. A planning unit is an entity that typically exists in the organizational structure and can be allocated resources. Planning unit levels and roles are defined below.

	Role in Annual Unit Planning	Typical Leads	Example
Executive-Level Unit	Identifies action steps and related resource needs to implement strategies or objectives that cross multiple divisions or areas; may include requests for cross-functional initiatives that involve multiple areas	President Vice President Associate Vice President	Instruction
Division/Area-Level Unit	Identifies action steps and related resource needs to implement objectives that cross multiple program-level planning units, but do not extend beyond the division or area	Dean Director	Humanities
Program-Level Unit	Identifies action steps and related resource needs to implement objectives for a program-level planning unit	Department Chair Director Manager Supervisor or designated lead	Foreign Languages

Table 3: Definition of a Planning Unit

Relationship between Program Review and Annual Unit Planning

For program-level planning units, annual unit planning advances the program's objectives into action. One outcome of program review is creating an aspirational vision for the planning unit and one or more objectives which work towards achieving the vision. Annual unit planning identifies the specific action steps the planning unit intends to take during the upcoming year and any resources needed for implementation so that institutional resources can be effectively allocated to planned activities.

INTEGRATION WITH RESOURCE PRIORITIZATION AND ALLOCATION

Resource prioritization and allocation is informed by various institutional planning processes and supplies the necessary resources to carry out planned activities.
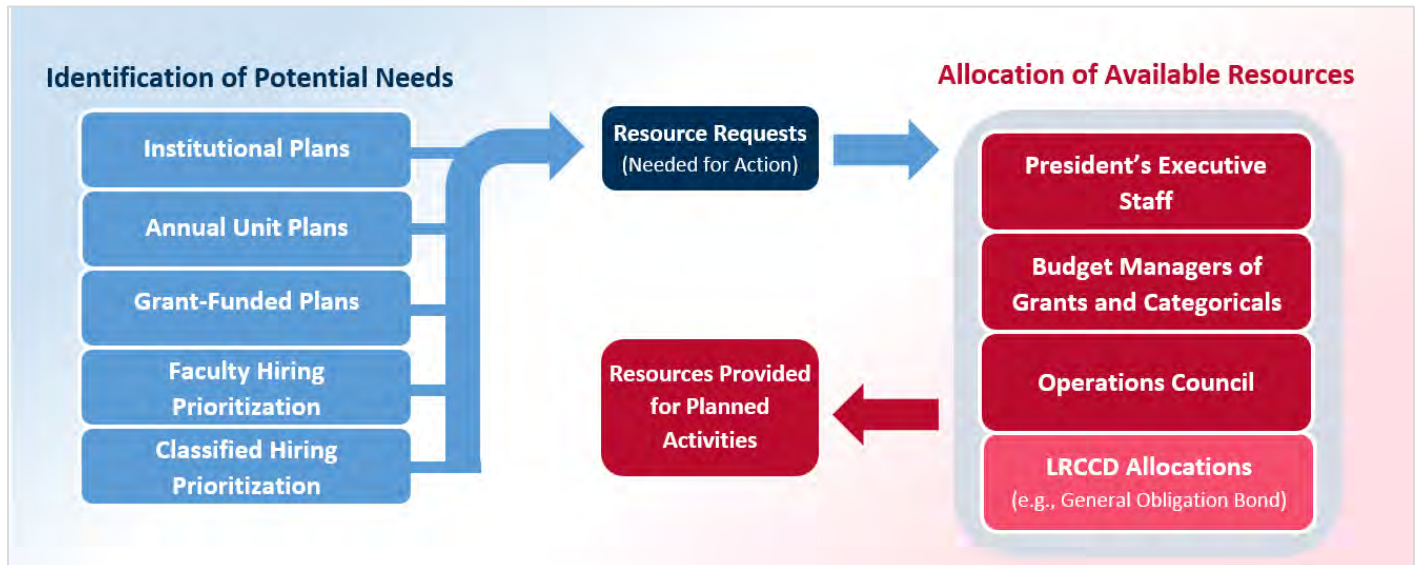
Figure 7: Resource Prioritization and Allocation

As mentioned previously, annual unit planning is one of the primary methods by which funding of planned activities occurs and that captures the broadest scope of requests. These resource requests typically support unit-level activities based on program review, but may also include unit-level activities that are necessary to support grant-funded initiatives or institution-level plans (e.g., requests from the Information Technology department to support implementation of the Technology Master Plan). In either case, the activities and resource requests are explicitly aligned to the overarching goals specified in ARC's strategic plan which ensures cohesive efforts across all plans. The unit planning diagram below (Figure 8) demonstrates how the continuous cycle enables resource allocation to be driven by planning.
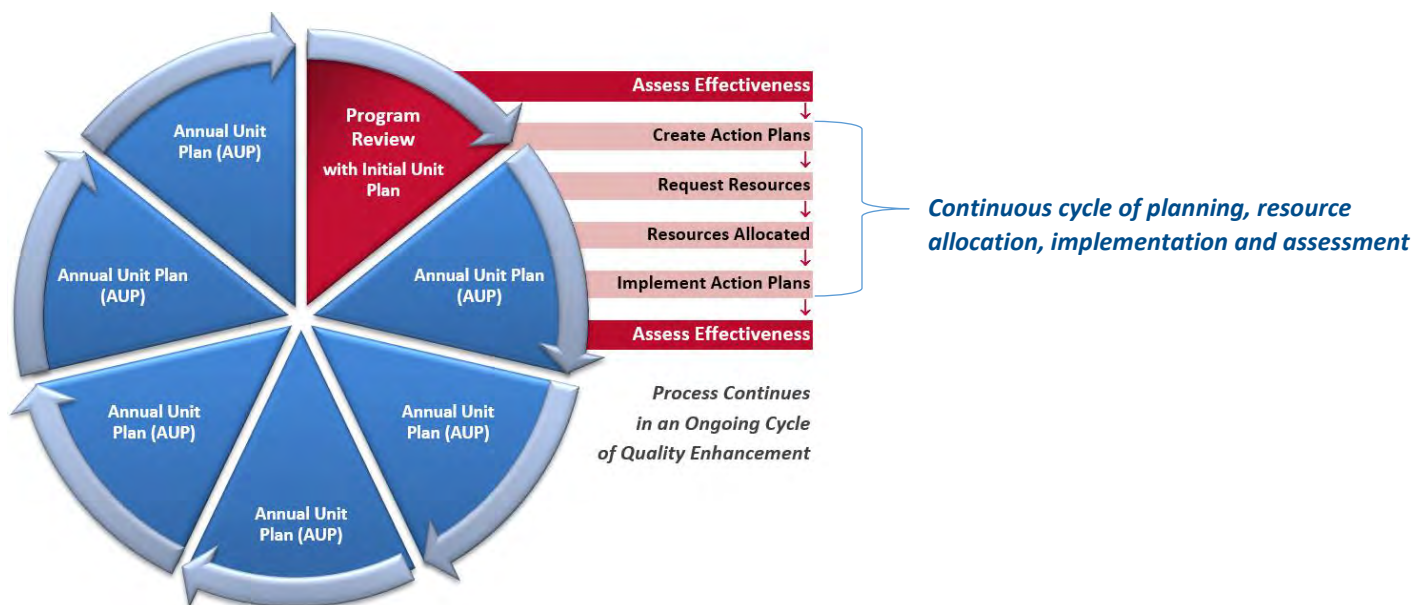
Figure 8: Seven-Year Cycle for a Program-Level Unit

Capital Projects

The Facilities Master Plan (Campus Master Plan) process is integral to outlining the construction plan for new buildings and facility modernization across all campuses of the Los Rios Community College District. Once the Facilities Master Plan has been developed, resources are allocated from the District's General Obligation Bond and/or state bonds. Allocations for deferred maintenance may also come from District sources.

Hiring Prioritization

Another aspect that influences how resources are distributed is the hiring prioritization processes for the allocation of permanent personnel (new positions). While hiring prioritization is indirectly informed by program review and institutional planning, separate mechanisms have been established to determine the highest priorities for hiring. These processes are scheduled with regard to anticipated hiring timelines for permanent positions, particularly those faculty hires which must be in place for the next academic year. The exact timing of hiring prioritization may vary slightly, but generally follows the timeline described below.

Faculty Hiring

September	Request process opens
October	Requests are generated; related data is compiled by the ARC Research Office
November	Submitted requests go to Academic Senate for review; presentations are held; ranking of requested positions is sent to the College President
December	College President publishes the list of approved (funded) positions based on LRCCD allocation
Spring semester	Hiring process occurs for anticipated start in the fall

Staff Hiring

September-October	Potential staffing needs and/or "critical hires" identified through the annual unit planning process; deans and supervisors are asked to complete a screening application
November	Classified Senate screening committee reviews applications and ranks the requests based on established screening criteria; report is compiled and recommendations are forwarded to the President's Executive Staff (PES)
December	College President publishes the list of approved (funded) positions
Spring semester	Hiring process occurs as appropriate to fill positions in a timely manner

Table 4: Faculty and Staff Hiring Prioritization

Allocation Responsibility

The primary responsibility for allocating resources based on planning processes lies with members of the **President's Executive Staff (PES)** in conjunction with budget managers of categorical/grant-funded programs. Once resource requests are submitted by initiators and their supervising administrators, the **PES** discusses the prioritized requests, available funding, and potential funding sources. From April to August of each year, requests are designated for funding through the tentative and final budgets. This occurs as the College President and vice-presidents (who serve on **PES**) allocate resources to individual items in the areas they oversee. If additional funds become available after the final budget, unfunded requests are reviewed to determine how new funding can best be allocated to the remaining needs.

The **Operations Council** provides ongoing leadership for the oversight of resources for various professional development activities (faculty, classified staff, and management) and is also charged with reviewing funded priorities associated with college planning and resource allocation.

SYSTEMATIC EVALUATION

Embedded within and across all planning processes is a systematic cycle of evaluation. In order to fully consider its effectiveness, American River College regularly assesses both (1) its *process* and (2) its *progress*. Each major planning process is overseen by a specific entity within the governance structure which serves as the foundation for ongoing evaluation and accountability related to the specific plan. Further, the **Institutional Effectiveness Council** (IEC) assumes responsibility for the overall evaluation of the integrated planning process and the **Executive Leadership Team** holistically monitors the annual progress of all plans.

Evaluation Area	Oversight	Methods
Integrated Planning Process	Institutional Effectiveness Council (IEC)	▪ Annual feedback from membership of ELT and the three councils via surveys or other methods ▪ Cyclical review and update of the Integrated Planning Guide to examine the process as a whole
Program Review Process	Program Review Committee (subcommittee of the Academic Senate) and the Institutional Effectiveness Council (IEC)	▪ Review of informal feedback collected via the QuEST process ▪ Receipt of Program Review Reports by the Institutional Effectiveness Council
Progress on Major Plans - Institutional Equity Plan - Strategic Plan	Institutional Effectiveness Council (IEC)	▪ Regular progress updates from those involved in implementation ▪ Regular review of college-wide indicators (data)
- Educational Master Plan	Student Success Council (SSC)	
Progress on Focused Plans - Distance Education Plan - Employee Development and Retention Plan - Facilities Master Plan - Strategic Enrollment Management Plan - Sustainability Plan - Technology Master Plan	Council which has oversight for the plan (see Table 2 for details)	Regular progress updates from those involved in implementation of plans
Oversight of All Plans	Executive Leadership Team	Annual progress update to ELT from council chairs (see sample form in Appendix B)
Alignment of Resource Allocation	Operations Council (OC)	Annual report received after final budget is adopted

Table 5: Evaluation Oversight and Methods

Assessing the Integrated Planning Process

On an annual basis, the **Institutional Effectiveness Council** solicits feedback from the membership of the Executive Leadership Team and the three chartered councils. The feedback may be collected via a set of questions included in a general governance survey or through other methods. Findings are discussed within the **Institutional Effectiveness Council** and considered more broadly when additional dialogue is needed to assess the results and determine potential improvements.

Additionally, the **Institutional Effectiveness Council** conducts a cyclical review of the content of this Integrated Planning Guide in order to intentionally seek opportunities to clarify and enhance the institution's integrated planning process. This review is informed by the most recent survey results and other input. The review schedule is depicted in the Multi-Year Calendar provided in Appendix A.

Assessing Institutional Progress

Once a plan is adopted, one of the council chairs is expected to monitor execution of the plan over multiple years. The council receives progress updates from the individual(s) charged with implementation and provides functional guidance when needed. At the end of each academic year, the council chairs summarize the progress on each plan in a brief report to the **Executive Leadership Team** (see sample form in Appendix B). The **Executive Leadership Team** is then able to consider how the work across all plans is cohesively contributing towards achievement of ARC's strategic goals.

The **Institutional Effectiveness Council** regularly reviews key metrics which indicate the institution's progress across relevant indicators. Additionally, there are many accountability mechanisms by which progress is regularly measured and communicated to stakeholders of public institutions. Three vehicles used to showcase ARC's institutional progress are:

Institutional Self-Evaluation Report and Institution-Set Standards
Every seven years, the college evaluates and documents its effectiveness through the Institutional Self-Evaluation Report (ISER) which is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC). The college also measures its performance level for student achievement indicators against institution-set standards and strives towards a stretch goal for each indicator. The methodology used recognizes statistically significant increases and/or declines in performance.

Program Self-Evaluation and Department-Set Standards
Through program reviews, each program-level planning unit conducts a comprehensive self-evaluation and assesses its own progress over the last cycle. Each year, academic departments also review their department-set standards (i.e., institution-set standards at the department level) which prompts dialogue and when appropriate, action. Program-level planning units also regularly review progress related to student learning outcomes and student service outcomes. Programs which exceed their stretch goals are celebrated for their progress.

Institutional Research
On an ongoing basis, the **ARC Research Office** monitors and publishes a variety of metrics and key performance indicators for the institution along with disaggregation by subpopulation.

CONCLUSION

The integrated planning process is intended to ensure that adopted plans are actualized so that the college moves forward on the intended path. First, each of the college's plans are broadly communicated through the constituency representation of its councils as well as directly to stakeholders via the ARC web site. The *ARC Integrated Planning Guide* and all of the institutional plans described herein are posted on a comprehensive integrated planning web page to ensure the information is disseminated and readily available to the campus community.

Next, execution of the plans is prompted by the **President's Executive Staff** which determines how to implement, assigns responsibilities, ensures resources, and supports other decision-making required to operationalize each plan.

Finally, the institutional governance structure supplies ongoing monitoring and assessment of planned activities to ensure that the indicated goals, objectives, and strategic outcomes are realized.

APPENDIX A: Multi-Year Integrated Planning Calendar

The calendar below is synced to the 7-year accreditation cycle. Initial development of plans is compressed in order to have the full set of evidence by 2021. The regular schedule for integrated planning begins in 2022.

Plan or Activity	Cycle	16-17	17-18	18-19	19-20	20-21	21-22	First full cycle on regular schedule 22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
Accreditation	7 years	Write Follow-up	Write Midterm Report	Midterm Report *Due FA 18*		Prep for ISER	Write the ISER	Site Visit *(2022)*		Write Midterm Report	Midterm Report Due		Prep for ISER	Write the ISER	Site Visit (2029)	
Vision-Mission-Values Review	7 years	Done						Review (2023-29)							Review (2030-36)	
Institutional Equity Plan	7 years			New[1] (2019-23)					Develop (2024-30)							Develop (2031-37)
Educational Master Plan	14 years			New[1] (2019-31)					Review*							Develop (2031-44)
Strategic Plan	7 years	Done (2017-21)				*Extend to 2024*				Develop (2025-31)						
Distance Education Plan	7 years			Develop (2019-25)							Develop (2026-32)					
Employee Dev. & Retention Plan	7 years			In Progress[2]	In Progress[2]	New[2] (2021-27)							Develop (2028-34)			
Facilities Master Plan	7 years			Develop[1] (2019-26)								Develop (2027-33)				
Strategic Enrollment Mgmt. Plan (SEM)	7 years			New (2019-25)							Develop (2026-32)					
Sustainability Plan	7 years			New[1] (2019-24)						Develop (2025-31)						
Technology Master Plan	7 years				Develop (2020-26)							Develop (2027-33)				
Program Review	7 years	Group B	Group C	Group D	Group E	Group F	*(hiatus)*	Group A	Group B	Group C	Group D	Group E	Group F	*(hiatus)*	Group A	Group B
Annual Unit Planning	Annual	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process	Annual Process
Employee Survey (college-wide)	Varies	District and College surveys conducted prior to the ISER; additional college surveys conducted as needed						District and College surveys conducted prior to the ISER; additional college surveys conducted as needed								
Student Survey/ CCSSE	Varies	CCSSE, SENSE, and/or other student surveys conducted on a regular basis						CCSSE, SENSE, and/or other student surveys conducted on a regular basis								
Assessment of Program Review	Ongoing	n/a	Full Review	*QuEST Feedback*	*QuEST Feedback*	*QuEST Feedback*	*QuEST Feedback*	*QuEST Feedback*	*QuEST Feedback*	Full Review	*QuEST Feedback*	*QuEST Feedback*	*QuEST Feedback*	*QuEST Feedback*	*QuEST Feedback*	*QuEST Feedback*
Assessment of Integrated Planning	See note[3]	n/a	n/a	*IPG Adoption*	*Council Feedback*	*Council Feedback*	*Council Feedback*	IPG Full Review	*Council Feedback*	*Council Feedback*	Council Feedback	*Council Feedback*	*Council Feedback*	*Council Feedback*	IPG Full Review	*Council Feedback*

[1] Off-cycle plan; future plans will follow the regular schedule and range of years.

[2] Work has already been done on a professional development plan which can serve as initial research to be further framed through the lens of the Institutional Equity Plan. A phased approach is suggested which would focus on professional development in the first year, employee onboarding in the second year, and employee retention/succession planning in the third year which could then be compiled into a complete plan.

[3] The councils are generally chartered for three years. Annual feedback would be followed by a full review of integrated planning in the final year of each IEC charter.

The regular cycle of planning is configured to ensure all plans are revisited during each seven-year accreditation cycle and that planning documents are available as a resource while the institution examines its effectiveness through the process of institutional self-evaluation.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Accreditation Site Visit			**Midterm Report**		**Prepare for ISER (Self-Evaluation)**	**Write the ISER (Self-Evaluation)**
Review of Vision and Mission	Institutional Equity Plan Educational Master Plan *(Full development every 14 years; addendum if needed at midpoint)*	Strategic Plan Sustainability Plan	Distance Education Plan Strategic Enrollment Management (SEM) Plan	Facilities Master Plan Technology Master Plan	Employee Development & Retention Plan	
Program Review Cohort A	Program Review Cohort B	Program Review Cohort C	Program Review Cohort D	Program Review Cohort E	Program Review Cohort F	(hiatus)

APPENDIX B: Sample Progress Evaluation Form

The Executive Leadership Team receives updates annually from the councils on the progress of plan implementation. The form below is intended as a sample of the level and types of information to be reported.

ARC

Annual Update on Plan Implementation

Institutional Plan: [Select Plan]

Academic Year:

Sponsoring Council: [Select Council]

Submitted to the ELT by:

Brief Summary of Planned Activities and Progress:

Accomplishments, Completed Deliverables, and Kudos:

Challenges:

Comments:

INSTITUTIONAL
EQUITY PLAN

AMERICAN RIVER COLLEGE

Laying the Foundation for Equity

- Equity Definitions
- Equity Framework
- Equity Lens
- Themes and Opportunities

TABLE OF CONTENTS

INTRODUCTION

The Institutional Equity Plan Project Team invested nine months deeply examining the college community's environment, assets, and needs in order to create a three-to-five year plan with the goals of improving equity, access, and success at American River College (ARC). The team consulted with hundreds of students, faculty, staff, and administrators to create a plan that is rooted in principles and values of equity, social justice, inclusion, and liberation. This plan is not intended as a prescriptive list of actions to produce specific results, but rather a guiding framework with recommendations to transform the institution and those who work and exist within it.

The project team acknowledges that there are many positive equity-focused efforts currently in action; nonetheless, the college aspires towards continuous growth and improvement of outcomes and experiences for those who are disproportionately impacted and marginalized in society and on campus. The overarching goal of the plan is to improve the climate, so that the ARC community is in a better place in five years. Recognizing that this plan will not eliminate all systemic injustice (e.g., racism, sexism), it will identify those systems and norms in the organizational context; challenge the historical and societal forces; and seek to create methods to actively push against injustices.

The planning document proposes a foundation for this work as well as exploring the opportunities and challenges that surfaced in dialogue with stakeholders. Recommendations are offered across the following categories which will be explored in detail:

- Understanding and improving campus climate
- Creating an organizational structure focused on equity
- Developing human resources
- Creating an equity communication plan
- Enhancing instruction
- Enhancing physical spaces
- Enhancing student support

This plan should be considered a living document that is regularly visited, evaluated, and adapted.

Acknowledgements

The project team was comprised of a group of students, staff, faculty and administrators who contributed their efforts to development of the ARC Institutional Equity Plan. The membership included:

Joshua Moon Johnson (Project Lead)	Judy Mays
Pam Chao (Project Co-Lead)	Angelo Milano
Tanya Anderson	Chris Olson
Kelvin Burt	Jessica Pressley
Thubten Dronme Davis	Faryal Said
Marianne Harris	Sara Smith
Kate Jaques	William Zangeneh-Lester
Lisa Lawrenson	Cesar Reyes (Note Taker)

Sponsoring Council: Institutional Effectiveness Council

OVERVIEW OF RECOMMENDATIONS

The summary below showcases the recommendations for continuous growth and improvement. Please see the pages listed for further discussion including suggested strategies.

Category	Recommendations
Setting the Foundation for Equity (p. 6-11)	1) Affirm the proposed definitions of equity-related terminology 2) Adopt the proposed equity framework and lens
Campus Climate (p. 12-13)	3) Focus on welcoming disproportionately impacted communities at ARC 4) Conduct a climate study and a corresponding climate audit that utilizes an equity lens 5) Build institutional capacity in cultural awareness and equity consciousness
Organizational Structure (p. 14-15)	6) Cultivate a clear sense of accountability for making institutional equity a priority 7) Foster greater collaboration related to equity issues and interests 8) Extend transparency
Human Resources (p. 16-17)	9) Offer training and professional development to all employees specific to equity and social justice 10) Nurture the essential conditions to hire and retain people of color
Communication (p. 18-19)	11) Operationalize the shared definitions, framework, and lens 12) Develop and execute a communication plan focused on equity 13) Assess and collaboratively revise college guidelines and procedures 14) Infuse equity communication by leaders throughout the organization
Instruction and Curriculum (p. 20-21)	15) Provide faculty with resources to help prioritize curriculum that is inclusive of students from marginalized communities 16) Ensure faculty have access to information (data) necessary for promoting the success of students from marginalized communities 17) Sustain and support instructional approaches for supporting students of color
Physical Spaces (p. 22-23)	18) Improve physical space to promote success for people with disabilities 19) Equip classrooms with flexible seating configurations 20) Foster a more welcoming and safe physical environment for transgender and non-binary people 21) Dedicate more space to supporting marginalized students 22) Adapt the physical environment to better support student parents
Student Support (p. 24-25)	23) Increase planning and training related to hate and bias incidents 24) Promote collaborative planning at the department/unit-level 25) Expand mental health services focused on marginalized students 26) Plan to strategically and comprehensively meet basic needs for students 27) Enhance and increase onboarding efforts for marginalized students 28) Allocate regular staffing in physical spaces designed for marginalized communities

Table 1: Overview of Recommendations

THE PLANNING ENVIRONMENT

The Institutional Equity Plan has been developed as one component of American River College's integrated planning process so that it can provide a framework through which ARC's commitment to social justice and equity can be thoughtfully addressed across all other plans. It strives to develop a shared vision and guiding direction for actualizing the commitment across the institution.

Governance and Strategic Plan Connections

The project team was initiated through ARC's established governance process and the proposed plan will be considered through appropriate governance channels including the Academic Senate, Institutional Effectiveness Council, and the Executive Leadership Team. Governance at ARC involves how policies, practices, or procedures are established to guide the operation of the college. Participatory governance is a collaborative goal-setting and problem-solving process built on trust and communication that involves representatives from appropriate constituent groups who engage in open discussion and timely decision-making. The purpose of governance is to achieve **valued outputs** which are strategies, solutions, and/or recommendations that advance ARC in the direction of maximizing institutional effectiveness. Valued outputs are achieved through **participation** and **dialogue**. Project teams are the collaborative method by which the college produces specific deliverables such as planning documents.

All components of the integrated planning process, including the Institutional Equity Plan, are centered on the institution's vision, mission, and commitment to social justice and equity (see Figure 1).

Figure 1: Overview of ARC Integrated Planning Model

Recommendations of the Institutional Equity Plan are mapped to the strategic goals that they support. These goals include:

Students First – The College engages and connects students early and often to people, programs, and services as an integrated educational experience. By providing personalized, proactive support, the College fosters relationships that ensure all students, particularly the historically underserved and marginalized, persist, learn, and succeed.

Clear and Effective Paths – The College provides easily recognizable pathways to, through, and beyond ARC. Offering well defined and supported pathways provides a foundation for success as students enter the College, make timely progress toward achieving their informed educational goals, and seamlessly transfer to other colleges and universities or find employment in their chosen career.

Exemplary Teaching, Learning, & Working Environment –The College ensures an equitable, safe, and inclusive teaching, learning, and working environment. Culturally relevant curriculum, innovative, high-quality instructional methods and technologies, exemplary academic and student support services, and comprehensive and integrated professional development create the best conditions for teaching and learning. The College promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Vibrancy and Resiliency – The College promotes a culture of innovation, entrepreneurship, sustainability, and transparent communication. Proactive, effective, and efficient operational systems and governance and data-informed approaches to planning, decision-making, and resource allocation provide a high level of service to our students, community, and to one another.

Intent of the Project

Based on the project charter, the work of the project team was intended to lay the foundation for a comprehensive Institutional Equity Plan. The resulting plan was expected to articulate short-term and long-term goals, strategies, priorities, and resource needs as well as identifying expected outcomes on how to measure success of the plan. The adopted equity plan will influence and guide the planning efforts of future project teams by providing a framework for equity and inclusion at ARC.

VISION:
Transform the future of all students and our community through inclusive, equitable education.

MISSION:
American River College places students first in providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

American River College, serving the greater Sacramento region, offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals.

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

INDIGENOUS LAND STATEMENT:
We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.

THE PLANNING PROCESS

Beginning in August 2018, the chairs (Moon Johnson and Chao) pulled together a team of students, faculty, staff, and administrators; developed the project charter; gathered articles on higher education equity and social justice as well as samples of equity reports; and conducted a full day retreat to create team expectations, communication tools, and a common foundation. The team generated a timeline and actions steps for the process. The team hired a nationally known social justice facilitator, Gabriel Javier, to create a foundation on equity, social justice, and dialogue techniques as well as hosting a half-day training for the team. Meetings occurred multiple times per month throughout the fall semester.

Information and Data Collection

The team began its information gathering and sharing by hosting a campus-wide Equity Town Hall during which the project was introduced and the team gathered input. The town hall had nearly 100 participants who shared experiences, needs, and ideas for the equity plan. (Please see Appendix B for details of the facilitation method.) The team identified stakeholder audiences and prepared for additional data collection. Nearly twenty listening sessions conducted as informal focus groups were held with college stakeholders with a focus on, but not limited to, marginalized communities. (Please see Appendix C for the list of stakeholder groups.) The team also created abbreviated literature reviews from national research on topics important to an institutional understanding of equity.

Information and Document Analysis

A subgroup of the project team was assigned to review and analyze all documents. The sub-team was trained on basics of qualitative research by Tyler Rollins (Planning, Research & Technology). Co-chairs Chao and Moon Johnson created a list of themes, issues, and needs for ARC.

Crafting the Recommendations

Once areas of opportunity were identified, seven sub-teams were tasked with focusing on one of the opportunities. Each sub-team then created recommendations based off examining campus-wide growth opportunities, examining research on effective practices, and benchmarking effective models at other institutions. The sub-teams brought recommendations to the larger team to gain feedback and to synthesize the recommendations into broader campus themes.

Developing the Draft Plan

After months of information gathering, listening sessions, and analyzing national research, the team designed a draft plan that presented both a guiding foundation and recommendations arranged in seven categories. Key elements included:

- Guiding Foundation
    - Proposed phased approach
    - Proposed ARC definitions of equity-related terminology
    - Proposed equity lens
    - Proposed equity framework
- Opportunity Categories
    - Campus Climate
    - Organizational Structure
    - Human Resources
    - Communication
    - Instruction and Curriculum
    - Physical Spaces
    - Student Support

A GUIDING FOUNDATION FOR INSTITUTIONAL EQUITY

The Institutional Equity Plan proposes definitions, an equity framework, and an equity lens that can serve as a solid foundation for creating shared meaning related to American River College's efforts to advance an equitable and just educational environment. This foundation is a prerequisite for implementing many of the recommendations that emerged during the planning process.

Proposed Phased Approach

While the Institutional Equity Plan is a comprehensive document, it is suggested that it be realized through three phases. These phases should not be viewed as sequential; however, it would be prudent for parts of Phase I to be in process prior to moving into certain actions in subsequent phases. For example, the Equity Framework should be established before developing specific initiatives focused on student support. The diagram below depicts the proposed approach to implementing the recommendations based solely on the project team's planning perspective. It is recognized that the actual implementation strategy and action steps will be determined by college leadership after adoption of the institutional equity plan.

Phase III: Institutionalize the Plan
Ongoing mechanisms for accountability, systems for measuring outcomes, transparency and communication

Phase II: Move into Action
- Instruction and Curriculum
- Physical Spaces
- Student Support

Phase I: Set the Foundation
- Adopt and operationalize shared definitions, framework, and lens
- Campus Climate
- Organizational Structure
- Human Resources
- Communication

Three to Five Years: Fall 2019 – Spring 2024

Next planning cycle occurs (2023-24)

Figure 2: Proposed Phased Approach

Proposed ARC Definitions of Equity-Related Terminology

The following definitions are provided as a shared point of reference for the terminology used throughout this plan. Upon adoption, the stated definitions could be made available to the college community to provide clarity to future implementation efforts and serve as reference material for future planning processes.

Social Justice

Social justice is both a process and a goal. Social justice is a way of seeing and acting aimed at resisting unfairness and inequity while enhancing freedom and possibility for all. It focuses on how people, policies, practices, curricula, and institutions may be used to liberate rather than oppress others, particularly disproportionately impacted persons.

Equity

Equity is focused on providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, and/or disproportionately impacted. These communities include:

- People of color including Black and African American, Asian and Asian American, Pacific Islander American, Latinx, Native American, multiracial, and other people disadvantaged due to racial and ethnic identity
- Lesbian, gay, bisexual, transgender, queer and others (LGBTQ+)
- Women-identified and females
- Undocumented, DACA, AB540, and mixed-status families
- Low-income and first-generation
- Current and former foster youth
- People with disabilities
- Non-majority religious and spiritual groups
- Refugees and persons holding Special Immigrant Visas (SIV)
- International students
- People with limited use of the English language

Community Engagement

ARC is committed to engaging our community in efforts to eliminate inequities and to promote positive social change.

Transformative Leadership

ARC commits time and resources to supporting the development of courageous leadership. This includes the development of skills that address individual and systematic oppression.

Equity-Minded Education

Equity-minded education values students and their life histories and experiences, making them central to the teaching and learning process. The histories, cultures, and contributions of diverse groups are included in the student experience. Learning environments and curricula directly address racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious intolerance, audism, xenophobia, and intersectionality.

Liberation

Liberation is the act of dismantling systems of oppression and disrupting systems of power and privilege. This process includes the voices of those who have been excluded or marginalized. Liberation strives beyond equity through social justice to pursue true freedom.

Proposed ARC Equity Framework and Lens

In order to create an equity framework and an equity lens to apply to individual work and the collective efforts of the institution, it is necessary to recognize that there is a developmental process to operationalizing values and ideals. At the same time, the college community is engaged in the demands of the day-to-day activity of an educational institution which requires direct and immediate response.

Purpose of the framework

A frame/framework becomes the schema used to understand equity and to apply an institution's equity lens. According to Curtis Linton, the equity framework includes necessary beliefs, expectations and foundations educators need to guarantee that students succeed, rather than simply hoping that the students will conform to the teaching habits. The Center for Urban Education (CUE) at the University of Southern California expands upon this to outline a cognitive frame as an interpretive framework through which individuals make sense of phenomena and determine which questions may be asked, what information is collected, how problems are defined, and what action should be taken (Bensimon and Malcolm 2014, 101).

Defining equity is critical to any frame or framework. To American River College, equity is defined as providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. The ARC equity statement affirms that the college is committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. Further, the institution strives to uphold the dignity and humanity of every student and employee since that is essential to achieving its mission and enhancing its community.

Equity and equitable education assume rigor and equitable outcomes for all groups. Curtis Linton, in *The Equity Framework*, states that the characteristics of equity *that are critical for student success include expectations for high achievement, rigor to provide the skills and learning that students need to achieve, relevancy to connect the learner with the instruction and the curriculum, and relationships for the student to believe, engage, and respond* (Linton 2014, 54).

Organizational Approach

Equity is complex and experienced or demonstrated simultaneously on multiple levels: personally, interpersonally, organizationally or institutionally, and systemically. Because of that, the ARC framework is organized into three main areas of understanding: Personal Equity, Educational/Professional Equity, and Institutional Equity. These three areas are utilized to gain the personal and informational knowledge necessary to expand each individual's equity awareness and create an equity frame. It is expected that professional development is provided to answer these questions and apply the lens.

According to Curtis Linton, the author of *The Equity Framework*, personal equity is defined as centering yourself in equity. That centering includes claiming responsibility in a "journey to racial literacy" (Linton 2014, 70). Racial literacy is explained as the ability to talk with people in order to understand and address racially loaded controversies. (Bolgatz 2005, 1). Racial literacy is grounded in the idea that it is necessary to be fluent about issues of race and understand the power and impact it has on employees and students in the institution (Bolgatz 2005, 2).

Individuals at American River College have been exposed to the idea of personal equity and racial literacy through the concepts of racial and equity consciousness (The Center for Urban Education (CUE) at the University of Southern California (USC)). Racial and equity consciousness challenges individuals to become best practitioners through development of the ability to see racial inequities and their structural roots (Bensimon 2006, CUE Workshop). This skill set is acquired through developmental processes that include subjective and objective elements such as self-knowledge, empathy, a racial knowledge base, awareness of structural inequities and power, and practice.

Educational and professional equity is rooted in ensuring that professional actions are equitable and that equitable environments exist in which to create equitable outcomes. Institutional equity is about designing the educational policies, processes, and practices of an institution to guarantee students are provided with the individual support they need to reach and exceed a common standard or expectation (Linton 2011, 87, 111).
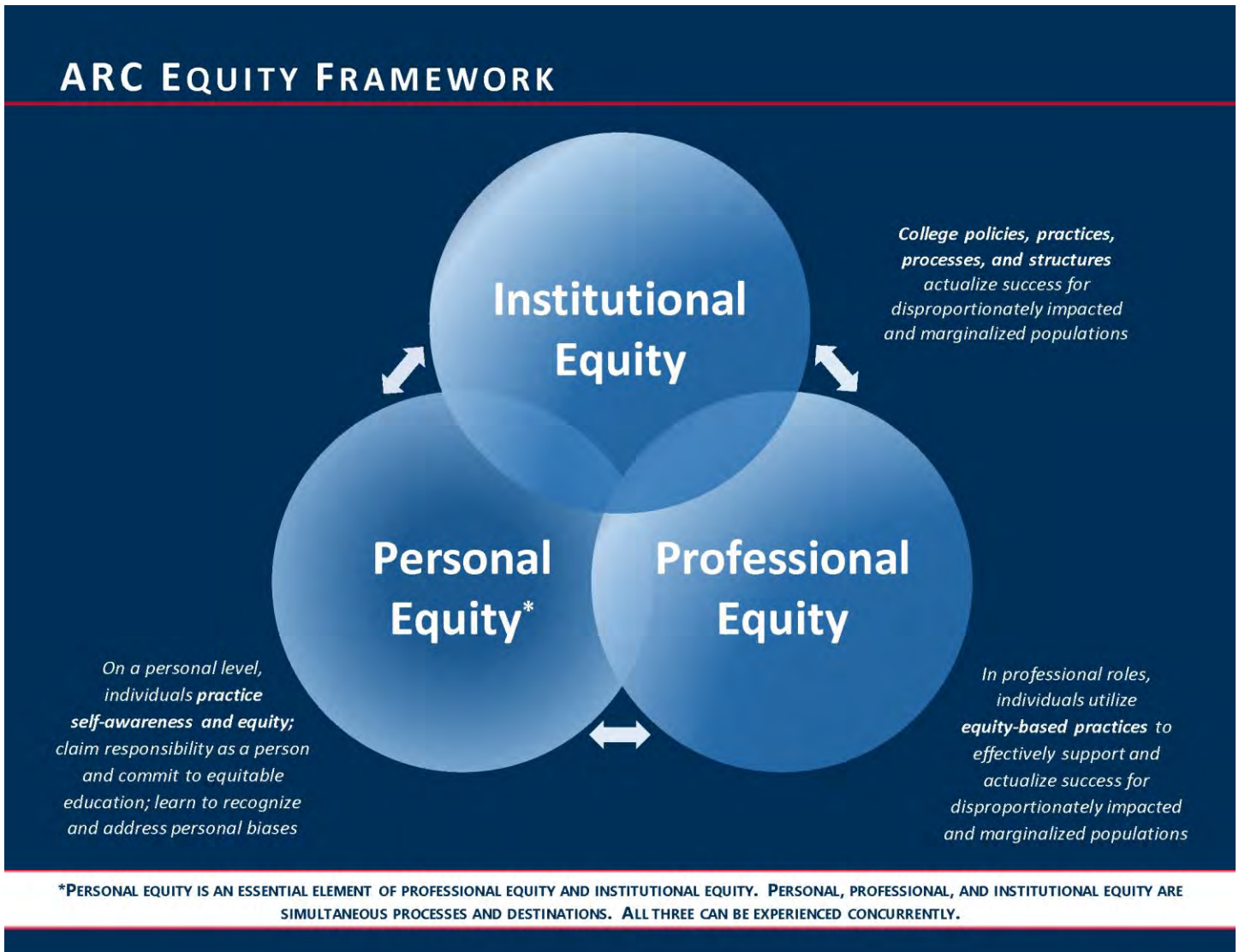
Figure 3: ARC Equity Framework

Ascertaining Your Place in the Equity Frame

Personal Equity: *(Who am I?)*

It is helpful to ask yourself the following questions:

- What is your level of commitment to equitable education? Are you interested or committed? To you, what is the difference between interested and committed?
- Do you know why equitable education matters to you?
- Do you actively work to learn about your own biases?
- Do you question yourself about your own identities, including your racial identity, and how your identities impact your work?
- Do you actively work to develop your equity consciousness (CUE) by exploring, understanding, and working with different forms of racism and isms, bias, power and positionality, oppression, and internalized oppression?
- Do you know your triggers and how to stay present when you are triggered?
- Do you engage in healing work so you can stay engaged in social justice and equity work?

(Curtis Linton, USC Center for Urban Education, Veronica Neal, DeAnza College, California Community Colleges Chancellor's Office, Chao)

Educational/Professional Equity: *(What do we do?)*

It is helpful to ask ourselves the following questions:

- Do you provide all students with the individual support they need to reach and exceed a common standard or expectation? (Linton 2011, 87)
- Do you engage as an equitable "best practitioner"?
- Do we design our personal and institutional support systems and our professional environment to help actualize success for all students?

Institutional Equity: *(Who are we?)*

It is helpful to ask the following questions developed from CUE's five principles of Equity by Design:

- Is there clarity in language, goals, and measures for all equitable practices?
- Is "equity-mindedness" the guiding paradigm for language and action?
- Are practices and policies designed to accommodate differences in the contexts of students' learning rather than to treat all students the same?
- Is ARC enacting equity through a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness?
- Is equity enacted as a pervasive institution- and system-wide principle (see reference below)?
- Is there visible leadership and accountability for equity?
- Is there accessible professional development in place to develop your equity frame and support your equity learning and equity success?

Reference: http://cue.usc.edu/equity-by-design-five-principles/

Once the frame or framework is set, the equity lens can be applied to systematically evaluate equity readiness and equity consciousness. The equity lens gauges whether institutional practices are designed to be equitable by providing educational opportunities and support that meet the needs of the community, especially those who are historically underserved, marginalized, or disproportionately impacted. The equity lens applies the following questions to all practices and products of an institution.

Equity Lens for ARC

Think about a specific policy, practice, or teaching methodology (pedagogy/andragogy). Consider these questions:

1. Does the item:
   - utilize data available on disproportionately impacted populations at ARC?
   - identify racial/ethnic, disproportionately impacted, and marginalized groups **who** are affected?
   - identify racial/ethnic, disproportionately impacted, and marginalized groups and **how** they are affected?
   - address eliminating the opportunity gap and serving disproportionately impacted and marginalized populations?
   - reflect the equity framework or include key individuals who are part of the process who understand, have been trained in, and practice the equity framework?
2. How have you evaluated it for:
   - explicit racial consciousness from an equity perspective?
   - explanations or rationales from a deficit frame in order to eliminate and shift that deficit model to an equity frame?
   - content that addresses and is sourced from disproportionately impacted and marginalized communities?
3. How have stakeholders who are also members of the communities affected been intentionally involved?
4. What are the support systems for equitable outcomes?
5. What are the barriers to equitable outcomes?
6. Who is accountable for the outcomes?
7. Which strategic goal or goals will it advance?

Example: Applying the Equity Lens

Pretend that your department is participating in program review this year. You and your colleagues are expected to assess how effective the department has been and develop a plan for the future. How might you contemplate equity and identify any opportunities to improve equity in your program?

- Has anyone in your program been trained to understand the Equity Cognitive Frame (as used by USC's CUE Institute); the deficit mindset; and disproportionately impacted populations affected by the program review report? If not, did you seek assistance from outside your program?*
- Did you identify and plan strategies to address racial/ethnic disproportionately impacted groups?*
- Thinking about your program review recommendations:
  o will any items affect disproportionately impacted groups?*
  o will your recommendations help eliminate the opportunity gap?
  o have members of disproportionately impacted groups been intentionally included in the dialogue?*
- Have you reviewed and responded to data provided on disproportionately impacted populations?*

Disproportionate impact occurs when an inequitable practice, policy, or approach limits access to key resources or otherwise hampers the academic success of a particular group when compared to all students [Title 5, §55502].

Or to say it another way, **what is being done to ensure that all students,
particularly students of color and other marginalized groups** (see p. 7)**,
have equitable opportunities and access to resources** (e.g., curriculum, instructional practices, services, academic supports, processes, policies) **that are designed to enable their success?**

THEMES AND OPPORTUNITIES

The opportunities for growth encompass broad campus-wide issues tied to systemic inequities present within society and within educational systems. Moreover, the issues also include unique ways in which these social inequities surface at ARC. The following sections provide more detail concerning the opportunities related to each thematic category. It should be noted that many recommendations are closely related to multiple categories.

Campus Climate

What ARC Learned: Opportunities Gleaned from Community Input

ARC opportunities related to campus climate include cultural contexts, subtle and overt messaging, and sometimes intangibles that all affect the overall feel and inclusion of people coming from marginalized and disadvantaged backgrounds. Marginalized populations often do not feel included or a part of the ARC community, and state they have limited or no physical symbols of belonging and inclusion that intentionally represent marginalized groups. These campus climate challenges emerged in the form of:

- Microaggressions and bias towards racial group members and members of other marginalized communities
- Christian centric practices and guidelines (food, holidays, and decor)
- Lack of knowledge and support for diverse religious identities and other marginalized communities
- Lack of diverse and equity-minded employees, resulting in limited mentor and role model opportunities
- Fear and concerns for safety (emotional and physical)
- Marginalized populations seen as problematic when they raise equity issues
- Lack of information on campus climate that is intentionally focused on marginalized groups and their experiences inclusive of faculty, staff, and student voices of those groups
- Lack of inclusion of many groups in previous campus climate data despite an interest in improving their outcomes
- Lack of tools for understanding campus climate and assessing progress

Planning Considerations

Campus climate speaks directly to the college culture. How do we create a cultural shift such that the college is defined by student success and equitable practice? This is a long-term commitment to change individual perspectives and methods as well as institutional beliefs, values, processes, and practices. Campus climate also speaks directly to how day-to-day practices are conducted to meet students' immediate needs and advance ARC's strategic goals.

Culture shift will require that everyone who works at ARC is supported with the tools to understand and implement equitable practices. Leaders must visibly model equitable behavior in their decisions, statements, and interactions. There must be clarity in communicating what equitable practices look like when implemented and what the consequences are for not being deliberately equitable. Change creates discomfort and different strategies will need to be employed whether that discomfort is caused by personal belief systems, a need for information, or how the institution communicates expectations and accountability. (Merton 1976, 189-216; Wood, M2C3 Webinar).

Even though there are varied approaches towards cultural and institutional change, it is hoped that the equity frame and lens will be a useful tool to achieving both. Shifting campus climate will be a slower movement and will include implementing equitable teaching and learning. Direct student support activities include working with students as holistic beings with personal, emotional, and academic concerns that require guidance and support. It also encompasses developing a sense of belonging through community and connecting to a campus entity through relationships with staff, faculty, a peer mentor, and/or other employees.

Based on the planning process, the project team offers the following recommendations:

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Focus on welcoming disproportionately impacted communities at ARC	There is a difference between welcoming marginalized communities to make college space more equitable and the practice of making "everyone" feel comfortable by maintaining the status quo so mainstream groups feel comfortable and remain unchallenged. The latter continues to marginalize and oppress underserved populations.
Conduct a climate study and a corresponding climate audit that utilizes an equity lens	The climate study and corresponding climate audit would be a regular practice that includes all employees and all students and is planned every 3-5 years. The study would: ▪ apply the equity frame and equity lens to assess all areas of American River College; ▪ include marginalized/disproportionately impacted populations at the center of the study design, implementation, and assessment; ▪ define and explore safety from marginalized populations' perspectives; ▪ define inclusion from marginalized populations' perspectives; ▪ be clear in the climate audit about the implicit and explicit practices that are gatekeeping components of our institutional culture.

Build institutional capacity in cultural awareness and equity consciousness	Some possible strategies might include:
	▪ Prioritizing training and professional development
	▪ Applying an equity lens to all event planning and activities
	  o contemplate whether communities see themselves reflected in the social events on campus
	  o consider individual events (speaker identities) and patterns of events as well as speakers' content, perspectives, reference points, and inclusive language
	  o involve police officers in community with disproportionately impacted populations—out of uniform and without guns; based on consent upon the community
	▪ Creating visibility for marginalized groups:
	  o Are there spaces to support marginalized groups?
	  o Are the fliers/murals/spaces on campus composed of representative images?
	  o Can students and faculty see themselves anywhere on campus?
	  o Do marginalized community members see themselves represented in leadership positions, as full-time faculty members (teaching in all time slots), and as staff members?
	  o Are there visible events that include music/art/food created by and reflective of the ARC population? These might include opportunities to have specific cultural foods utilizing businesses/organization that are owned and operated by those in the specific community as well as more community and family inclusive events
	▪ Crafting and implementing inclusive guidelines for and professional development on religious practices and holidays (e.g., prayers and classrooms; holidays and Christmas)
	▪ Developing personal leave (including students) for cultural and religious reasons in consultation with labor organizations if appropriate
	▪ Creating and promoting a "Knowledge Base" of accessible literature in the library (on campus and online) for any students or faculty who need information about social justice issues
	▪ Launching a "Learning Center for Equity", a collaborative teaching and learning workspace that faculty and staff can utilize to work together and discuss issues at any given time
	▪ Schedule more collaborative events (e.g., trainings, educational forums, recreational/social interaction) for administrators, staff, faculty, and students with visible administrator presence

For additional information, please see recommendations in the following closely related categories:
Human Resources
Instruction and Curriculum
Physical Spaces
Student Support

Related Strategic Goals:
Strategic Goal 1 - Students First
Strategic Goal 2 - Clear and Effective Paths
Strategic Goal 3 - Exemplary Teaching, Learning, & Working Environment
Strategic Goal 4 - Vibrancy & Resiliency

Organizational Structure

What ARC Learned: Opportunities Gleaned from Community Input

ARC has the opportunity to establish systems that prioritize equity and commit to inclusive strategic efforts. When gathering community input, many of the suggestions focused on campus leadership and accountability for equity, transparent college processes, and the ways departments and divisions collaborate on equity efforts across the college. Challenges related to organizational structure appeared in the following forms:

- A need for a campus leader/body and campus center/office to hold employees and processes accountable to equity
- Insufficient resources in place to support a campus equity leader and center/office
- A need for campus direction on focusing equity priorities within and between instruction, administration, and student services
- A need for structured ways to embed equity into governance processes, committees, project teams, and other decision-making bodies
- A lack of collaborative efforts between campus divisions.

Planning Considerations

American River College began our equity planning in 2016 with the ARC Redesign and the acknowledgement that "every system is exquisitely designed to produce the result it gets." The importance of equity by design is not lost upon our college. These recommendations regarding organizational structure provide opportunity to create systems that prioritize and institutionalize equity and inclusion and to create accountability within these systems.

Based on the planning process, the project team offers the following recommendations:

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Cultivate a clear sense of accountability for making institutional equity a priority	▪ Mechanisms might provide additional leadership and accountability. For example, additional institutional equity leadership might be achieved by assigning the function to an existing administrator(s); annually appointing a lead equity ombudsperson; creating a new position (e.g., chief equity officer position reporting to the college president), or similar options. The role could potentially oversee: 　o Equity climate studies and audits 　o Equity reporting process for anyone with equity concerns (a non-punitive process focusing on addressing situational needs and informed by campus climate results; would provide closure to student and employee reports) 　o Ombudsperson responsibilities or other transparency mechanisms 　o Equity response or consultation team 　o Accountability investigations through job descriptions and performance evaluations so that employees expand their understanding and application of equity and social justice; union collaborations and conflicts would need to be considered 　o Consistent messaging for moving to a culture of empowerment and inclusion 　o Facilitation of the proficient use of the ARC equity framework and lens ▪ Sufficient resources could be allocated so additional staff can be put in place with the knowledge and awareness to respond to equity issues, cultural sensitivity questions, inclusion practices, and discrimination concerns. ▪ An equity caucus could be formed within committees and workgroups to embed equity perspective in the institutional structure. The caucus should have at least three members to actively move forward equity issues. The model could also be used in governing bodies/senates if willing and interested.
Foster greater collaboration related to equity issues and interests	Some potential options to consider include: ▪ Create a group such as an equity response team, equity consultation team, or presidential equity advisory committee with sufficient resources to address equity concerns that arise within ARC. This group would be available to the President's Executive Staff (PES), Executive Leadership Team (ELT), and the Senior Leadership Team (SLT) for consultation and could work in conjunction with those facilitating professional development. Composition could involve administrators, faculty, classified staff, and students. ▪ Work towards engaging more students in all levels of decision making. Prioritize inclusion of students on all committees and increase incentives (i.e., stipends, childcare, books, food, and priority registration) for participation. Strengthen connections between students and administration through inclusion. ▪ Ensure that populations affected (as well as data from focus groups and national research) are included in the process of making decisions and designing initiatives.
Extend transparency	Suggested means to increasing transparency include: ▪ Arrange for an officially appointed person/body to conduct equity audits for all college guidelines and practices including regulations, decision-making/reporting, accountability, and resource allocation. ▪ Allocate consistent and transparent resources for equity projects, programs, centers, and other entities that serve disproportionately impacted student populations. Inconsistent funding and support for equity-related projects results in loss of time and momentum whenever new funding and support must be sourced. ▪ Simplify administrative processes so that they can be clearly communicated. This will enable all employees to easily learn processes and help guide students. ▪ Examine current institutional projects or initiatives from an equity lens. Potential items for review include Pathways (clear student pathways), Achieve at ARC (clear student processes), and Ad Astra implementation (informed and efficient scheduling process).

For additional information, please see recommendations in the following closely related categories:

Campus Climate	Communication
Human Resources	Instruction and Curriculum

Related Strategic Goals:
Strategic Goal 4 - Vibrancy & Resiliency

Human Resources

What ARC Learned: Opportunities Gleaned from Community Input

ARC opportunities related to human resources include hiring processes, employee retention, employee onboarding, and training and professional development.   Human resource challenges showed in some of the following forms:

- A need for universal and coordinated professional development for employees, especially on equity and social justice issues and practices.
  - Classified staff, including operations staff and temporary classified, student staff, and adjunct faculty are often left out of trainings that do exist
- A need for universal onboarding of employees across classifications (full- time faculty, adjunct faculty, classified staff, managers, student workers)
- Extremely limited mechanisms to hold employees accountable to understanding equity and addressing inequities
- Equity in hiring practices with a continued need to diversify pools and improve current trainings to ensure that equitable screening criteria is actually utilized in the hiring process.
- Challenges with retaining people from marginalized populations:
  - Marginalized employees are often tasked with a burden of leading diversity projects, mentoring students, and/or being a spokesperson. This results in burn-out, poor evaluations, and inequitable duties.
  - Lack of processes in place for reporting and managing bias incidents; current discrimination processes are not well communicated.
  - Need for training on how to support people of color and other marginalized identities in order to mediate issues in equitable ways when identity and power is involved.

Planning Considerations

Current human resource policies and practices should be improved to be more equity-focused and supportive of marginalized groups. As the face and the heart of American River College, employees are our most valuable resources. Employees need to reflect student populations and be culturally competent and responsive to support students' identities.

Ongoing professional development is essential to shifting the institution to an equity-based, student-first focus. Training should equip employees to understand, develop, practice, and become equitable practitioners. Time and space is needed for employees to be trained and engage in professional development as part of their daily work.

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Offer training and professional development to all employees specific to equity and social justice	Employees would benefit from a universal foundation as well as scaffolded offerings related to equity and social justice. Implementation strategies might include: - Align professional development efforts with the Institutional Equity Plan. - Coordinate across the Center for Teaching & Learning and other units providing professional development to infuse equity and social justice options into offerings particularly where all employees are gathered and/or required. Encourage cooperative efforts to facilitate training for ARC employees to gain proficiency in using the equity frame and lens - Develop a visible, accessible, user-friendly, and centralized place for equity-based professional development and employee collaboration - Create an in-house Professional Development Facilitation Team with expertise in equity and social justice; allocate consistent funding so that their knowledge base and ability to step in for each other can be developed and strengthened. - Design teaching academies that address methods that have proven effective for community colleges (e.g., student-centered learning, equity mindset) to ensure adjunct and full-time faculty have opportunity to receive training on teaching methods that promote equity. Full funding (e.g., faculty course relief and pay) would foster widespread participation.

	- Increase efforts to include and encourage part-time faculty participation in professional development opportunities. - Guarantee comparable levels of training for classified employees, including operational staff. - Require training for leadership groups, Classified Senate, Academic Senate, and managers - Create a culture of professional development including personalized plans for each employee. - Encourage managers to recommend and provide adequate financial support to target participation in professional development by staff and faculty. - Be inclusive of adjunct faculty and temporary staff when determining the resources and support they need to help promote equity. - Publicize resources available for professional development (e.g., post in an accessible location) and utilize a simple, well-supported application process - Support the use of equity facilitation teams See also Professional Development Topics in Appendix A.
Nurture the essential conditions to hire and retain people of color	Hiring and retaining people of color is reflective of the policies and processes of an institution, as well as its cultural climate. It is important to be mindful that diversity in representation does not indicate how people of color experience the campus or whether they will remain. Equitable guidelines and procedures focus on the hiring, inclusion, retention, and success of employees. Some potential strategies for developing the essential conditions are: - Specify equity understanding and being culturally competent in all job descriptions - Provide sufficient training at all levels so employees regularly demonstrate a proficient understanding of equity and cultural competency - Create collective identity-based mentoring with a team of mentors and mentees for community building - Hire equity-focused employees, at all levels, who are people of color and/or from marginalized communities - Hire more culturally competent faculty, part-time and full-time (including allocation to primetime slots), from marginalized communities - Enhance *Equity Representative* and *Hiring the Best* training to include the proposed equity framework and lens - Expect all hiring committees to discuss equity and social justice before beginning the hiring process. Instill common understanding among interview committees of what equity is and what it means to be equity minded in the hiring process. Move towards more extensive equity training for all hiring committee members. - Provide employee orientation and onboarding that includes foundational equity and social justice training. Basic training could then be followed by an equity and professional development plan that is more specific to individual job functions. - Deliver specialized training for administrators, managers, and others in supervisory roles covering topics of cultural competence, cultural humility, equity, and supervision of people from marginalized communities. - Enhance institutional support for employees' identity groups perhaps supported through college service or flex.

For additional information, please see recommendations in the following closely related categories:
Campus Climate
Organizational Structure
Communication

Related Strategic Goals:
Strategic Goal 1- Students First
Strategic Goal 2- Clear and Effective Paths
Strategic Goal 3- Exemplary Teaching, Learning, & Working Environment
Strategic Goal 4- Vibrancy & Resiliency

Communication

What ARC Learned: Opportunities Gleaned from Community Input

Clear and consistent communication is critical for equity to be successful at our institution, both on an interpersonal and an institutional level. Some of the challenges in implementing equitable guidelines and practices at ARC exist due to unstructured communications mechanisms. ARC can improve communication methods, tools, and structures to ensure the campus community has a better understanding of basic principles and activities around equity. Some of the communication challenges, and related opportunities, surfaced in the following forms:

- Unclear vision, philosophy, framework, and practice of what equity means at ARC
  - Many employees struggle to define equity and social justice and are unaware of what equity and social justice looks like in practice.
- Equity efforts, resources, and events are not broadly and effectively communicated across campus to students, faculty, staff, and administrators
- Lack of ability to access information on finding specific needs and solutions for marginalized student populations
- Limited employee knowledge of resources, guidelines, and/or support services for marginalized students
- Minimal intentional sharing of business processes or other procedures and informal withholding of information heavily impacts people who are "outsiders," marginalized employees and students, or are new to the institution. Many people are then uncertain or unable to specify why they are feeling welcome and are not successful in completing tasks.

Planning Considerations

Clear communication at all levels of the institution and consistent messaging from the leadership about equity is a requirement for a successful institutional cultural shift that is equitable, inclusive, and credible. There is a frequent disconnect between what is written as official college guidelines and the messages (intended and unintended) that members of the college community receive. Transparent communication about college operations is an important part of an equitable culture. Though many at the college would like to assume that information is accessible to everyone at the institution, providing or withholding information are ways that people are included or pushed out of institutions. For our disproportionately impacted communities, the balance of information, lack of information, and misinformation has historically been used as a tool to oppress. It is important that as an institution, gatekeeping is eliminated and information is clear and accessible so that trust and community can develop at ARC.

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Operationalize the shared definitions, framework, and lens (see pages 7-10)	Once adopted, publicize the definitions of equity-related terminology, the equity framework, and the equity lens so that these tools become part of everyone's policies, practices, and pedagogy. Ongoing training should be offered to the entire campus on how to develop the equity framework and how to apply the equity lens.
Develop and execute a communication plan focused on equity	Create a communication plan around equity in collaboration with the College Information Officer, Instruction, Student Services, and Administration. Staff and students from disproportionately impacted and marginalized communities should be included in designing the plan. Methods might utilize the web site, newsletter, social media, regular talking points, regular town halls, intranet of resources, and resources for employee on-boarding.
Assess and collaboratively revise college guidelines and procedures	Collaboratively rewrite college guidelines and procedures into easily understandable formats and utilize the communication plan to promote the new versions. A starting point for considering guidelines and procedures might focus on onboarding, registration, financial aid, applying for student jobs, business services, and human resources. Documents and related communication plans should be transparent and readily accessible. Sharing this information will enhance institutional effectiveness, particularly for students and employees from marginalized communities.
Infuse equity communication by leaders throughout the organization	There should be more communication from college, division, department, and unit leaders in support of equity through daily operations and sharing of information.

For additional information, please see recommendations in the following closely related categories:
Campus Climate
Organizational Structure

Related Strategic Goals:
Strategic Goal 1 - Students First
Strategic Goal 2 - Clear and Effective Paths
Strategic Goal 3 - Exemplary Teaching, Learning, & Working Environment
Strategic Goal 4 -Vibrancy & Resiliency

Instruction and Curriculum

What ARC Learned: Opportunities Gleaned from Community Input

Instructional opportunities surfaced from the identification of challenges occurring within classrooms that create a significant impact on marginalized students. The instructional aspects appear in the following forms:

- The curriculum is not inclusive enough of students from marginalized communities and there are minimal efforts to infuse equity into curriculum.
- Lack of support for instructors to increase their ability to teach marginalized populations, promote teaching methods that promote equity, and develop an equity-minded lens.
- Limited offerings of equity-focused courses (e.g. ethnic studies and gender studies), and those that do exist are not promoted adequately.
- Some instructors have limited awareness of the performance of various racial groups in their classrooms.
- Course time and availability inhibit some students' ability to take classes that they need or prefer. This can result in marginalized students taking classes in which they are less likely to succeed.
- Due to large class sizes and large class loads it is difficult for instructors to take the time necessary to adequately support students from marginalized communities.

Planning Considerations

One of the first areas to move into action and practice is within classrooms, since that is where students spend the majority of their time. The instructional theme can be further defined as opportunities related to inclusive curriculum, data, and learning communities. Further, the foundation of all instructional opportunities is based on ongoing equity-focused professional development for faculty and efforts to increase faculty diversity which were discussed under the previous Human Resources category.

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Provide faculty with resources to help prioritize curriculum that is inclusive of students from marginalized communities	Because an inclusive curriculum is essential for promoting student success, the college should provide resources for faculty, both adjunct and full-time, to help them prioritize curriculum that is inclusive of students from marginalized communities. Some strategies include: ▪ Availability of ongoing and graduated trainings, course relief, conferences, pedagogy groups, and other mechanisms to support development of inclusive curriculum ▪ Instructors of all disciplines should provide content from various sources; include content and contributions to the field from minoritized communities. ▪ Move toward establishing a requirement of the inclusion of contributions of minoritized communities living in the United States as a condition of the curriculum approval process. ▪ Increase the number of courses available that focus on marginalized communities in the curriculum/catalog. This will lead to increased understanding about issues faced by marginalized groups including race, racism, ethnicity, culture, ability, and gender and gender identity. Courses should also be offered at times that are widely available to students from marginalized communities. ▪ Create opportunities for students to voice their preferences for specific classes, class times, and class content.
Ensure faculty have access to information (data) necessary for promoting the success of students from marginalized communities	Many faculty may be unaware of the performance of students by racial/ethnic groups and other identities in their courses. It is recommended that the college provide faculty with information necessary for promoting the success of students from marginalized communities. The college could make data widely available and easily accessible regarding student performance by demographic groups by division, department, and by individual course for instructors.
Sustain and support instructional approaches for supporting students of color	The Learning Communities (Umoja Sakhu, Puente, and PRISE) provide a unique and collaborative approach to supporting Black and African American, Latinx, and Asian American and Pacific Islander American students. It is recommended to sustain and support those courses aligned with the Learning Communities and the memorandums of understanding from statewide organizations. The Learning Communities provide positive cultural identity and they are important in fostering student success, creating a greater sense of belonging, and promoting student engagement. ARC's Learning Communities are essential to providing a community and "cultural space" in the classroom through their culturally relevant courses, program activities, and counseling support. Learning Communities should be staffed and resourced to effectively serve the students involved with the programs.

For additional information, please see recommendations in the following closely related categories:
Human Resources
Physical Space
Student Support

Related Strategic Goals:
Strategic Goal 1 - Students First
Strategic Goal 3 - Exemplary Teaching, Learning, & Working Environment

Physical Spaces

What ARC Learned: Opportunities Gleaned from Community Input

ARC has opportunities to improve the physical spaces that create barriers to success and inclusion. Barriers emerge in the following ways:

- Some facilities could be improved to better meet the needs of students with disabilities.
  - Buildings, pathways, signs, and infrastructure do not always support people with disabilities.
- Spaces around campus can be unwelcoming and unsafe for transgender and non-binary people.
- Limited amount of space has been dedicated to supporting marginalized students (academic support, community space, group meeting space)
- Classrooms often do not support changing seating configurations and non-lecture teaching styles, which impacts students with disabilities and non-traditional learners.
- Limited availability of child-friendly spaces (Library, Learning Resource Center, study spaces, classrooms, etc.)

Planning Considerations

The physical space at ARC's campus has a direct impact on students' ability to succeed both in and outside of the classroom. Opportunities focus on assessment and improvements for people with disabilities, ongoing development of facilities for transgender and non-binary people, and evaluation and enhancing spaces for marginalized student communities.

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Improve physical space to promote success for people with disabilities	Make efforts for ongoing improvement of buildings, pathways, signs, and infrastructure to fully support people with disabilities. Improvements might include: ▪ More benches around campus for people to rest, more shelters, covered waiting area is being created for para-transit, study abroad programs accessible to students with disabilities, captioning, enhanced ASL interpretation, and improved assistive technology throughout the campus (e.g., voice recognition software, eye-tracking software for computers, library databases) ▪ Create a guideline that mandates a campus-wide audit on accessibility and universal design. Assign responsibility to a specific position or office so that it can be regularly scheduled. Funds should be made available to realize recommendations. ▪ Conduct an ADA evaluation every three-five years involving key staff, such as facilities employees, the ADA officer, and DSPS representatives.
Expand classrooms with flexible seating configurations	Classrooms that support changing seating configurations and non-lecture teaching styles can improve experiences for students with disabilities and non-traditional learners. When enrolling courses, consider the numbers and impact on students using wheelchairs. Some classes need fewer students. Classroom furniture should allow for moving chairs into different layouts to address different lecture and learning styles.
Foster a more welcoming and safe physical environment for transgender and non-binary people	Spaces around campus need to be improved to be more welcoming and safe for transgender and non-binary people. Suggested strategies include: ▪ Support efforts to assess buildings across campus ▪ Appointing an administrator (or a designated office or person) to be responsible for managing a building to work with Facilities to assess their spaces. Each building should have a point person who is monitoring the climate of the building. ▪ A guideline needs to be in place to ensure there are adequate gender-neutral bathrooms, locker rooms, and any gendered spaces are provided. ▪ LGBTQ inclusive and affirming signage needs to be evaluated and put in place.
Dedicate more space needs to supporting marginalized students	More space needs to be dedicated to supporting marginalized students including academic support, community space, and group meeting space. The current space is limited and cannot fully support the needs of all populations. Ideas for addressing space needs include: ▪ A facilities evaluation should occur with the Hub, Equity Programs, Learning Communities, and the Native American Resource Center. ▪ Student-involved focus groups and data collection should occur to understand holistic student needs including academic, personal, and community building aspects. Spaces should be provided with adequate staffing to create, maintain support and foster holistic development. ▪ Audit each existing/new student space and develop plans to ensure that all spaces continue to focus on inclusion.
Adapt the physical environment to better support student parents	ARC should improve the physical environment to better support student parents. A task force/working group could be assembled to address needs of student parents. They could look into more resources for childcare; audit campus spaces on child friendliness, with a specific focus on academic study areas that are child-friendly; and create tips, actions, and recommendations on making offices more child-friendly.

For additional information, please see recommendations in the following closely related categories:
n/a

Related Strategic Goals:
Strategic Goal 1- Students First
Strategic Goal 2- Clear and Effective Paths
Strategic Goal 3- Exemplary Teaching, Learning, & Working Environment
Strategic Goal 4- Institutional Effectiveness

Student Support

What ARC Learned: Opportunities Gleaned from Community Input

Overall, students coming from marginalized backgrounds face additional challenges both inside and outside of the classroom. Moreover, ARC has limited or non-existent resources to support these students which affects well-being, sense of belonging, and eventually a lack of academic success and retention. Student support opportunities surfaced in some of the following forms:

- Students feeling unsafe, especially during the night (women, undocumented, LGBTQ+, people of color, Muslim women, religiously minoritized identities, and others)
- Marginalized communities feeling targeted and/or discriminated against
- Limited mental health services, specifically those catering to marginalized students
  - Concerns that upcoming mental health services will be inclusive of marginalized groups
  - No comprehensive resource guide to mental health services
- Limited focus on financial issues and basic needs such as housing and food insecurity; little support for the unemployed/underemployed
- Challenges with students affording textbooks
- Minimal formal onboarding for marginalized students
- Academic support services can sometimes be unwelcoming and not inclusive for marginalized groups (e.g., Black and Native American students feeling unsupported)
- Lack of identified support systems for specific students such as refugee students, limited-speaking English students, religious minorities, homeless, UndocuScholar, and others
- Not enough designated support staff that are consistent throughout the student's academic career

Planning Considerations

As marginalized students face obstacles related to institutional and societal injustices and inequities, intentional student support services need to be provided. Cultural and systemic barriers affect success, persistence, and retention. It is recommended that the current level of support be increased. When planning methods to support marginalized students, the following standards from Council for the Advancement of Standards in Higher Education (CAS) may be used as a model:

CAS Standards & Guidelines on Supporting Students in Multicultural Programs

- Assess the needs of students set priorities among those needs, and respond to the extent that the number of students, facilities, and resources permit.
- Orient marginalized students to the college.
- Assist marginalized students to determine and assess their educational goals and academic skills.
- Provide support services to help marginalized students to achieve educational goals and attain or refine academic skills necessary to perform adequately in the classroom.
- Promote the intellectual, career, social, and moral development of the students.
- Promote and deepen each marginalized students' understanding of their own culture, identity, and heritage.
- Provide training in leadership skills for marginalized students and those seeking to assist them.
- Offer or identify appropriate mentors and role models.

Focused needs of ARC marginalized students:

- Developing community, sense of belonging, and connections to a campus entity
- Connection to a staff, faculty, and peer mentors
- Academic guidance
- Academic support
- Personal and emotional support

Based on the planning process, the project team offers the following recommendations:

RECOMMENDATIONS	COMMENTS AND SUGGESTED STRATEGIES
Increase planning and training related to hate and bias incidents	A comprehensive process, response plan, and communication plan should be created to enhance safety and address hate/bias incidents and crimes. Comprehensive training should occur with LRCCPD to ensure they have an understanding of the needs and experiences of marginalized communities.
Promote collaborative planning at the department/unit-level	More intentional collaboration focused on meeting needs of marginalized populations would be beneficial. Departments/units such as the Learning Resource Center, Library, Los Rios Police, Counseling, Health and Wellness, and others should develop specific plans of action on meeting disproportionately impacted student needs. All employees should have regular training on equity and working with marginalized students. Plans should be regular, collaborative, and well-communicated.
Expand mental health services focused on marginalized students	Increase mental health services and there should be an intentional focus on more vulnerable populations such as students of color, LGBTQ+, and UndocuScholars. Thorough training should occur for providers and intentional collaborations should be created.
Plan to strategically and comprehensively meet basic needs for students	Students need intentional and coordinated education on accessing community, state, and campus financial resources as well as managing finances. A clearer organizational structure is necessary to guide, educate, and lead efforts to address basic needs (i.e., food, housing, healthcare, employment, and childcare) and promote financial literacy. The designated person, office, committee, or other entity should foster collaboration across campus and the community as well as communicating information regularly across campus. Aspects to consider include: ▪ Exploration and institutionalization of sustained hunger resources ▪ Caseworker model to refer students to campus and community resources ▪ Financial literacy courses for incoming students to understand how to navigate financial insecurity, utilize state and local resources, and manage financial resources ▪ Contemplate Amarillo College methods as an example of success, which includes food insecurity, housing insecurity, and unemployment
Enhance and increase onboarding efforts for marginalized students	Ensure new student programs (Get Connected) are focused on marginalized populations. Suggested strategies include: ▪ Creating a bridge program intentionally focused on disproportionately impacted groups. The program should focus on academic goals, career exploration, and holistic student support. ▪ Ensure onboarding processes connect marginalized students to a community (student success team or home-bases). ▪ Provide intentional connections to learning communities, student success teams, categorical programs, TRIO programs, student clubs, equity-focused programs, counseling and instructional faculty, peer mentors, and administrators.
Allocate regular staffing in physical spaces designed for marginalized communities	As space is developed for marginalized communities, permanent staffing should be allocated in order to build trust, relationships, knowledge and skills, and consistency. Specific groups (refugee, religious minorities/interfaith, English Language Learners; specific racial and ethnic groups) need identified contacts (people, committees, office, etc.) and that should be communicated effectively beginning in the outreach phase. Regular tutoring and writing support should be provided in the space (including drop-in and extended final exam hours). The space and staffing model should be designed to meet the holistic (academic, psycho-social, emotional, financial, spiritual, physical, mental) needs of students.

For additional information, please see recommendations in the following closely related categories:
Campus Climate
Human Resources
Physical Space

Related Strategic Goals:
Strategic Goal 1- Students First

ANTICIPATED NEXT STEPS

The Institutional Equity Plan aims to improve campus climate, equity-focused efforts, and the ability to support, retain, and graduate students coming from disproportionately impacted and marginalized backgrounds. The document will be submitted through established governance channels for consideration and potential adoption.

Limitations

While this plan does suggest general resources that might address identified needs, the narrative intentionally avoids delineating specific resources or detailed outcomes that would be used to measure plan success. Given the philosophical scope of the plan, project timeline, and other institutional processes, it is believed that those involved in implementing the plan will be better situated to identify the exact resource needs and finesse the data required to measure success. Based on the suggested strategies, the institution might anticipate the following types of resource requests:

- New or reallocated staffing
- Training materials and communication tools
- Professional development activities and offerings
- Facility reconfiguration and equipment
- Participation incentives and/or reassign time
- Expertise to conduct various studies and audits
- Increased funding for equity-related projects, programs, and activities
- Research support
- Other items to be determined

The general expectation is that serving disproportionately impacted populations and marginalized groups in the ways outlined in this plan will result in increased success rates, as measured by the Student Equity and Achievement (SEA) indicators and by creating similar success rates between student populations. The aspiration is to move beyond SEA reporting groups and create an inclusive institution for marginalized populations.

Implementation

The project team that created the Institutional Equity Plan has provided actionable recommendations, but will not necessarily be the implementing team. College leadership will determine the actual implementation methods, timing, and allocation of resources. As noted previously, the project team recommends a phased approach that concludes with institutionalization of the plan. Once adopted through the governance process, the plan would ideally be housed in a specific unit or position that is charged with ensuring that it is being actively implemented. Institutionalization should include these factors:

- Accountability: Responsible units are held accountable for implementation and progress.
- Systems for measuring outcomes: Initiatives and efforts are evaluated and outcomes measured to ensure progress is occurring. Adjustments should be made regularly to continuously improve and respond to changing needs.
- Transparency and communication: Regular communication occurs to the campus community about progress of the Institutional Equity Plan. This should come in the form of annual reports and annual or semi-annual town halls.

Future Planning

The Institutional Equity Plan is a dynamic and living document, and groups implementing it should be involved in any adjustments and evolution. The version developed in 2018-2019 aimed at offering recommendations for a three-to-five year period. By year three of this plan, campus leadership should evaluate the need to convene a group to assess the current plan and participate in the next planning cycle (scheduled for 2023-24 per the ARC Integrated Planning Guide).

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APPENDIX A: Professional Development Topics

The following requests and suggestions emerged from the college community during town halls and listening sessions.

Specific Training for Administration:

- Use of pronouns and gender identity
- Using terms related to equity
- How can mid-level managers advocate for equity with different constituencies up and down the chain?
- How do you talk about race sensitively?

Trainings needed for all employees:

- Having difficult conversations, conflict resolution, non-violent communication, and interpersonal Communication
- Addressing/speaking to controversial issues; equity & social justice
- Cultural competence and cultural humility
- Microaggressions
- How students can be triggered and how to work with that in the classroom
- Complex identities and intersectionalities
- Accessibility and accommodations
- Learning Styles and modalities
- Implicit bias
- Consequences of treating students like they are second class citizens from a structural perspective
- Stereotype threat
- Gender identity and pronouns
- Issues and resources for UndocuScholars
- Demographics and identities of ARC students
- Faculty training for how to support ALL students particularly disproportionately impacted and marginalized students—adjunct and full-time faculty
- Streamlined onboarding training and customer service training so classified staff clearly know how to help students
- Strength based rather than deficit model perspectives on students
- Transparent and simple document training and processes
- Holistic student and holistic practitioner
- Privilege, power, and social justice theory
- Racial Consciousness including a clearly articulated spectrum of racial consciousness
- Academic freedom parameters—what are they?
- Guidelines to Student Privacy Rights
- How to help students w/out crossing privacy lines
- How to engage students who have limited time on campus
- Free speech versus hate speech and how to address it
- Better equity training for hiring
- How to Supervise
- Social justice, inclusivity, and equity
- Training for able-bodied people not to use disabled restroom stalls
- The effects of W/I/F on student's experiences
- Allyship training
- Whiteness and racial Consciousness
- Interfaith Dialogues
- You Tube Series "Out of Context"
- Training to move us from a culture of gatekeeping to a culture of empowerment
- Best practices for working with marginalized students, such as the importance of demonstrating *authentic care* as well as the following research informed practices: providing proactive academic progress monitoring, publicly praising students, having high expectations for them, expressing belief in their ability to succeed, and avoiding the cultural deficit perspective where students are blamed for their lack of success (Wood, Harris, & White).
- Teaching academies for adjuncts and full-time faculty that address effective methods for community colleges

APPENDIX B: Town Hall Facilitation Guide

Equity Plan Town Hall Facilitation Guide

o *Round 1 (60 minutes)*
o Welcome everyone to your table
o Have each person sign in (sheet provided)
o Introduce yourself and note taker and pronouns you use.
o Have each member introduce themselves, pronouns, and why they came today.
o Share we will be taking notes, but not using anyone's names.
o Ensure each person has the handout with questions and definitions on it.
o Read through terms and concepts: Take turns reading each bullet as a group.
o Share community guidelines and agreements:
   ▪ Balancing listening and speaking out.
      • Share airtime.
      • Aim to understand first before being understood.
   ▪ Challenge ideas not the person.
   ▪ Understand how your identity and privileges you hold impacts the group dynamics.
   ▪ Are there other guidelines you would like to add?
o Questions
   ▪ What do you need for ARC to be an equitable campus?
      • What do you need to be successful at ARC?
   ▪ What does an equitable campus look like? Feel like?
   ▪ What are challenges you have observed or experienced at ARC?
      • What could change to make ARC more welcoming and inclusive?
   ▪ When it comes to equity and inclusion, what is working well right now at ARC?
   ▪ What tools or resources do you need to be equipped to create a campus that is equitable?
o Thank people for their participation, for sharing their experiences, opinions, and recommendations.
o Have them take their belongings when they leave for break since we will be going to separate tables.
o *Break*
o *Round 2: Table topics (60 minutes)*
   ▪ Share: this discussion is focused on a specific topic and how many communities who are historically oppressed and underserved fit within that topic.
   ▪ Our broad question we want to discuss is: What does our specific area (e.g. human resource, student support, etc.) a). need to start doing, b). need to change, and c). need to keep doing in order to make ARC an equitable campus?
   ▪ At 45-minutes in to the discussion, have the note taker summarize some of the themes and actions from the discussion.
   ▪ Ask the table, are their other items not discussed that should be included?
   ▪ Thank people for their participation, for sharing their experiences, opinions, and recommendations.
   ▪ Remain seated as we move to wrap-up.

APPENDIX C: Listening Session Stakeholder Groups

Informal focus groups were held during the Fall 2018 semester with the goal of better understanding the experiences of members of the stakeholder groups in order to discern how ARC could become a more welcoming and just campus. Each session was approximately one hour in length with all session (except the faculty/staff of color) open to faculty, staff, administrators, and students who are a part of these communities or their position directly serves them.

Stakeholders

- African-American/Black [session hosted with Umoja Saku]
- Multiracial and biracial people
- Asian American and Pacifica Islander American [session hosted with API Student Connection and PRISE]
- Native American, First Nations and American Indian
- LGBTQ+ Community
- People with disabilities [session hosted by DSPS]
- Religious and spiritual minorities (Muslim, Jewish, Buddhist, Sikh, as well as other religious and spiritual identities) [hosted with the Muslim Student Association]
- Refugee and Special Immigrant Visa (SIV) communities
- Women-identified [hosted with Feminist United]
- Faculty, staff, and administrators of color
- Undocumented, DACA, and mixed-family status [hosted with UndocuScholar Resource Connection and CUSA]
- International students [hosted by ISP]
- Latina/o/x
- Non-native English speakers, hosted by the ESL department
- First-generation college students, hosted by TRIO SSS
- Current and former foster youth
- Veterans, hosted by the VRC

APPENDIX D: Current ARC Equity-Focused Programs

The following programs were active at American River College at the time that this plan was written:

- Equity Action Institute
- Native American Resource Center
- Umoja Sakhu Learning Community
- PRISE (API) Learning Community
- Puente Learning Community
- API Student Connection
- Unite: Community Diversity Center (focused on students of color)
- Pride LGBTQ+ Center
- UndocuScholar Resource Center
- Beaver Food Pantry
- Disability Support Programs for Students
- EOP&S/CARE/NextUp
- CalWorks
- Veterans Resource Center
- TRIO SSS: Journey, STEM, and Veterans
- English as a Second Language (ESL)

For additional equity-focused efforts, please see the ARC Student Equity and Achievement plan.

District Budget Committee Notes
December 15, 2021

- Enrollment is down. If the LRCCD is down 15% from Spring '21-'22, that would be a total of 25-30% compared to pre-pandemic levels, which is better than average for the state.
- The asks for the state budget (to be finalized in May) for 2022-2023: $105.3 billion (compared to the 2021-2022 $93.7 billion budget) potentially used for:
  - 5.35% COLA
  - Augmenting the student-centered funding formula
  - Facility maintenance
  - Cyber security
  - Distance education
  - Technology
  - Part-time faculty office hours and benefits
  - Enrollment and retention–access and marketing
  - Student housing–$500 million in one-time funds & $50 million ongoing. LRCCD has 4 grants/sites
  - Expect more money to be available for reassigned time

DIV	SUBJ	Num	PSNUM	Start	Finish	Begin	End	Days	M	T	W	R	F	S	Su	Building	Room	Lec/Lab	Instructor	Instructor ID	Size	Instructor Email	On Ground
APPR	ELTRN	111	20974	8:00:00 AM	11:30:00 AM	1/15/22	5/7/22	S	N	N	N	N	N	Y	N	Tech Ed	335	LAB	Tran,Thang	0791418	22	w0791418@arc.losrios.edu	1/15/22
APPR	ELTRN	131	27872	8:00:00 AM	11:30:00 AM	1/16/22	5/8/22	U	N	N	N	N	N	N	Y	Technical Education West	400	LAB	Tran,Ocean V.	0769025	22	w0769025@arc.losrios.edu	1/15/22
BCS	BUS	300	17715	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	STEM	320	LEC	Parmelee,Michael A.	1074509	40	w1074509@arc.losrios.edu	2/22/22
BCS	BUS	320	17709	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	320	LEC	Condos,Marc A.	0010251	30	w0010251@arc.losrios.edu	2/22/22
BCS	BUS	340	18800	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	320	LEC	Speck,Christian A.	1633710	40	w1633710@arc.losrios.edu	2/22/22
BCS	BUS	340	17711	7:00:00 PM	10:05:00 PM	3/15/22	5/12/22	T	N	Y	N	N	N	N	N	STEM	304	LEC	O'Donnell,Daniel G.	1033606	40	w1033606@arc.losrios.edu	3/15/22
BCS	CISA	315	18064	10:30:00 AM	11:50:00 AM	1/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	STEM	305	LAB	Chapek,Carl W.	0011021	31	w0011021@arc.losrios.edu	3/15/22
BCS	CISA	315	27868	6:00:00 PM	7:25:45 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	STEM	305	LEC	Maleky,Kamiyar	0011021	31	w0011021@arc.losrios.edu	3/15/22
BCS	CISA	315	27869	7:35:00PM	8:55:00 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	STEM	305	LAB	Maleky,Kamiyar	0002441	31	MalekyK@arc.losrios.edu	3/15/22
BCS	CISC	300	27880	10:00:00 AM	10:50:00 AM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	STEM	TBD	LEC	L'Estrange,Michael	0000067	30	LestraM@arc.losrios.edu	3/15/22
BSS	ANTH	301	28217	6:00:00 PM	9:15:00 PM	3/15/22	5/12/22	M	Y	N	N	N	N	N	N	Natomas Educational Center	N101	LAB	Hoffman,Dale H.	0003172	18	w0003172@arc.losrios.edu	3/15/22
BSS	ANTH	303	20565	7:00:00 PM	8:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Davies Hall	202	LEC	Delgadillo,Marisol	1111333	45	w1111333@arc.losrios.edu	2/22/22
BSS	ANTH	330	18975	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	203	LEC	Araujo,Frank P.	0015524	45	w0015524@arc.losrios.edu	2/22/22
BSS	ECON	320	18894	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	320	LEC	Condos,Marc A.	0010251	10	w0010251@arc.losrios.edu	2/22/22
BSS	GERON	378	20569	9:00:00 AM	1:15:00 PM	2/25/22	2/26/22	FS	N	N	N	N	Y	Y	N	Health & Ed	715	LEC	Hansen,Gina	0969454	45	w0969454@arc.losrios.edu	2/25/22
BSS	HIST	308	19120	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	208	LEC	Weiner,Joshua J.	1075018	45	w1075018@arc.losrios.edu	2/22/22
BSS	HIST	310	20282	7:30:00 AM	8:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	219	LEC	Feely,Abigail B.	1093215	45	w1093215@arc.losrios.edu	2/22/22
BSS	HIST	310	17656	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	223	LEC	VanElls,Deborah B.	0013721	45	w0013721@arc.losrios.edu	2/22/22
BSS	HIST	311	17660	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Davies Hall	223	LEC	Hashima,Edward T.	0002471	45	w0002471@arc.losrios.edu	2/22/22
BSS	HIST	325	19160	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	223	LEC	Hashima,Edward T.	0002471	35	w0002471@arc.losrios.edu	2/22/22
BSS	HIST	330	18286	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Davies Hall	219	LEC	VanElls,Deborah B.	0013721	45	w0013721@arc.losrios.edu	2/22/22
BSS	HIST	365	18361	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	208	LEC	Weiner,Joshua J.	1075018	45	w1075018@arc.losrios.edu	2/22/22
BSS	HSER	330	17665	5:30:00 PM	6:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Davies Hall	113	LEC	Hokerson,Lori K.	0018928	25	w0018928@arc.losrios.edu	2/22/22
BSS	IS	312	19505	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Davies Hall	107	LEC	Collihan,Kathleen	0012200	45	w0012200@arc.losrios.edu	2/22/22
BSS	LA	334	19874	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Davies Hall	116	LEC	Staten,Keith J.	1792231	45	w1792231@arc.losrios.edu	2/22/22
BSS	LA	342	26716	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Davies Hall	116	LEC	Staten,Keith J.	1792231	45	w1792231@arc.losrios.edu	2/22/22
BSS	LA	365	20575	7:00:00 PM	9:05:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Portable	609A	LEC	Morris,Jessie	0003943	24	w0003943@arc.losrios.edu	2/22/22
BSS	LA	365	20576	9:00:00 AM	12:35:00 PM	1/15/22	5/18/22	S	N	N	N	N	N	Y	N	Portable	609A	LAB	Morris,Jessie	0003943	24	w0003943@arc.losrios.edu	2/22/22
BSS	LA	365	27940	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Portable	609A	LAB	Galligher,Grace A.	1903520	40	w1903520@arc.losrios.edu	2/22/22
BSS	POLS	301	18287	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	107	LEC	Collihan,Kathleen	0012200	45	w0012200@arc.losrios.edu	2/22/22
BSS	POLS	301	17921	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	107	LEC	Collihan,Kathleen	0012200	45	w0012200@arc.losrios.edu	2/22/22
BSS	POLS	301	19280	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	116	LEC	Gillman,Anne C.	1832944	45	w1832944@arc.losrios.edu	2/22/22
BSS	POLS	302	18289	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	116	LEC	Tabares,Tressa	0007082	45	w0007082@arc.losrios.edu	2/22/22
BSS	POLS	310	17675	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	107	LEC	Collihan,Kathleen	0012200	45	w0012200@arc.losrios.edu	2/22/22
BSS	POLS	320	18363	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	116	LEC	Unmack,Cynthia L.	0005618	35	w0005618@arc.losrios.edu	2/22/22
BSS	POLS	342	26717	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	116	LEC	Gillman,Anne C.	1832944	45	w1832944@arc.losrios.edu	2/22/22
BSS	POLS	480	19782	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall	107	LEC	Collihan,Kathleen	0012200	20	w0012200@arc.losrios.edu	2/22/22
BSS	PSYC	300	17678	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Davies Hall	113	LEC	Colby,Shannon R.	0411179	45	w0411179@arc.losrios.edu	2/22/22
BSS	PSYC	300	18786	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Davies Hall	204	LEC	Colby,Shannon R.	0411179	45	w0411179@arc.losrios.edu	2/22/22
BSS	PSYC	300	19284	5:30:00 PM	6:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Davies Hall	111	LEC	Colby,Shannon R.	0411179	45	w0411179@arc.losrios.edu	2/22/22
BSS	PSYC	310	19610	7:30:00 PM	8:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Natomas Educational Center	N202	LEC	Colby,Shannon R.	0411179	45	w0411179@arc.losrios.edu	2/22/22
BSS	PSYC	311	26721	10:30:00 AM	1:35:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Davies Hall	111	LAB	McCormick,Marcia Lynn	0015195	18	w0015195@arc.losrios.edu	1/31/22
BSS	PSYC	311	20577	1:45:00 PM	4:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Davies Hall	111	LAB	McCormick,Marcia Lynn	0015195	18	w0015195@arc.losrios.edu	1/31/22
BSS	PSYC	311	17920	5:30:00 PM	8:35:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Davies Hall	111	LAB	McCormick,Marcia Lynn	0015195	18	w0015195@arc.losrios.edu	1/31/22
BSS	PSYC	330	26722	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Portable	609A	LEC	Akawi,Robin	1640879	32	w1640879@arc.losrios.edu	2/22/22
BSS	PSYC	330	19503	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Portable	609A	LEC	Akawi,Robin	1640879	32	w1640879@arc.losrios.edu	2/22/22
BSS	PSYC	335	18437	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Portable	609A	LEC	Cone,Bryan A	1021287	32	w1021287@arc.losrios.edu	2/22/22
BSS	PSYC	335	19787	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Portable	609A	LEC	Cone,Bryan A	1021287	32	w1021287@arc.losrios.edu	2/22/22
BSS	PSYC	365	17690	5:30:00 PM	6:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Davies Hall	113	LEC	Hokerson,Lori K.	0018928	20	w0018928@arc.losrios.edu	2/22/22
BSS	PSYC	370	18061	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Davies Hall	113	LEC	Constante,David A.	1046897	45	w1046897@arc.losrios.edu	2/22/22
BSS	PSYC	372	17695	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Child Development Center	350	LEC	Hickman,Lauren Rose	0767594	15	w0767594@arc.losrios.edu	2/22/22
BSS	SJS	310	20583	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Davies Hall	219	LEC	Smith,Sara R.	1624518	45	w1624518@arc.losrios.edu	2/22/22
BSS	SOC	300	17923	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Davies Hall	203	LEC	Hijazi,Nidal	0021905	45	w0021905@arc.losrios.edu	2/22/22
COU	HCD	330	28347	2:00:00 PM	2:50:00 PM	3/15/22	5/12/22	W	N	N	Y	N	N	N	N	Library	1	LEC	Buckner,Mallory R.	1592124	35	w1592124@arc.losrios.edu	3/15/22
COU	LRC	310	19982	12:00:00 PM	1:20:00 PM	1/15/22	2/23/22	R	N	N	N	Y	N	N	N	Davies Hall	105	LEC	Badilla,Araceli	0008323	30	w0008323@arc.losrios.edu	
ENG	ENGED	320	18008	4:30:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	106	LEC	Borcz,Robyn M.	0677765	20	w0677765@arc.losrios.edu	1/31/22
ENG	ENGED	320	18009	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	106	LEC	Borcz,Robyn M.	0677765	20	w0677765@arc.losrios.edu	1/31/22
ENG	ENGED	324	18034	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	106	LEC	Borcz,Robyn M.	0677765	10	w0677765@arc.losrios.edu	1/31/22
ENG	ENGED	324	18035	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall	106	LAB	Borcz,Robyn M.	0677765	10	w0677765@arc.losrios.edu	1/31/22
ENG	ENGRD	315	20394	3:30:00 PM	4:45:00 PM	1/24/22	5/18/22	M	Y	N	N	N	N	N	N	Natomas Educational Center	N102	LEC	Parrish,Stephanie S.	1369954	20	w1369954@arc.losrios.edu	2/22/22
ENG	ENGRD	315	20395	3:30:00 PM	4:45:00 PM	1/26/22	4/19/22	T	N	Y	N	N	N	N	N	Natomas Educational Center	N102	LEC	Beuttel,Michelle	0001548	20	w0001548@arc.losrios.edu	2/22/22
ENG	ENGRD	315	20393	3:30:00 PM	4:45:00 PM	1/26/22	4/20/22	W	N	N	Y	N	N	N	N	Natomas Educational Center	N102	LEC	Beuttel,Michelle	0001548	20	w0001548@arc.losrios.edu	2/22/22
ENG	ENGRD	315	20396	3:30:00 PM	4:45:00 PM	1/27/22	4/21/22	R	N	N	N	Y	N	N	N	Natomas Educational Center	N102	LEC	Beuttel,Michelle	0001548	20	w0001548@arc.losrios.edu	2/22/22
ENG	ENGWR	300	18499	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	STEM	205	LEC	Porter,Cherri J.	0674929	28	w0674929@arc.losrios.edu	2/22/22
ENG	ENGWR	300	20128	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	STEM	205	LEC	Youngs,Cynthia	0007329	28	w0007329@arc.losrios.edu	2/22/22
ENG	ENGWR	300	20129	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	STEM	205	LEC	Youngs,Cynthia	0007329	28	w0007329@arc.losrios.edu	2/22/22
ENG	ENGWR	300	20133	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	STEM	205	LEC	Bell,John T.	0942613	28	w0942613@arc.losrios.edu	2/22/22
ENG	ENGWR	300	20131	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	STEM	306	LEC	Porter,Cherri J.	0674929	28	w0674929@arc.losrios.edu	2/22/22
ENG	ENGWR	300	20319	5:00:00 PM	6:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Natomas Educational Center	N102	LEC	Buljan,Laurette C.	0241539	28	w0241539@arc.losrios.edu	2/22/22
ENG	ENGWR	301	20492	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	STEM	306	LEC	O'Brien,Kathleen P.	1443754	28	w1443754@arc.losrios.edu	2/22/22
ENG	ENGWR	301	20496	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	305	LEC	Roadcap,Gordon C.	0005303	28	w0005303@arc.losrios.edu	2/22/22
ENG	ENGWR	481	20543	1:20:00 PM	2:50:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	STEM	212	LEC	O'Brien,Kathleen P.	1443754	20	w1443754@arc.losrios.edu	2/22/22
ENG	ENGWR	94	20157	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	STEM	205	LEC	Youngs,Cynthia	0007329	28	w0007329@arc.losrios.edu	2/22/22
ENG	ENGWR	94	20158	11:00:00 AM	11:20:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	STEM	205	LEC	Youngs,Cynthia	0007329	28	w0007329@arc.losrios.edu	2/22/22
ENG	ENGWR	94	20162	1:30:00 PM	2:00:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	STEM	205	LEC	Bell,John T.	0942613	28	w0942613@arc.losrios.edu	2/22/22
ENG	ENGWR	94	20327	6:30:00 PM	7:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Natomas Educational Center	N102	LEC	Buljan,Laurette C.	0241539	28	w0241539@arc.losrios.edu	2/22/22
FAA	ART	300	18478	2:00:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Natomas Educational Center	N201	LEC	Barela,Jesus A.	1034223	26	w1034223@arc.losrios.edu	2/22/22
FAA	ART	300	18479	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Natomas Educational Center	N201	LAB	Barela,Jesus A.	1034223	26	w1034223@arc.losrios.edu	2/22/22
FAA	ART	300	19173	6:00:00 PM	6:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Natomas Educational Center	N201	LEC	Bertinuson,Joy A.	0386632	30	w0386632@arc.losrios.edu	2/22/22
FAA	ART	300	19174	7:00:00 PM	8:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Natomas Educational Center	N201	LAB	Bertinuson,Joy A.	0386632	30	w0386632@arc.losrios.edu	2/22/22
FAA	ART	302	18480	2:00:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Natomas Educational Center	N201	LEC	Barela,Jesus A.	1034223	4	w1034223@arc.losrios.edu	2/22/22
FAA	ART	302	18481	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Natomas Educational Center	N201	LAB	Barela,Jesus A.	1034223	4	w1034223@arc.losrios.edu	2/22/22
FAA	ART	304	18656	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	510	LEC	Gelfman,Linda R.	0009596	25	w0009596@arc.losrios.edu	1/31/22
FAA	ART	304	18657	10:00:00 AM	11:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	510	LAB	Gelfman,Linda R.	0009596	25	w0009596@arc.losrios.edu	1/31/22
FAA	ART	312	26487	6:00:00 PM	6:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	510	LEC	Mattson,Sarah S.	0008397	25	w0008397@arc.losrios.edu	1/31/22
FAA	ART	312	26488	7:00:00 PM	8:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	510	LAB	Mattson,Sarah S.	0008397	25	w0008397@arc.losrios.edu	1/31/22
FAA	ART	314	18327	5:30:00 PM	7:20:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Arts & Science	101	LEC	Martinez,Craig C.	0299714	12	w0299714@arc.losrios.edu	1/31/22
FAA	ART	314	18328	7:30:00 PM	10:35:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Arts & Science	101	LAB	Martinez,Craig C.	0299714	12	w0299714@arc.losrios.edu	1/31/22
FAA	ART	323	17927	12:00:00 PM	12:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Arts & Science	101	LEC	Mattson,Sarah S.	0008397	25	w0008397@arc.losrios.edu	1/31/22
FAA	ART	323	17928	1:00:00 PM	2:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Arts & Science	101	LAB	Mattson,Sarah S.	0008397	25	w0008397@arc.losrios.edu	1/31/22
FAA	ART	327	18500	1:00:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	504	LEC	Mattson,Sarah S.	0008397	17	w0008397@arc.losrios.edu	1/31/22
FAA	ART	327	18501	4:00:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	504	LAB	Mattson,Sarah S.	0008397	17	w0008397@arc.losrios.edu	1/31/22
FAA	ART	328	19409	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	504	LEC	Mattson,Sarah S.	0008397	6	w0008397@arc.losrios.edu	1/31/22
FAA	ART	328	19410	4:00:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	504	LAB	Mattson,Sarah S.	0008397	6	w0008397@arc.losrios.edu	1/31/22
FAA	ART	329	18533	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	504	LEC	Mattson,Sarah S.	0008397	2	w0008397@arc.losrios.edu	1/31/22
FAA	ART	329	18534	4:00:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	504	LAB	Mattson,Sarah S.	0008397	2	w0008397@arc.losrios.edu	1/31/22
FAA	ART	390	17737	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	502	LEC	Mott,Rodney E.	0002795	25	w0002795@arc.losrios.edu	1/31/22
FAA	ART	390	17738	10:00:00 AM	11:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	502	LAB	Mott,Rodney E.	0002795	25	w0002795@arc.losrios.edu	1/31/22
FAA	ART	390	17739	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	502	LEC	Gelfman,Linda R.	0009596	25	w0009596@arc.losrios.edu	1/31/22
FAA	ART	390	17740	4:00:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	502	LAB	Gelfman,Linda R.	0009596	25	w0009596@arc.losrios.edu	1/31/22
FAA	ART	390	27295	6:00:00 PM	6:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	502	LEC	Gelfman,Linda R.	0009596	25	w0009596@arc.losrios.edu	1/31/22
FAA	ART	390	27296	7:00:00 PM	8:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	502	LAB	Gelfman,Linda R.	0009596	25	w0009596@arc.losrios.edu	1/31/22
FAA	ART	391	19950	12:00:00 PM	12:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	502	LEC	Gelfman,Linda R.	0009596	25	w0009596@arc.losrios.edu	1/31/22
FAA	ART	391	19951	1:00:00 PM	2:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	502	LAB	Gelfman,Linda R.	0009596	25	w0009596@arc.losrios.edu	1/31/22
FAA	ART	440	18331	10:00:00 AM	11:50:00 AM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Arts & Science	101	LEC	Mattson,Sarah S.	0008397	22	w0008397@arc.losrios.edu	1/31/22
FAA	ART	440	18332	12:00:00 PM	3:20:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Arts & Science	101	LAB	Mattson,Sarah S.	0008397	22	w0008397@arc.losrios.edu	1/31/22
FAA	ART	444	18334	9:00:00 AM	11:20:00 AM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Fine Arts	503	LAB	Wood,Patricia E.	0016268	45	w0016268@arc.losrios.edu	2/22/22
FAA	ARTH	334	20548	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Raef Hall	161	LEC	Arnfeld,Rebecca J.	1200263	40	w1200263@arc.losrios.edu	2/22/22
FAA	ARTNM	370	18329	5:30:00 PM	7:20:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Arts & Science	101	LEC	Martinez,Craig C.	0299714	9	w0299714@arc.losrios.edu	1/31/22
FAA	ARTNM	370	18330	7:30:00 PM	10:35:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Arts & Science	101	LAB	Martinez,Craig C.	0299714	9	w0299714@arc.losrios.edu	1/31/22
FAA	FASHN	320	20240	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Arts & Science	205	LEC	Dieu,Anne L.	0013731	22	w0013731@arc.losrios.edu	1/15/22
FAA	FASHN	320	20241	10:00:00 AM	11:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Arts & Science	105	LAB	Dieu,Anne L.	0013731	22	w0013731@arc.losrios.edu	1/15/22
FAA	FASHN	342	19270	2:00:00 PM	5:15:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science	111	LAB	Marte,Dyanne N.	1624085	25	w1624085@arc.losrios.edu	1/15/22
FAA	FASHN	344	19272	3:00:00 PM	6:15:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Arts & Science	111	LAB	Marte,Dyanne N.	1624085	25	w1624085@arc.losrios.edu	1/15/22
FAA	FASHN	357	18233	9:00:00 AM	10:50:00 AM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Arts & Science	105	LEC	Garg,Purwa	1643078	22	w1643078@arc.losrios.edu	1/15/22
FAA	FASHN	357	18234	11:00:00 AM	2:15:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Arts & Science	105	LAB	Garg,Purwa	1643078	22	w1643078@arc.losrios.edu	1/15/22
FAA	FASHN	357	18659	2:00:00 PM	2:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science	105	LEC	Dieu,Anne L.	0013731	25	w0013731@arc.losrios.edu	1/15/22
FAA	FASHN	357	18659	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science	105	LAB	Dieu,Anne L.	0013731	25	w0013731@arc.losrios.edu	1/15/22
FAA	FASHN	358	18602	10:00:00 AM	1:05:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science	105	LEC	Marte,Dyanne N.	1624085	24	w1624085@arc.losrios.edu	1/15/22
FAA	FASHN	359	20559	4:30:00 PM	6:35:00 PM	1/15/22	3/14/22	T	N	Y	N	N	N	N	N	Fine Arts	554	LEC	Russell,Gail	0004149	25	w0004149@arc.losrios.edu	1/15/22
FAA	FASHN	359	20560	6:45:00 PM	9:50:00 PM	1/15/22	3/14/22	T	N	Y	N	N	N	N	N	Fine Arts	554	LAB	Russell,Gail	0004149	25	w0004149@arc.losrios.edu	1/15/22
FAA	FASHN	374	17745	11:30:00 AM	12:20:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science	105	LEC	Marte,Dyanne N.	1624085	22	w1624085@arc.losrios.edu	1/15/22
FAA	FASHN	374	17800	12:30:00 PM	1:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science	105	LAB	Marte,Dyanne N.	1624085	22	w1624085@arc.losrios.edu	1/15/22
FAA	FASHN	378	20561	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	554	LEC	Russell,Gail	0004149	25	w0004149@arc.losrios.edu	1/15/22
FAA	FASHN	378	20562	10:00:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	554	LAB	Russell,Gail	0004149	25	w0004149@arc.losrios.edu	1/15/22
FAA	FASHN	382	18341	2:30:00 PM	3:20:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science	105	LEC	Dieu,Anne L.	0013731	12	w0013731@arc.losrios.edu	1/15/22
FAA	FASHN	382	18342	3:30:00 PM	4:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science	105	LAB	Dieu,Anne L.	0013731	12	w0013731@arc.losrios.edu	1/15/22
FAA	FASHN	393	18339	6:00:00 PM	6:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Arts & Science	105	LEC	Afshar,Zoha	1695256	22	w1695256@arc.losrios.edu	1/15/22
FAA	FASHN	393	18340	7:00:00 PM	8:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Arts & Science	105	LAB	Afshar,Zoha	1695256	22	w1695256@arc.losrios.edu	1/15/22
FAA	HM	150	17606	1:30:00 PM	4:35:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Fine Arts	507	LEC	Parks,Judith	0003443	30	w0003443@arc.losrios.edu	1/15/22
FAA	HM	150	17798	4:30:00 PM	5:20:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Fine Arts	584	LEC	Barsotti,Rhonda J.	2010751	24	w2010751@arc.losrios.edu	1/15/22
FAA	HM	150	17799	5:30:00 PM	9:20:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Fine Arts	592	LAB	Barsotti,Rhonda J.	2010751	24	w2010751@arc.losrios.edu	1/15/22
FAA	HM	180	26515	8:00:00 AM	9:50:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts	592	LEC	Silva,Douglas J.	0019478	22	w0019478@arc.losrios.edu	1/15/22
FAA	HM	180	26516	10:00:00 AM	1:10:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts	592	LAB	Silva,Douglas J.	0019478	22	w0019478@arc.losrios.edu	1/15/22
FAA	HM	310	17607	1:30:00 PM	4:35:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts	507	LEC	Silva,Douglas J.	0019478	40	w0019478@arc.losrios.edu	1/15/22
FAA	HM	315	17792	1:00:00 PM	1:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	507	LEC	Silva,Douglas J.	0019478	24	w0019478@arc.losrios.edu	1/15/22
FAA	HM	315	17793	2:00:00 PM	5:05:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	594	LAB	Silva,Douglas J.	0019478	24	w0019478@arc.losrios.edu	1/15/22
FAA	HM	315	17794	7:45:00 AM	8:35:00 AM	1/15/22	5/18/22	MT	Y	Y	N	N	N	N	N	Fine Arts	584	LEC	Knirk,Brian D.	0002166	24	w0002166@arc.losrios.edu	1/15/22
FAA	HM	315	17795	8:45:00 AM	11:50:00 AM	1/15/22	5/18/22	MT	Y	Y	N	N	N	N	N	Fine Arts	594	LAB	Knirk,Brian D.	0002166	24	w0002166@arc.losrios.edu	1/15/22
FAA	HM	315	28258	8:00:00 AM	9:05:00 AM	3/15/22	5/12/22	MWRF	Y	N	Y	Y	Y	N	N	Fine Arts	592	LEC	Silva,Douglas J.	0019478	24	w0019478@arc.losrios.edu	3/15/22
FAA	HM	315	28259	9:15:00 AM	12:20:00 PM	3/15/22	5/12/22	MWRF	Y	N	Y	Y	Y	N	N	Fine Arts	592	LAB	Silva,Douglas J.	0019478	24	w0019478@arc.losrios.edu	3/15/22
FAA	HM	320	18079	8:00:00 AM	9:05:00 AM	3/15/22	5/12/22	WF	N	N	Y	N	Y	N	N	Fine Arts	507	LEC	Parks,Judith	0003443	22	w0003443@arc.losrios.edu	1/15/22
FAA	HM	320	18080	9:15:00 AM	12:20:00 PM	3/15/22	5/12/22	WF	N	N	Y	N	Y	N	N	Fine Arts	583	LAB	Parks,Judith	0003443	22	w0003443@arc.losrios.edu	1/15/22
FAA	HM	320	18806	8:00:00 AM	9:05:00 AM	3/14/22	5/12/22	TR	N	Y	N	Y	N	N	N	Fine Arts	507	LEC	Parks,Judith	0003443	22	w0003443@arc.losrios.edu	1/15/22
FAA	HM	320	18807	9:15:00 AM	12:20:00 PM	3/14/22	5/12/22	TR	N	Y	N	Y	N	N	N	Fine Arts	583	LAB	Parks,Judith	0003443	22	w0003443@arc.losrios.edu	1/15/22
FAA	HM	325	18050	5:30:00 PM	6:35:00 PM	3/15/22	5/12/22	MW	Y	N	Y	N	N	N	N	Fine Arts	507	LEC	Urkofsky,Teresa E.	0004879	22	w0004879@arc.losrios.edu	3/15/22
FAA	HM	325	18051	6:45:00 PM	9:50:00 PM	3/15/22	5/12/22	MW	Y	N	Y	N	N	N	N	Fine Arts	583	LAB	Urkofsky,Teresa E.	0004879	22	w0004879@arc.losrios.edu	3/15/22
FAA	HM	326	20578	8:00:00 AM	9:50:00 AM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Fine Arts	507	LEC	Parks,Judith	0003443	22	w0003443@arc.losrios.edu	3/15/22
FAA	HM	326	20579	9:00:00 AM	12:05:00 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Fine Arts	583	LAB	Parks,Judith	0003443	22	w0003443@arc.losrios.edu	3/15/22
FAA	HM	328	20581	12:30:00 PM	1:20:00 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Fine Arts	507	LEC	Bajar,Merebeth T	0467116	22	w0467116@arc.losrios.edu	3/15/22
FAA	HM	328	20582	1:30:00 PM	4:35:00 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Fine Arts	583	LAB	Bajar,Merebeth T	0467116	22	w0467116@arc.losrios.edu	3/15/22
FAA	HM	330	18808	7:00:00 PM	9:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts	507	LEC	Urkofsky,Teresa E.	0004879	22	w0004879@arc.losrios.edu	1/15/22
FAA	HM	360	18809	7:00:00 PM	9:50:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Fine Arts	584	LEC	Urkofsky,Teresa E.	0004879	24	w0004879@arc.losrios.edu	1/15/22
FAA	HM	360	17796	11:30:00 AM	1:35:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts	584	LEC	Urkofsky,Teresa E.	0004879	24	w0004879@arc.losrios.edu	1/15/22
FAA	HM	360	17797	1:45:00 PM	4:55:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts	592	LAB	Urkofsky,Teresa E.	0004879	24	w0004879@arc.losrios.edu	1/15/22
FAA	HM	370	17611	8:00:00 AM	9:50:00 AM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Fine Arts	580	LEC	Knirk,Brian D.	0002166	30	w0002166@arc.losrios.edu	1/15/22

Div	Subj	Crse	CRN	Start	End	Start Dt	End Dt	Day	M	T	W	R	F	S	U	Location	Room	Type	Instructor	ID	Enrl	Email	Date
FAA	HM	375	18813	1:00:00 PM	2:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		584 LEC	Parks,Judith	0003443	25	w0003443@arc.losrios.edu	1/15/22
FAA	HM	380	17610	2:00:00 PM	5:10:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		592 LEC	Spataro,Kurt B.	0018662	20	w0018662@arc.losrios.edu	1/15/22
FAA	MUIVI	200	28287	5:00:00 PM	5:50:00 PM	3/15/22	5/12/22	T	N	Y	N	N	N	N	N	Fine Arts		548 LEC	Marvelli,Anthony J	0473586	30	w0473586@arc.losrios.edu	3/15/22
FAA	MUIVI	310	18764	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		512 LEC	Hoffman-Rubin,Lee E.	1625627	25	w1625627@arc.losrios.edu	1/31/22
FAA	MUIVI	310	18765	11:20:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		512 LAB	Hoffman-Rubin,Lee E.	1625627	25	w1625627@arc.losrios.edu	1/31/22
FAA	MUIVI	311	18766	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		512 LEC	Hoffman-Rubin,Lee E.	1625627	10	w1625627@arc.losrios.edu	1/31/22
FAA	MUIVI	311	18767	11:20:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		512 LAB	Hoffman-Rubin,Lee E.	1625627	10	w1625627@arc.losrios.edu	1/31/22
FAA	MUIVI	320	18768	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		512 LEC	Hoffman-Rubin,Lee E.	1625627	4	w1625627@arc.losrios.edu	1/31/22
FAA	MUIVI	320	18769	11:20:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		512 LAB	Hoffman-Rubin,Lee E.	1625627	4	w1625627@arc.losrios.edu	1/31/22
FAA	MUIVI	321	18770	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		512 LEC	Hoffman-Rubin,Lee E.	1625627	3	w1625627@arc.losrios.edu	1/31/22
FAA	MUIVI	321	18771	11:20:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		512 LAB	Hoffman-Rubin,Lee E.	1625627	3	w1625627@arc.losrios.edu	1/31/22
FAA	MUIVI	340	17757	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		513 LEC	Clark,Yoo Ri A.	1225001	30	w1225001@arc.losrios.edu	1/31/22
FAA	MUIVI	340	17758	9:50:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		513 LAB	Clark,Yoo Ri A.	1225001	30	w1225001@arc.losrios.edu	1/31/22
FAA	MUIVI	340	18348	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		513 LEC	Clark,Yoo Ri A.	1225001	30	w1225001@arc.losrios.edu	1/31/22
FAA	MUIVI	340	18349	9:50:00 AM	10:15:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		513 LAB	Clark,Yoo Ri A.	1225001	30	w1225001@arc.losrios.edu	1/31/22
FAA	MUP	310	17761	7:00:00 PM	7:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Fine Arts		548 LEC	Thompson,Steven Dean	0009146	50	w0009146@arc.losrios.edu	1/31/22
FAA	MUP	310	17762	8:00:00 PM	10:05:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Fine Arts		548 LAB	Thompson,Steven Dean	0009146	50	w0009146@arc.losrios.edu	1/31/22
FAA	MUP	320	17764	1:30:00 PM	1:55:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		548 LEC	Eifertsen,Dyne C.	0940892	30	w0940892@arc.losrios.edu	1/31/22
FAA	MUP	320	17765	1:55:00 PM	2:45:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		548 LAB	Eifertsen,Dyne C.	0940892	30	w0940892@arc.losrios.edu	1/31/22
FAA	MUP	327	18181	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		548 LEC	Eifertsen,Dyne C.	0940892	30	w0940892@arc.losrios.edu	1/31/22
FAA	MUP	327	18182	4:00:00 PM	4:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		548 LAB	Eifertsen,Dyne C.	0940892	30	w0940892@arc.losrios.edu	1/31/22
FAA	MUP	328	18183	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		548 LEC	Eifertsen,Dyne C.	0940892	15	w0940892@arc.losrios.edu	1/31/22
FAA	MUP	328	18184	4:00:00 PM	4:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		548 LAB	Eifertsen,Dyne C.	0940892	15	w0940892@arc.losrios.edu	1/31/22
FAA	MUP	340	17767	7:00:00 PM	7:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		548 LEC	Marvelli,Anthony J	0473586	50	w0473586@arc.losrios.edu	1/31/22
FAA	MUP	340	17768	8:00:00 PM	10:05:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		548 LAB	Marvelli,Anthony J	0473586	50	w0473586@arc.losrios.edu	1/31/22
FAA	MUP	350	17769	10:00:00 AM	10:50:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		547 LEC	Hoffman-Rubin,Lee E.	1625627	50	w1625627@arc.losrios.edu	1/31/22
FAA	MUP	350	17770	11:00:00 AM	11:50:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		547 LAB	Hoffman-Rubin,Lee E.	1625627	50	w1625627@arc.losrios.edu	1/31/22
FAA	MUP	352	17802	10:00:00 AM	10:50:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		547 LEC	Hoffman-Rubin,Lee E.	1625627	15	w1625627@arc.losrios.edu	1/31/22
FAA	MUP	352	18205	11:00:00 AM	11:50:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		547 LAB	Hoffman-Rubin,Lee E.	1625627	15	w1625627@arc.losrios.edu	1/31/22
FAA	MUP	400	18102	1:30:00 PM	2:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		548 LEC	Lapierre,Arthur	0002780	30	w0002780@arc.losrios.edu	1/31/22
FAA	MUP	400	18103	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Fine Arts		548 LAB	Lapierre,Arthur	0002780	30	w0002780@arc.losrios.edu	1/31/22
FAA	MUP	400	20251	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		548 LEC	Lapierre,Arthur	0002780	20	w0002780@arc.losrios.edu	1/31/22
FAA	MUP	400	20252	3:50:00 PM	4:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		548 LAB	Lapierre,Arthur	0002780	20	w0002780@arc.losrios.edu	1/31/22
FAA	MUP	401	18310	1:30:00 PM	2:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		548 LEC	Lapierre,Arthur	0002780	5	w0002780@arc.losrios.edu	1/31/22
FAA	MUP	401	18104	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Fine Arts		548 LAB	Lapierre,Arthur	0002780	5	w0002780@arc.losrios.edu	1/31/22
FAA	MUP	401	20253	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		548 LEC	Lapierre,Arthur	0002780	10	w0002780@arc.losrios.edu	1/31/22
FAA	MUP	401	20254	3:50:00 PM	4:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		548 LAB	Lapierre,Arthur	0002780	10	w0002780@arc.losrios.edu	1/31/22
FAA	MUSM	140	18719	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		548 LEC	Johnson,Robert S.	0451576	30	w0451576@arc.losrios.edu	1/31/22
FAA	MUSM	140	18720	9:50:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		548 LAB	Johnson,Robert S.	0451576	30	w0451576@arc.losrios.edu	1/31/22
FAA	MUSM	334	17952	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		526 LEC	Johnson,Robert S.	0451576	25	w0451576@arc.losrios.edu	1/31/22
FAA	MUSM	334	17953	4:00:00 PM	4:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Fine Arts		526 LAB	Johnson,Robert S.	0451576	25	w0451576@arc.losrios.edu	1/31/22
FAA	MUSM	342	17772	8:00:00 AM	8:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	537A	LEC	Glynn,Harley A.	0713781	25	w0713781@arc.losrios.edu	1/31/22
FAA	MUSM	342	17773	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	537A	LAB	Glynn,Harley A.	0713781	25	w0713781@arc.losrios.edu	1/31/22
FAA	MUSM	342	17774	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	537A	LEC	Johnson,Robert S.	0451576	25	w0451576@arc.losrios.edu	1/31/22
FAA	MUSM	342	17775	11:30:00 AM	12:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	537A	LAB	Glynn,Harley A.	0713781	25	w0713781@arc.losrios.edu	1/31/22
FAA	MUSM	344	17776	8:00:00 AM	8:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	536A	LEC	Shearer,Kirt B.	0225951	25	w0225951@arc.losrios.edu	1/31/22
FAA	MUSM	344	17777	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts	536A	LAB	Shearer,Kirt B.	0225951	25	w0225951@arc.losrios.edu	1/31/22
FAA	MUSM	350	17950	1:30:00 PM	2:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	536A	LEC	Duffey,Brendan C.	0667148	25	w0667148@arc.losrios.edu	1/31/22
FAA	MUSM	350	17951	2:30:00 PM	3:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	536A	LAB	Duffey,Brendan C.	0667148	25	w0667148@arc.losrios.edu	1/31/22
FAA	MUSM	352	18356	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	536A	LEC	Duffey,Brendan C.	0667148	25	w0667148@arc.losrios.edu	1/31/22
FAA	MUSM	352	18357	11:30:00 AM	12:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts	536A	LAB	Duffey,Brendan C.	0667148	25	w0667148@arc.losrios.edu	1/31/22
FAA	TA	344	18839	4:00:00 PM	4:50:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		515 LEC	Downs,Pamela R.	0003206	22	w0003206@arc.losrios.edu	1/31/22
FAA	TA	344	18840	5:00:00 PM	5:50:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Fine Arts		515 LAB	Downs,Pamela R.	0003206	22	w0003206@arc.losrios.edu	1/31/22
FAA	TA	350	18838	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		515 LEC	Stevens,Janis L.	0014155	22	w0014155@arc.losrios.edu	2/22/22
FAA	TA	350	17628	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		550 LEC	Williams,Samuel W.	0000379	15	w0000379@arc.losrios.edu	1/31/22
FAA	TA	350	20026	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		515 LEC	Williams,Samuel W.	0000379	22	w0000379@arc.losrios.edu	1/31/22
FAA	TA	351	17629	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		550 LEC	Williams,Samuel W.	0000379	6	w0000379@arc.losrios.edu	1/31/22
FAA	TA	366	27478	12:00:00 PM	12:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		550 LEC	Downs,Pamela R.	0003206	22	w0003206@arc.losrios.edu	1/31/22
FAA	TA	366	27479	1:00:00 PM	2:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		550 LAB	Downs,Pamela R.	0003206	22	w0003206@arc.losrios.edu	1/31/22
FAA	TA	377	18358	9:30:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		550 LEC	Williams,Samuel W.	0000379	22	w0000379@arc.losrios.edu	1/31/22
FAA	TA	377	18359	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Fine Arts		550 LAB	Williams,Samuel W.	0000379	22	w0000379@arc.losrios.edu	1/31/22
FAA	TA	420	18803	1:30:00 PM	2:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Theatre	THEATRE	LEC	Burleson,B. Kathryn	0004532	18	w0004532@arc.losrios.edu	1/31/22
FAA	TA	420	18804	2:30:00 PM	3:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Theatre	THEATRE	LAB	Burleson,B. Kathryn	0004532	9	w0004532@arc.losrios.edu	1/31/22
FAA	TA	420	18805	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Theatre	THEATRE	LAB	Burleson,B. Kathryn	0004532	9	w0004532@arc.losrios.edu	1/31/22
FAA	TA	422	18250	1:00:00 PM	1:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Theatre	THEATRE	LEC	Burleson,B. Kathryn	0004532	15	w0004532@arc.losrios.edu	1/31/22
FAA	TA	422	18249	2:00:00 PM	3:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Theatre	THEATRE	LAB	Burleson,B. Kathryn	0004532	15	w0004532@arc.losrios.edu	1/31/22
FAA	TA	430	18668	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		554 LEC	Russell,Gail	0004149	15	w0004149@arc.losrios.edu	1/31/22
FAA	TA	430	18669	11:30:00 AM	12:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Fine Arts		554 LAB	Russell,Gail	0004149	15	w0004149@arc.losrios.edu	1/31/22
FAA	TAP	300	19208	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Shearer,Tracy F.				1/31/22
FAA	TAP	301	19382	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Shearer,Tracy F.				1/31/22
FAA	TAP	302	19475	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Shearer,Tracy F.				1/31/22
FAA	TAP	303	19601	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Shearer,Tracy F.				1/31/22
FAA	TAP	310	19207	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Burleson,B. Kathryn				1/31/22
FAA	TAP	311	19476	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Burleson,B. Kathryn				1/31/22
FAA	TAP	312	19604	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Burleson,B. Kathryn				1/31/22
FAA	TAP	313	20029	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Burleson,B. Kathryn				1/31/22
FAA	TAP	320	19276	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Downs,Pamela R.				1/31/22
FAA	TAP	321	19383	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Downs,Pamela R.				1/31/22
FAA	TAP	322	19477	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Downs,Pamela R.				1/31/22
FAA	TAP	323	19605	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Downs,Pamela R.				1/31/22
FAA	TAP	330	19277	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Burleson,B. Kathryn				1/31/22
FAA	TAP	331	19478	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Burleson,B. Kathryn				1/31/22
FAA	TAP	332	19606	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Burleson,B. Kathryn				1/31/22
FAA	TAP	333	20028	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	Theatre	THEATRE	LAB	Burleson,B. Kathryn				1/31/22
FAA	TAP	340	20270	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	?		LAB	Williams,Samuel W.				1/31/22
FAA	TAP	341	20271	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	?		LAB	Williams,Samuel W.				1/31/22
FAA	TAP	342	20272	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	?		LAB	Williams,Samuel W.				1/31/22
FAA	TAP	343	20273	01:00AM	01:00AM	1/15/22	5/18/22	TBA	?	?	?	?	?	?	?	?		LAB	Williams,Samuel W.				1/31/22
FAA	TAP	380	20415	01:00AM	01:00AM		5/18/22	TBA	?	?	?	?	?	?	?	?		LAB	Downs,Pamela R.				1/31/22
HEDU	EMT	110	19040	9:00:00 AM	2:55:00 PM	1/15/22	4/23/22	R	N	N	N	Y	N	N	N	Portable		611 LAB	Ryther,Christopher T.	0496551	10	w0496551@arc.losrios.edu	1/15/22
HEDU	EMT	110	19041	9:00:00 AM	2:55:00 PM	1/15/22	4/23/22	R	N	N	N	Y	N	N	N	Portable		611 LAB	Ryther,Christopher T.	0496551	10	w0496551@arc.losrios.edu	1/15/22
HEDU	EMT	110	19246	3:00:00 PM	8:55:00 PM	1/15/22	4/23/22	R	N	N	N	Y	N	N	N	Portable		611 LAB	Ryther,Christopher T.	0496551	10	w0496551@arc.losrios.edu	1/15/22
HEDU	EMT	110	19970	3:00:00 PM	8:55:00 PM	1/15/22	4/23/22	R	N	N	N	Y	N	N	N	Portable		611 LAB	Ryther,Christopher T.	0496551	12	w0496551@arc.losrios.edu	1/15/22
HEDU	EMT	110	19248	6:00:00 PM	10:50:00 PM	1/15/22	4/23/22	M	Y	N	N	N	N	N	N	Portable		611 LAB			10	w@arc.losrios.edu	1/15/22
HEDU	EMT	110	20317	6:00:00 PM	10:50:00 PM	1/15/22	4/23/22	M	Y	N	N	N	N	N	N	Portable		611 LAB			10	w@arc.losrios.edu	1/15/22
HEDU	EMT	110	20318	6:00:00 PM	10:50:00 PM	1/15/22	4/23/22	T	N	Y	N	N	N	N	N	Portable		611 LAB	Martin,Eric E.	0004177	10	w0004177@arc.losrios.edu	1/15/22
HEDU	EMT	110	20427	6:00:00 PM	10:50:00 PM	1/15/22	4/23/22	T	N	Y	N	N	N	N	N	Portable		611 LAB	Ayala-Garcia,Marisol G.	1169945	10	w1169945@arc.losrios.edu	1/15/22
HEDU	FSE	310	18372	3:30:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Portable		606 LEC	Rose,Valarie M.	0160391	45	w0160391@arc.losrios.edu	2/22/22
HEDU	FSE	350	18375	4:00:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Portable		606 LEC	Skelton,Nathan E.	1433989	50	w1433989@arc.losrios.edu	2/22/22
HEDU	FSE	350	18374	5:30:00 PM	6:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Portable		606 LAB	Rose,Valarie M.	0160391	50	w0160391@arc.losrios.edu	2/22/22
HEDU	FSE	350	19540	5:30:00 PM	7:05:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Portable		606 LAB	Skelton,Nathan E.	1433989	25	w1433989@arc.losrios.edu	2/22/22
HEDU	FSE	360	18373	7:15:00 PM	8:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Portable		606 LEC	Currier,Daniel E.	1012611	40	w1012611@arc.losrios.edu	2/22/22
HEDU	HCI	340	20844	12:00:00 PM	1:50:00 PM	1/15/22	3/14/22	R	N	N	N	Y	N	N	N	Health & Ed		716 LAB	Pena-Grafton,Yeny A.	0961173	35	w0961173@arc.losrios.edu	1/15/22
HEDU	HCI	340	20846	2:00:00 PM	4:50:00 PM	3/15/22	5/12/22	R	N	N	N	Y	N	N	N	Health & Ed		716 LAB	Pena-Grafton,Yeny A.	0961173	35	w0961173@arc.losrios.edu	3/15/22
HEDU	NUTRI	300	18694	7:30:00 AM	8:50:00 AM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Arts & Science		103 LEC	Lopez,Veronica	1050018	30	w1050018@arc.losrios.edu	2/22/22
HEDU	NUTRI	300	17620	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Arts & Science		103 LEC	Chou,Susan S.	0951656	30	w0951656@arc.losrios.edu	2/22/22
HEDU	NUTRI	300	18076	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Arts & Science		103 LEC	Gonsalves,Jana L.	0010224	30	w0010224@arc.losrios.edu	2/22/22
HEDU	NUTRI	300	18930	6:00:00 PM	9:05:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Arts & Science		103 LEC	Garbutt,Jared J.	1125547	30	w1125547@arc.losrios.edu	2/22/22
HEDU	NUTRI	300	20315	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Arts & Science		103 LEC	Gonsalves,Jana L.	0010224	30	w0010224@arc.losrios.edu	2/22/22
HEDU	PMED	110	19309	8:00:00 AM	3:10:00 PM	1/15/22	5/18/22	WF	N	N	Y	N	Y	N	N	Portable		611 LAB	Martin,Eric E.	0004177	6	w0004177@arc.losrios.edu	1/15/22
HEDU	PMED	110	21151	8:00:00 AM	3:10:00 PM	1/15/22	5/18/22	WF	N	N	Y	N	Y	N	N	Portable		611 LAB	Ayala-Garcia,Marisol G.	1169945	6	w1169945@arc.losrios.edu	1/15/22
HEDU	RC	111	19205	12:30:00 PM	3:35:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Health & Ed		714 LAB	Ilaga,Lisa Hunsaker	1183298	20	w1183298@arc.losrios.edu	1/15/22
HEDU	RC	111	19206	12:05:00 PM	3:10:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Health & Ed		714 LAB	Ilaga,Lisa Hunsaker	1183298	20	w1183298@arc.losrios.edu	1/15/22
HEDU	SLPA	121	18561	5:00:00 PM	5:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Health & Ed		716 LEC	Zajic,Kristina L.	0334914	22	w0334914@arc.losrios.edu	1/31/22
HEDU	SLPA	121	20829	5:00:00 PM	5:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Health & Ed		710 LEC	Vavra,Kimberly A.	0829800	22	w0829800@arc.losrios.edu	1/31/22
HUM	ECE	300	17598	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Child Development Center		350 LEC	Hickman,Lauren Rose	0767594	40	w0767594@arc.losrios.edu	2/22/22
HUM	ECE	312	17599	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	T	N	Y	N	Y	N	N	N	Child Development Center		350 LEC	Hickman,Lauren Rose	0767594	45	w0767594@arc.losrios.edu	2/22/22
HUM	ECE	321	20193	6:00:00 PM	7:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Child Development Center		350 LEC	Chow,Lorraine	0004000	25	w0004000@arc.losrios.edu	2/22/22
HUM	ECE	321	20715	6:00:00 PM	7:50:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Natomas Educational Center	N201	LEC	Chow,Lorraine	0004000	25	w0004000@arc.losrios.edu	1/31/22
HUM	ECE	350	19466	10:30:00 AM	12:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall		106 LEC	Borcz,Robyn M.	0677765	40	w0677765@arc.losrios.edu	2/22/22
HUM	ECE	350	19467	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall		106 LAB	Borcz,Robyn M.	0677765	40	w0677765@arc.losrios.edu	2/22/22
HUM	ECE	363	20646	6:00:00 PM	9:05:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Natomas Educational Center	N103	LEC	Salluzzo,Michelle Anne	0804304	35	w0804304@arc.losrios.edu	1/31/22
HUM	ESL	37	26570	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Learning Resource Center		104 LEC	Saur,Theodore J.	1093835	30	w1093835@arc.losrios.edu	2/22/22
HUM	ESL	37	26577	9:00:00 AM	10:35:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall		110 LEC	Saur,Denise M.	0957558	28	w0957558@arc.losrios.edu	2/22/22
HUM	ESLL	20	18971	1:30:00 PM	3:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall		110 LEC	White,Gay A.	0001409	30	w0001409@arc.losrios.edu	2/22/22
HUM	ESLL	31	26625	11:00:00 AM	12:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall		110 LEC	Saur,Theodore J.	1093835	30	w1093835@arc.losrios.edu	2/22/22
HUM	ESLL	41	26629	11:00:00 AM	12:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Learning Resource Center		104 LEC	Saur,Denise M.	0957558	30	w0957558@arc.losrios.edu	2/22/22
HUM	ESLW	20	18970	9:00:00 AM	11:05:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall		110 LEC	White,Gay A.	0001409	30	w0001409@arc.losrios.edu	2/22/22
HUM	INTRP	305	19236	2:30:00 PM	4:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Davies Hall		213 LEC	Gallon,Cheryl A.	0519884	20	w0519884@arc.losrios.edu	1/31/22
HUM	INTRP	305	19237	2:30:00 PM	4:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Davies Hall		213 LEC	Gallon,Cheryl A.	0519884	20	w0519884@arc.losrios.edu	1/31/22
HUM	INTRP	307	19234	4:30:00 PM	6:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Davies Hall		213 LEC	Himmelmann,Sarah E	1567252	20	w1567252@arc.losrios.edu	1/31/22
HUM	INTRP	307	19235	4:30:00 PM	6:20:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Davies Hall		213 LEC	Himmelmann,Sarah E	1567252	20	w1567252@arc.losrios.edu	1/31/22
HUM	INTRP	310	27300	7:45:00 PM	9:00:00 PM	1/15/22	2/23/22	W	N	N	Y	N	N	N	N	Davies Hall		227 LEC	Himmelmann,Sarah E	1567252	20	w1567252@arc.losrios.edu	1/31/22
HUM	INTRP	312	18530	8:00:00 AM	5:40:00 PM	3/5/22	3/5/22	S	N	N	N	N	N	Y	N	Davies Hall		213 LEC	Henderson,James H.	0998186	20	w0998186@arc.losrios.edu	3/5/22
HUM	INTRP	325	18439	5:30:00 PM	7:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Davies Hall		227 LEC	Farnham,Cynthia B.	0002048	20	w0002048@arc.losrios.edu	1/31/22
HUM	INTRP	330	18381	7:45:00 PM	9:10:00 PM	3/31/22	5/11/22	MW	Y	N	Y	N	N	N	N	Davies Hall		227 LEC	Helms,Shelby C.	0659987	20	w0659987@arc.losrios.edu	3/31/22
HUM	INTRP	332	26896	7:45:00 PM	9:10:00 PM	2/24/22	3/30/22	MW	Y	N	Y	N	N	N	N	Davies Hall		213 LEC	Helms,Shelby C.	0659987	20	w0659987@arc.losrios.edu	2/24/22
HUM	INTRP	356	18543	3:00:00 PM	3:50:00 PM	1/19/22	5/11/22	W	N	N	Y	N	N	N	N	Davies Hall		227 LEC	West Oyedele,Erica V.	0020375	20	w0020375@arc.losrios.edu	1/31/22
HUM	INTRP	356	18547	4:30:00 PM	5:20:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Davies Hall		227 LEC	West Oyedele,Erica V.	0020375	20	w0020375@arc.losrios.edu	1/31/22
HUM	PHIL	300	20969	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall		115 LEC	Jacobs,David C.	1642241	40	w1642241@arc.losrios.edu	2/22/22
HUM	PHIL	300	19964	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall		115 LEC	Rogers,Andrew B.	0000501	40	w0000501@arc.losrios.edu	2/22/22
HUM	PHIL	300	20725	6:00:00 PM	9:15:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Davies Hall		115 LEC	Fix,Andrew W.	1399777	40	w1399777@arc.losrios.edu	2/22/22
HUM	PHIL	300	18226	2:00:00 PM	3:20:00 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Natomas Educational Center	N101	LEC	Popowicz,Dylan M	0979650	40	w0979650@arc.losrios.edu	3/15/22
HUM	PHIL	310	20194	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Davies Hall		115 LEC	Fix,Andrew W.	1399777	40	w1399777@arc.losrios.edu	2/22/22
HUM	SPAN	402	28231	1:15:00 PM	3:20:00 PM	3/15/22	5/12/22	T	N	Y	N	N	N	N	N	Natomas Educational Center	N102	LEC	Stem,Melissa A.	1451515	30	w1451515@arc.losrios.edu	3/15/22
MATH	MATH	100	19816	9:15:00 AM	10:45:00 AM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	STEM		307 LEC	Barcellos,Anthony	0002175	36	w0002175@arc.losrios.edu	2/22/22
MATH	MATH	110	18166	10:30:00 AM	12:00:00 PM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	STEM		213 LEC	Andre,Paul H.	0001107	36	w0001107@arc.losrios.edu	2/22/22
MATH	MATH	120	20833	9:15:00 AM	10:45:00 AM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	STEM		211 LEC	Andre,Paul H.	0001107	36	w0001107@arc.losrios.edu	2/22/22
MATH	MATH	120	20834	11:00:00 AM	12:30:00 PM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	STEM		211 LEC	Ridgway,Theodore	0000314	36	w0000314@arc.losrios.edu	2/22/22
MATH	MATH	120	18167	12:45:00 PM	2:15:00 PM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	STEM		211 LEC	Andre,Paul H.	0001107	36	w0001107@arc.losrios.edu	2/22/22
MATH	MATH	300	19166	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM		307 LEC	Mitchell,Matt J.	0020139	36	w0020139@arc.losrios.edu	2/22/22
MATH	MATH	300	20852	10:00:00 AM	11:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM		309 LEC	Nehrebecki,Helene R.	1643672	28	w1643672@arc.losrios.edu	2/22/22
MATH	MATH	340	20837	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM		213 LEC	Safvi,Syed A.	0020561	36	w0020561@arc.losrios.edu	2/22/22
MATH	MATH	340	20858	8:00:00 AM	9:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM		307 LEC	Gale,Deborah N.	0001619	28	w0001619@arc.losrios.edu	2/22/22
MATH	MATH	372	20009	2:45:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM		211 LEC	Burke,John P.	0942728	36	w0942728@arc.losrios.edu	2/22/22
MATH	MATH	372	20864	8:45:00 AM	10:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM		211 LEC	Jones,Vincent W.	0849486	28	w0849486@arc.losrios.edu	2/22/22

Div	Subj	Crs	Sec	Start	End	Start Date	End Date	Days								Program	Room	Type	Instructor	ID	Cap	Email	Date
MATH	MATH	373	20213	8:15:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	212	LEC	Burke,John P.	0942728	36	w0942728@arc.losrios.edu	2/22/22
MATH	MATH	373	20214	12:45:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	309	LEC	Smith,Phil A.	0000472	36	w0000472@arc.losrios.edu	2/22/22
MATH	MATH	373	20874	12:45:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	N	Y	N	Y	N	N	N	STEM	210	LEC	Nehrebecki,Helene R.	1643672	28	w1643672@arc.losrios.edu	2/22/22
MATH	MATH	375	27577	8:45:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	Y	Y	N	N	N	N	STEM	213	LEC	Ngo,Tu C.	0568630	28	w0568630@arc.losrios.edu	2/22/22
MATH	MATH	400	20299	9:00:00 AM	10:05:00 AM	1/15/22	5/18/22	MWF	Y	Y	Y	Y	N	N	N	STEM	310	LEC	Caputo,Joseph C.	1100519	36	w1100519@arc.losrios.edu	2/22/22
MATH	MATH	401	20303	7:45:00 AM	8:50:00 AM	1/15/22	5/18/22	MTWR	Y	Y	Y	Y	N	N	N	STEM	310	LEC	Medcalf,John C.	0003643	36	w0003643@arc.losrios.edu	2/22/22
MATH	MATH	402	20304	7:20:00 AM	8:50:00 AM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	STEM	307	LEC	Barcellos,Anthony	0002175	36	w0002175@arc.losrios.edu	2/22/22
MATH	MATH	410	20220	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	307	LEC	Smith,Phil A.	0000472	36	w0000472@arc.losrios.edu	2/22/22
MATH	MATHS	45	20859	9:30:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	307	LEC	Gale,Deborah N.	0001619	28	w0001619@arc.losrios.edu	2/22/22
MATH	MATHS	72	20865	11:00:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	211	LEC	Jones,Vincent W.	0849486	28	w0849486@arc.losrios.edu	2/22/22
MATH	MATHS	73	20875	3:00:00 PM	3:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	210	LEC	Nehrebecki,Helene R.	1643672	28	w1643672@arc.losrios.edu	2/22/22
MATH	MATHS	75	27578	8:45:00 AM	11:50:00 AM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	STEM	213	LEC	Ngo,Tu C.	0568630	28	w0568630@arc.losrios.edu	2/22/22
MATH	MATHS	95	20855	11:30:00 AM	12:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	309	LEC	Nehrebecki,Helene R.	1643672	28	w1643672@arc.losrios.edu	2/22/22
MATH	STAT	10	20889	4:30:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	306	LEC	Nedorezov,Svetlana	0858034	28	w0858034@arc.losrios.edu	2/22/22
MATH	STAT	10	28032	5:40:00 PM	7:45:00 PM	1/15/22	5/18/22	M	Y	N	N	N	N	N	N	Folsom State Prison	FSP-M	LEC	Stemmann,Karsten	1277636	15	w1277636@arc.losrios.edu	2/22/22
MATH	STAT	300	18622	10:30:00 AM	12:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	310	LEC	Burke,John P.	0942728	36	w0942728@arc.losrios.edu	2/22/22
MATH	STAT	300	18623	12:45:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	310	LEC	Ridgway,Theodore	0000314	36	w0000314@arc.losrios.edu	2/22/22
MATH	STAT	300	18624	12:45:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	310	LEC	Ridgway,Theodore	0000314	36	w0000314@arc.losrios.edu	2/22/22
MATH	STAT	300	18625	1:30:00 PM	3:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	212	LEC	Burke,John P.	0942728	36	w0942728@arc.losrios.edu	2/22/22
MATH	STAT	300	20888	2:15:00 PM	4:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	306	LEC	Nedorezov,Svetlana	0858034	28	w0858034@arc.losrios.edu	2/22/22
PE	ADAPT	316	18546	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	PRACT GYM	LAB	Lambdin,Jennae M.	0009184	25	w0009184@arc.losrios.edu	1/31/22
PE	ADAPT	330	18039	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	N	Y	N	Y	N	N	N	Adaptive P.E.	101	LAB	Lambdin,Jennae M.	0009184	25	w0009184@arc.losrios.edu	1/31/22
PE	ADAPT	330	18442	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Adaptive P.E.	101	LAB	Lambdin,Jennae M.	0009184	25	w0009184@arc.losrios.edu	1/31/22
PE	ADAPT	330	18441	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Adaptive P.E.	101	LAB	Lambdin,Jennae M.	0009184	25	w0009184@arc.losrios.edu	1/31/22
PE	ADAPT	335	26687	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	231A	LAB	Lambdin,Jennae M.	0009184	25	w0009184@arc.losrios.edu	1/31/22
PE	DANCE	310	26688	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	235	LAB	Bailey,Katherine A.	1199299	40	w1199299@arc.losrios.edu	1/31/22
PE	DANCE	320	19044	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	235	LAB	Green-Clark,Michelle R.	0002769	40	w0002769@arc.losrios.edu	1/31/22
PE	DANCE	326	20931	10:30:00 AM	11:20:00 AM	1/15/22	5/18/22	M	N	N	N	N	N	N	N	Physical Education	235	LEC	Green-Clark,Michelle R.	0002769	25	w0002769@arc.losrios.edu	1/31/22
PE	DANCE	326	20932	11:30:00 AM	12:35:00 PM	1/15/22	5/18/22	M	N	N	N	N	N	N	N	Physical Education	235	LAB	Green-Clark,Michelle R.	0002769	25	w0002769@arc.losrios.edu	1/31/22
PE	DANCE	390	26689	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	235	LEC	Bailey,Katherine A.	1199299	40	w1199299@arc.losrios.edu	1/31/22
PE	DANCE	415	26690	1:30:00 PM	2:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	235	LEC	Green-Clark,Michelle R.	0002769	40	w0002769@arc.losrios.edu	1/31/22
PE	DANCE	415	26691	2:30:00 PM	3:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	235	LAB	Green-Clark,Michelle R.	0002769	40	w0002769@arc.losrios.edu	1/31/22
PE	FITNS	304	20941	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	206	LAB	Matsunami,Joline R.	0003839	35	w0003839@arc.losrios.edu	1/31/22
PE	FITNS	304	20942	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	206	LAB	Matsunami,Joline R.	0003839	35	w0003839@arc.losrios.edu	1/31/22
PE	FITNS	306	19823	4:30:00 PM	5:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	231A	LAB	Alkhayyat,Hanadi	1022477	40	w1022477@arc.losrios.edu	1/31/22
PE	FITNS	316	20226	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	POOL	LAB	Black,Eric L.	1005577	15	w1005577@arc.losrios.edu	1/31/22
PE	FITNS	321	18394	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	205	LAB	Osterhout,Jonathan C.	0543185	35	w0543185@arc.losrios.edu	1/31/22
PE	FITNS	321	19366	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	205	LAB	Arellanes,Paul T.	0002429	35	w0002429@arc.losrios.edu	1/31/22
PE	FITNS	321	19374	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	205	LAB	Haflich,Gerald F.	0008033	35	w0008033@arc.losrios.edu	1/31/22
PE	FITNS	325	18297	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	205	LAB	Maurino,Molly A.	0003335	30	w0003335@arc.losrios.edu	1/31/22
PE	FITNS	325	19622	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	205	LAB	Sullivan-Torrez,Kathleen E.	0003879	30	w0003879@arc.losrios.edu	1/31/22
PE	FITNS	325	21041	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	205	LAB	Sullivan-Torrez,Kathleen E.	0003879	30	w0003879@arc.losrios.edu	1/31/22
PE	FITNS	331	19825	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	MAIN GYM	LAB	Giorgi,Mark R.	0004356	40	w0004356@arc.losrios.edu	1/31/22
PE	FITNS	344	27830	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	236	LAB	Haflich,Gerald F.	0008033	25	w0008033@arc.losrios.edu	1/31/22
PE	FITNS	344	19827	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	206	LAB	Black,Bethani A.	0006250	15	w0006250@arc.losrios.edu	1/31/22
PE	FITNS	345	19910	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	236	LAB	Haflich,Gerald F.	0008033	15	w0008033@arc.losrios.edu	1/31/22
PE	FITNS	345	19828	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	206	LAB	Black,Bethani A.	0006250	15	w0006250@arc.losrios.edu	1/31/22
PE	FITNS	380	18015	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	206	LAB	Jumelet,Douglas A.	0001886	35	w0001886@arc.losrios.edu	1/31/22
PE	FITNS	380	18822	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	206	LAB	Hansen,Paul D.	0004482	35	w0004482@arc.losrios.edu	1/31/22
PE	FITNS	380	18298	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	206	LAB	Baiz,Louis E.	0022959	35	w0022959@arc.losrios.edu	1/31/22
PE	FITNS	381	18395	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	236	LAB	Jumelet,Douglas A.	0001886	35	w0001886@arc.losrios.edu	1/31/22
PE	FITNS	381	18218	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	236	LAB	Baiz,Louis E.	0022959	35	w0022959@arc.losrios.edu	1/31/22
PE	FITNS	381	19022	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	236	LAB	Arellanes,Paul T.	0002429	35	w0002429@arc.losrios.edu	1/31/22
PE	FITNS	381	19647	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	236	LAB	Wooden,Tami D.	0003248	35	w0003248@arc.losrios.edu	1/31/22
PE	FITNS	385	19830	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	236	LAB	Haflich,Gerald F.	0008033	20	w0008033@arc.losrios.edu	1/31/22
PE	FITNS	385	19831	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	236	LAB	Osterhout,Jonathan C.	0543185	20	w0543185@arc.losrios.edu	1/31/22
PE	FITNS	392	19193	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	235	LAB	Lowden,Carson C.	1621385	40	w1621385@arc.losrios.edu	1/31/22
PE	FITNS	392	18907	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	231A	LAB	Lowden,Carson C.	1621385	40	w1621385@arc.losrios.edu	1/31/22
PE	FITNS	392	18112	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	231A	LAB	Belton,Linda V.	0000438	40	w0000438@arc.losrios.edu	1/31/22
PE	FITNS	392	19250	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	231A	LAB	Black,Eric L.	1005577	40	w1005577@arc.losrios.edu	1/31/22
PE	FITNS	392	19832	4:30:00 PM	5:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	231A	LAB	Belton,Linda V.	0000438	40	w0000438@arc.losrios.edu	1/31/22
PE	FITNS	392	19443	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	231A	LAB	Alkhayyat,Hanadi	1022477	40	w1022477@arc.losrios.edu	1/31/22
PE	FITNS	395	20947	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	205	LAB	Baiz,Louis E.	0022959	40	w0022959@arc.losrios.edu	1/31/22
PE	FITNS	395	26698	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	231A	LAB	Giorgi,Mark R.	0004356	40	w0004356@arc.losrios.edu	1/31/22
PE	FITNS	400	18299	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	MAIN GYM	LAB	Jumelet,Douglas A.	0001886	40	w0001886@arc.losrios.edu	1/31/22
PE	FITNS	441	19657	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	POOL	LAB	Black,Eric L.	1005577	20	w1005577@arc.losrios.edu	1/31/22
PE	FITNS	442	19658	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	POOL	LAB	Black,Eric L.	1005577	10	w1005577@arc.losrios.edu	1/31/22
PE	FITNS	443	19659	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	POOL	LAB	Black,Eric L.	1005577	10	w1005577@arc.losrios.edu	1/31/22
PE	KINES	300	19834	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	200E	LEC	Hansen,Paul D.	0004482	30	w0004482@arc.losrios.edu	1/31/22
PE	KINES	330	18703	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	200E	LEC	Finney,Timothy J.	0000338	25	w0000338@arc.losrios.edu	1/31/22
PE	KINES	334	18704	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Health & Ed	715	LEC	Finney,Timothy J.	0000338	25	w0000338@arc.losrios.edu	1/31/22
PE	KINES	334	18705	10:00:00 AM	11:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Health & Ed	715	LEC	Finney,Timothy J.	0000338	25	w0000338@arc.losrios.edu	1/31/22
PE	PACT	300	26699	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	FIELDS	LAB	Matsunami,Joline R.	0003839	40	w0003839@arc.losrios.edu	1/31/22
PE	PACT	310	18573	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	PRACT GYM	LAB	Jabery-Madison,Bobak	0767706	15	w0767706@arc.losrios.edu	1/31/22
PE	PACT	310	19381	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	PRACT GYM	LAB	Osterhout,Jonathan C.	0543185	15	w0543185@arc.losrios.edu	1/31/22
PE	PACT	311	19652	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	PRACT GYM	LAB	Jabery-Madison,Bobak	0767706	15	w0767706@arc.losrios.edu	1/31/22
PE	PACT	311	19278	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	PRACT GYM	LAB	Osterhout,Jonathan C.	0543185	15	w0543185@arc.losrios.edu	1/31/22
PE	PACT	350	19921	3:30:00 PM	6:35:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Physical Education	200E	LAB	Haflich,Gerald F.	0008033	40	w0008033@arc.losrios.edu	1/31/22
PE	PACT	351	19922	3:30:00 PM	6:35:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Physical Education	200E	LAB	Haflich,Gerald F.	0008033	40	w0008033@arc.losrios.edu	1/31/22
PE	PACT	352	19923	3:30:00 PM	6:35:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Physical Education	200E	LAB	Haflich,Gerald F.	0008033	40	w0008033@arc.losrios.edu	1/31/22
PE	SPORT	300	18404	1:30:00 PM	3:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	FIELDS	LAB	Jumelet,Douglas A.	0001886	35	w0001886@arc.losrios.edu	1/31/22
PE	SPORT	312	18405	4:30:00 PM	5:55:00 PM	1/3/22	3/11/22	MTWRF	Y	Y	Y	Y	Y	N	N	Physical Education	MAIN GYM	LAB	Giorgi,Mark R.	0004356	40	w0004356@arc.losrios.edu	1/31/22
PE	SPORT	312	28041	4:30:00 PM	6:45:00 PM	3/22/22	5/18/22	MTWR	Y	Y	Y	Y	N	N	N	Physical Education	MAIN GYM	LAB	Giorgi,Mark R.	0004356	25	w0004356@arc.losrios.edu	3/22/22
PE	SPORT	313	19028	1:30:00 PM	3:50:00 PM	1/15/22	5/12/22	MTWR	Y	Y	Y	Y	N	N	N	Physical Education	MAIN GYM	LAB	Matsunami,Joline R.	0003839	25	w0003839@arc.losrios.edu	3/15/22
PE	SPORT	317	18406	12:00:00 PM	1:25:00 PM	1/3/22	3/11/22	MWF	Y	N	Y	N	Y	N	N	Physical Education	MAIN GYM	LAB	Matsunami,Joline R.	0003839	22	w0003839@arc.losrios.edu	1/31/22
PE	SPORT	331	19029	6:00:00 AM	7:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	206	LAB	Osterhout,Jonathan C.	0543185	150	w0543185@arc.losrios.edu	1/31/22
PE	SPORT	340	18407	1:30:00 PM	4:00:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	MAIN GYM	LAB	Thomas,Michael A.	0599868	45	w0599868@arc.losrios.edu	1/31/22
PE	SPORT	351	19030	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	MAIN GYM	LAB	Hansen,Paul D.	0004482	40	w0004482@arc.losrios.edu	1/31/22
PE	SPORT	356	19031	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	STADIUM	LAB	Arellanes,Paul T.	0002429	30	w0002429@arc.losrios.edu	1/31/22
PE	SPORT	365	18408	12:10:00 PM	2:15:00 PM	1/15/22	5/18/22	MTWRF	Y	Y	Y	Y	Y	N	N	Physical Education	FIELDS	LAB	Delgado,Lisa M.	0956421	22	w0956421@arc.losrios.edu	1/31/22
PE	SPORT	370	18409	12:00:00 PM	2:05:00 PM	1/15/22	5/18/22	MTWRF	Y	Y	Y	Y	Y	N	N	Physical Education	POOL	LAB	Black,Eric L.	1005577	30	w1005577@arc.losrios.edu	1/31/22
PE	SPORT	375	18410	12:00:00 PM	2:05:00 PM	1/15/22	5/18/22	MTWRF	Y	Y	Y	Y	Y	N	N	Physical Education	POOL	LAB	Black,Bethani A.	0006250	30	w0006250@arc.losrios.edu	1/31/22
PE	SPORT	380	18411	2:00:00 PM	4:05:00 PM	1/15/22	5/18/22	MTWRF	Y	Y	Y	Y	Y	N	N	COURTS		LAB	Jabery-Madison,Bobak	0767706	22	w0767706@arc.losrios.edu	1/31/22
PE	SPORT	385	18412	1:00:00 PM	3:05:00 PM	1/15/22	5/18/22	MTWRF	Y	Y	Y	Y	Y	N	N	COURTS		LAB	Dunmore,Steven E.	1595190	22	w1595190@arc.losrios.edu	1/31/22
PE	SPORT	390	18413	1:30:00 PM	3:35:00 PM	1/15/22	5/18/22	MTWRF	Y	Y	Y	Y	Y	N	N	Physical Education	STADIUM	LAB	Anderson,Rick D.	0002988	80	w0002988@arc.losrios.edu	1/31/22
PE	SPORT	395	18414	1:30:00 PM	3:35:00 PM	1/15/22	5/18/22	MTWRF	Y	Y	Y	Y	Y	N	N	Physical Education	STADIUM	LAB	Allred-Powless,Jeanette	0013723	40	w0013723@arc.losrios.edu	1/31/22
PE	SPORT	406	19032	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	PRACT GYM	LAB	Lowden,Carson C.	1621385	22	w1621385@arc.losrios.edu	1/31/22
PE	SPORT	416	19197	7:00:00 AM	8:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	POOL	LAB	Black,Eric L.	1005577	22	w1005577@arc.losrios.edu	1/31/22
PE	SPORT	416	20953	7:00:00 AM	8:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	POOL	LAB	Moody,Heather	1819771	22	w1819771@arc.losrios.edu	1/31/22
PE	TMACT	300	19473	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Physical Education	MAIN GYM	LAB	Arellanes,Paul T.	0002429	30	w0002429@arc.losrios.edu	1/31/22
PE	TMACT	301	19474	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Physical Education	MAIN GYM	LAB	Arellanes,Paul T.	0002429	30	w0002429@arc.losrios.edu	1/31/22
PE	TMACT	302	19835	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	STADIUM	LAB	Arellanes,Paul T.	0002429	30	w0002429@arc.losrios.edu	1/31/22
PE	TMACT	302	19836	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	STADIUM	LAB	Arellanes,Paul T.	0002429	20	w0002429@arc.losrios.edu	1/31/22
PE	TMACT	304	19196	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	STADIUM	LAB	Arellanes,Paul T.	0002429	20	w0002429@arc.losrios.edu	1/31/22
PE	TMACT	320	19648	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	MAIN GYM	LAB	Matsunami,Joline R.	0003839	40	w0003839@arc.losrios.edu	1/31/22
PE	TMACT	330	20954	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	MAIN GYM	LAB	Hansen,Paul D.	0004482	40	w0004482@arc.losrios.edu	1/31/22
PE	TMACT	330	19198	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	MAIN GYM	LAB	Lowden,Carson C.	1621385	25	w1621385@arc.losrios.edu	1/31/22
PE	TMACT	331	20955	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Physical Education	MAIN GYM	LAB	Hansen,Paul D.	0004482	40	w0004482@arc.losrios.edu	1/31/22
PE	TMACT	331	19199	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Physical Education	MAIN GYM	LAB	Lowden,Carson C.	1621385	10	w1621385@arc.losrios.edu	1/31/22
SCI	BIOL	102	18083	8:30:00 AM	9:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	493	LAB	Farahmandnia,Saideh	0006089	30	w0006089@arc.losrios.edu	1/31/22
SCI	BIOL	102	19771	8:30:00 AM	9:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	493	LAB	Farahmandnia,Saideh	0006089	30	w0006089@arc.losrios.edu	1/31/22
SCI	BIOL	300	19576	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Arts & Science	104	LEC	Ramones,Susan F.	0005337	33	w0005337@arc.losrios.edu	1/31/22
SCI	BIOL	303	18746	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	492	LEC	Nichols,Tye A	1059448	30	w1059448@arc.losrios.edu	1/31/22
SCI	BIOL	303	18747	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	415	LAB	Nichols,Tye A	1059448	30	w1059448@arc.losrios.edu	1/31/22
SCI	BIOL	303	17823	2:00:00 PM	3:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	415	LEC	Gerhart,Karen L.	0001390	30	w0001390@arc.losrios.edu	1/31/22
SCI	BIOL	303	17824	3:30:00 PM	4:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	415	LAB	Gerhart,Karen L.	0001390	30	w0001390@arc.losrios.edu	1/31/22
SCI	BIOL	305	18588	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	492	LEC	Bradshaw,Kathryn G.	0003029	30	w0003029@arc.losrios.edu	1/31/22
SCI	BIOL	305	18589	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	492	LAB	Bradshaw,Kathryn G.	0003029	30	w0003029@arc.losrios.edu	1/31/22
SCI	BIOL	305	17833	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	492	LEC	Bradshaw,Kathryn G.	0003029	30	w0003029@arc.losrios.edu	1/31/22
SCI	BIOL	305	17834	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	492	LAB	Bradshaw,Kathryn G.	0003029	30	w0003029@arc.losrios.edu	1/31/22
SCI	BIOL	310	17842	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	412	LEC	Farahmandnia,Saideh	0006089	30	w0006089@arc.losrios.edu	1/31/22
SCI	BIOL	310	17843	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	412	LAB	Farahmandnia,Saideh	0006089	30	w0006089@arc.losrios.edu	1/31/22
SCI	BIOL	370	18185	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	492	LEC	Sweet,Michael P.	0000692	25	w0000692@arc.losrios.edu	1/31/22
SCI	BIOL	400	17813	8:00:00 AM	9:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	415	LEC	Topinka,John R.	1095610	30	w1095610@arc.losrios.edu	1/31/22
SCI	BIOL	400	17814	9:30:00 AM	12:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	415	LAB	Topinka,John R.	1095610	30	w1095610@arc.losrios.edu	1/31/22
SCI	BIOL	400	17818	9:30:00 AM	12:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	415	LEC	Wolfe,David E.	0570083	30	w0570083@arc.losrios.edu	1/31/22
SCI	BIOL	400	17816	1:00:00 PM	4:05:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	415	LAB	Wolfe,David E.	0570083	30	w0570083@arc.losrios.edu	1/31/22
SCI	BIOL	410	17820	2:00:00 PM	5:05:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	414	LAB	Shahrok,Renee C.	0001693	30	w0001693@arc.losrios.edu	1/31/22
SCI	BIOL	415	19579	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	414	LEC	Shahrok,Renee C.	0001693	25	w0001693@arc.losrios.edu	1/31/22
SCI	BIOL	415	19580	10:30:00 AM	1:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	414	LAB	Sweet,Michael P.	0000692	25	w0000692@arc.losrios.edu	1/31/22
SCI	BIOL	415	19581	2:15:00 PM	3:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	414	LEC	Sweet,Michael P.	0000692	25	w0000692@arc.losrios.edu	1/31/22
SCI	BIOL	415	19582	3:45:00 PM	6:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	414	LAB	Shahrok,Renee C.	0001693	25	w0001693@arc.losrios.edu	1/31/22
SCI	BIOL	420	17822	9:30:00 AM	12:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	415	LAB	Holmes,Michael W.	1748961	25	w1748961@arc.losrios.edu	1/31/22
SCI	BIOL	430	18186	7:30:00 AM	8:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	411	LEC	Won,Dean K.	1008742	30	w1008742@arc.losrios.edu	1/31/22
SCI	BIOL	430	18187	8:45:00 AM	10:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	411	LAB	Won,Dean K.	1008742	30	w1008742@arc.losrios.edu	1/31/22
SCI	BIOL	430	17848	8:00:00 AM	11:05:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	411	LAB	Smith,Lori A.	0005689	30	w0005689@arc.losrios.edu	1/31/22
SCI	BIOL	430	18188	10:00:00 AM	10:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	493	LEC	Martinez,Marlene M.	0273783	30	w0273783@arc.losrios.edu	1/31/22
SCI	BIOL	430	18189	11:15:00 AM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	493	LAB	Martinez,Marlene M.	0273783	30	w0273783@arc.losrios.edu	1/31/22
SCI	BIOL	430	18750	1:40:00 PM	2:30:00 PM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	Science	493	LEC	Martinez,Marlene M.	0273783	30	w0273783@arc.losrios.edu	1/31/22
SCI	BIOL	430	18751	3:00:00 PM	5:05:00 PM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	Science	493	LAB	Martinez,Marlene M.	0273783	30	w0273783@arc.losrios.edu	1/31/22
SCI	BIOL	430	18191	11:15:00 AM	2:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	411	LEC	Badea-Mic,Mihaela C.	1120257	30	w1120257@arc.losrios.edu	1/31/22
SCI	BIOL	430	18210	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	411	LEC	Slutsky,Daniel A.	1045403	30	w1045403@arc.losrios.edu	1/31/22
SCI	BIOL	430	18211	1:30:00 PM	4:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	411	LAB	Slutsky,Daniel A.	1045403	30	w1045403@arc.losrios.edu	1/31/22
SCI	BIOL	430	20041	3:00:00 PM	6:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	411	LAB	Badea-Mic,Mihaela C.	1120257	30	w1120257@arc.losrios.edu	1/31/22
SCI	BIOL	430	17850	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	411	LAB	Regan,Debra Sue	0003281	30	w0003281@arc.losrios.edu	1/31/22
SCI	BIOL	430	17852	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	411	LAB	Regan,Debra Sue	0003281	30	w0003281@arc.losrios.edu	1/31/22
SCI	BIOL	430	19268	4:30:00 PM	7:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Inderkum HS	D204	LAB	Singh,Gurinder K.	2015078	30	w2015078@arc.losrios.edu	1/31/22
SCI	BIOL	430	20336	4:30:00 PM	7:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Inderkum HS	D204	LAB	Hoban-Higgins,Tana M.	0000205	30	w0000205@arc.losrios.edu	1/31/22
SCI	BIOL	431	17853	8:00:00 AM	9:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	418	LEC	Slutsky,Daniel A.	1045403	30	w1045403@arc.losrios.edu	1/31/22
SCI	BIOL	431	17854	9:30:00 AM	12:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	418	LAB	Slutsky,Daniel A.	1045403	30	w1045403@arc.losrios.edu	1/31/22
SCI	BIOL	431	17943	3:00:00 PM	4:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	418	LEC	Regan,Debra Sue	0003281	30	w0003281@arc.losrios.edu	1/31/22
SCI	BIOL	431	17856	8:00:00 AM	11:05:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	418	LAB	Moore,Justin A.	1024629	30	w1024629@arc.losrios.edu	1/31/22
SCI	BIOL	431	18060	11:30:00 AM	2:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	418	LAB	Moore,Justin A.	1024629	30	w1024629@arc.losrios.edu	1/31/22
SCI	BIOL	431	19868	3:30:00 PM	6:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	493	LAB	Regan,Debra Sue	0003281	30	w0003281@arc.losrios.edu	1/31/22
SCI	BIOL	431	19584	2:45:00 PM	5:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	418	LAB	Garfield,Elizabeth T.	0840027	30	w0840027@arc.losrios.edu	1/31/22
SCI	BIOL	431	18387	6:00:00 PM	9:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	418	LAB	Garfield,Elizabeth T.	0840027	30	w0840027@arc.losrios.edu	1/31/22
SCI	BIOL	440	18677	10:00:00 AM	11:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	490	LEC	Telleen,Adam C.	1166613	25	w1166613@arc.losrios.edu	1/31/22

Div	Subj	Crs	CRN	Start	End	Start Date	End Date	Days	M	T	W	R	F	S	U	Department	Room	Bldg	Type	Instructor	ID	Cap	Email	Date
SCI	BIOL	440	18678	11:50:00 AM	1:55:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	416		LAB	Telleen,Adam C.	1166613	25	w1166613@arc.losrios.edu	1/31/22
SCI	BIOL	440	18753	8:00:00 AM	10:05:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	416		LAB	Hanstad,Janet A.	0903291	25	w0903291@arc.losrios.edu	1/31/22
SCI	BIOL	440	19629	10:30:00 AM	12:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	416		LAB	Hanstad,Janet A.	0903291	25	w0903291@arc.losrios.edu	1/31/22
SCI	BIOL	440	17830	1:00:00 PM	3:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	416		LAB	Hanstad,Janet A.	0903291	25	w0903291@arc.losrios.edu	1/31/22
SCI	BIOL	440	17827	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	416		LEC	Sundin,Daniel R.	1619055	25	w1619055@arc.losrios.edu	1/31/22
SCI	BIOL	440	17828	7:30:00 PM	9:35:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	416		LAB	Sundin,Daniel R.	1619055	25	w1619055@arc.losrios.edu	1/31/22
SCI	BIOL	440	18443	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	416		LEC	Scott,Steven	0000469	25	w0000469@arc.losrios.edu	1/31/22
SCI	BIOL	440	17831	7:30:00 PM	9:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	416		LAB	Scott,Steven	0000469	25	w0000469@arc.losrios.edu	1/31/22
SCI	BIOL	440	20417	2:15:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	N	N	N	N	N	Science	416		LAB	Rennie,Sharilyn M.	0968103	25	w0968103@arc.losrios.edu	1/31/22
SCI	BIOL	442	18629	8:00:00 AM	11:05:00 AM	1/15/22	5/18/22	W	N	Y	N	N	N	N	N	Science	490		LAB	Smith,Lori A.	0005689	25	w0005689@arc.losrios.edu	1/31/22
SCI	BIOL	482	19851	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	490		LEC	Topinka,John R.	1095610	20	w1095610@arc.losrios.edu	1/31/22
SCI	BIOT	311	18754	8:30:00 AM	9:35:00 AM	1/15/22	5/14/22	TR	N	Y	N	Y	N	N	N	Science	490		LEC	Telleen,Adam C.	1166613	12	w1166613@arc.losrios.edu	1/31/22
SCI	BIOT	311	18755	9:45:00 AM	12:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	490		LEC	Telleen,Adam C.	1166613	12	w1166613@arc.losrios.edu	1/31/22
SCI	BIOT	312	18607	8:30:00 AM	9:35:00 AM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Science	490		LEC	Telleen,Adam C.	1166613	12	w1166613@arc.losrios.edu	3/15/22
SCI	BIOT	312	18608	9:45:00 AM	12:50:00 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Science	490		LEC	Telleen,Adam C.	1166613	12	w1166613@arc.losrios.edu	3/15/22
SCI	CHEM	305	18194	10:20:00 AM	11:40:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	407		LAB	Romo,Angela S.	1401042	24	w1401042@arc.losrios.edu	1/31/22
SCI	CHEM	305	19051	11:50:00 AM	1:10:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	407		LAB	Romo,Angela S.	1401042	24	w1401042@arc.losrios.edu	1/31/22
SCI	CHEM	305	17955	11:15:00 AM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Arts & Science	112		LEC	Campbell,Morgan T.	0742227	48	w0742227@arc.losrios.edu	1/31/22
SCI	CHEM	305	17956	8:00:00 AM	11:05:00 AM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Science	402		LAB	Campbell,Morgan T.	0742227	24	w0742227@arc.losrios.edu	1/31/22
SCI	CHEM	305	17957	8:00:00 AM	11:05:00 AM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Science	402		LAB	Campbell,Morgan T.	0742227	24	w0742227@arc.losrios.edu	1/31/22
SCI	CHEM	305	19364	2:30:00 PM	4:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	420		LEC	Gottke,Darren J.	0000833	48	w0000833@arc.losrios.edu	1/31/22
SCI	CHEM	305	19365	5:00:00 PM	8:05:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Science	407		LAB	Gottke,Darren J.	0000833	24	w0000833@arc.losrios.edu	1/31/22
SCI	CHEM	305	19497	5:00:00 PM	8:05:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Science	407		LAB	Gottke,Darren J.	0000833	24	w0000833@arc.losrios.edu	1/31/22
SCI	CHEM	306	18135	12:00:00 PM	2:05:00 PM	1/15/22	5/18/22	MW	Y	N	N	N	N	N	N	Science	420		LEC	Niedzinski,Edmund J.	1036991	40	w1036991@arc.losrios.edu	1/31/22
SCI	CHEM	306	18136	7:45:00 AM	11:05:00 AM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	Science	405		LAB	Niedzinski,Edmund J.	1036991	20	w1036991@arc.losrios.edu	1/31/22
SCI	CHEM	306	18137	7:45:00 AM	10:50:00 AM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Science	405		LAB	Niedzinski,Edmund J.	1036991	20	w1036991@arc.losrios.edu	1/31/22
SCI	CHEM	306	26465	6:30:00 PM	8:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Arts & Science	104		LEC	Niedzinski,Edmund J.	1036991	20	w1036991@arc.losrios.edu	1/31/22
SCI	CHEM	306	26466	8:45:00 PM	10:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	405		LAB	Niedzinski,Edmund J.	1036991	20	w1036991@arc.losrios.edu	1/31/22
SCI	CHEM	309	18293	8:45:00 AM	10:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	422		LEC	Abed,Ali A.	2016348	20	w2016348@arc.losrios.edu	1/31/22
SCI	CHEM	309	18261	11:10:00 AM	12:30:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	405		LAB	Abed,Ali A.	2016348	20	w2016348@arc.losrios.edu	1/31/22
SCI	CHEM	309	18259	5:00:00 PM	7:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	420		LEC	Cheng,Diana J	1331823	40	w1331823@arc.losrios.edu	1/31/22
SCI	CHEM	309	18262	7:15:00 PM	8:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	405		LAB	Cheng,Diana J	1331823	20	w1331823@arc.losrios.edu	1/31/22
SCI	CHEM	309	27835	8:45:00 PM	10:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	407		LAB	Cheng,Diana J	1331823	20	w1331823@arc.losrios.edu	1/31/22
SCI	CHEM	310	17880	11:45:00 AM	2:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Science	403		LAB	Romo,Angela S.	1401042	24	w1401042@arc.losrios.edu	1/31/22
SCI	CHEM	310	17861	11:45:00 AM	2:50:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Science	403		LAB	Romo,Angela S.	1401042	24	w1401042@arc.losrios.edu	1/31/22
SCI	CHEM	310	19573	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	401		LEC	Mann,Nicole M.	1865013	48	w1865013@arc.losrios.edu	1/31/22
SCI	CHEM	310	19574	4:30:00 PM	7:50:00 PM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	Science	403		LAB	Mann,Nicole M.	1865013	24	w1865013@arc.losrios.edu	1/31/22
SCI	CHEM	310	19575	4:30:00 PM	7:35:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Science	403		LAB	Mann,Nicole M.	1865013	24	w1865013@arc.losrios.edu	1/31/22
SCI	CHEM	310	19653	9:30:00 AM	10:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	401		LEC	Mann,Nicole M.	1865013	48	w1865013@arc.losrios.edu	1/31/22
SCI	CHEM	310	19654	11:00:00 AM	2:20:00 PM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	Science	402		LAB	Mann,Nicole M.	1865013	24	w1865013@arc.losrios.edu	1/31/22
SCI	CHEM	310	27590	11:00:00 AM	2:05:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Science	402		LAB	Mann,Nicole M.	1865013	24	w1865013@arc.losrios.edu	1/31/22
SCI	CHEM	310	17885	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Science	403		LAB	Willson,Laurel R	0679132	24	w0679132@arc.losrios.edu	1/31/22
SCI	CHEM	400	17859	8:00:00 AM	9:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	420		LEC	Weissbart,Brian	1063810	75	w1063810@arc.losrios.edu	1/31/22
SCI	CHEM	400	17860	9:45:00 AM	12:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	403		LAB	Weissbart,Brian	1063810	25	w1063810@arc.losrios.edu	1/31/22
SCI	CHEM	400	17945	1:15:00 PM	4:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	403		LAB	Weissbart,Brian	1063810	25	w1063810@arc.losrios.edu	1/31/22
SCI	CHEM	400	17932	8:00:00 AM	11:05:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	403		LAB	Weissbart,Brian	1063810	25	w1063810@arc.losrios.edu	1/31/22
SCI	CHEM	400	17862	11:00:00 AM	12:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	420		LEC	Payne,Michael D.	0747156	81	w0747156@arc.losrios.edu	1/31/22
SCI	CHEM	400	17947	12:45:00 PM	3:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	408		LAB	Payne,Michael D.	0747156	27	w0747156@arc.losrios.edu	1/31/22
SCI	CHEM	400	18226	7:45:00 AM	10:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	408		LAB	Payne,Michael D.	0747156	27	w0747156@arc.losrios.edu	1/31/22
SCI	CHEM	400	18227	9:15:00 AM	12:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	408		LAB	Payne,Michael D.	0747156	27	w0747156@arc.losrios.edu	1/31/22
SCI	CHEM	400	17866	5:30:00 PM	6:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	420		LEC	Nguyen,Jonathan	1074254	50	w1074254@arc.losrios.edu	1/31/22
SCI	CHEM	400	17867	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	402		LAB	Nguyen,Jonathan	1074254	25	w1074254@arc.losrios.edu	1/31/22
SCI	CHEM	400	17861	5:30:00 PM	8:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	402		LAB	Nguyen,Jonathan	1074254	25	w1074254@arc.losrios.edu	1/31/22
SCI	CHEM	401	17868	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	401		LEC	Maddox,Michael W.	0792866	44	w0792866@arc.losrios.edu	1/31/22
SCI	CHEM	401	17869	1:45:00 PM	4:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	400		LAB	Maddox,Michael W.	0792866	22	w0792866@arc.losrios.edu	1/31/22
SCI	CHEM	401	17933	8:45:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	400		LAB	Maddox,Michael W.	0792866	22	w0792866@arc.losrios.edu	1/31/22
SCI	CHEM	401	17870	12:00:00 PM	1:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	401		LEC	Meador,Dianne L.	0970104	44	w0970104@arc.losrios.edu	1/31/22
SCI	CHEM	401	17871	8:30:00 AM	11:35:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	400		LAB	Meador,Dianne L.	0970104	22	w0970104@arc.losrios.edu	1/31/22
SCI	CHEM	401	18229	1:30:00 PM	4:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	400		LAB	Meador,Dianne L.	0970104	22	w0970104@arc.losrios.edu	1/31/22
SCI	CHEM	401	18228	5:40:00 PM	7:00:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Arts & Science	104		LEC	Meador,Dianne L.	0970104	22	w0970104@arc.losrios.edu	1/31/22
SCI	CHEM	401	18230	7:10:00 PM	10:15:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	400		LAB	Meador,Dianne L.	0970104	22	w0970104@arc.losrios.edu	1/31/22
SCI	CHEM	420	17934	5:30:00 PM	6:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Arts & Science	112		LEC	Meadows,Dale C.	1286718	32	w1286718@arc.losrios.edu	1/31/22
SCI	CHEM	420	18868	2:15:00 PM	5:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	405		LAB	Zarzana,Linda	0005247	16	w0005247@arc.losrios.edu	1/31/22
SCI	CHEM	420	17935	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	406		LAB	Zarzana,Linda	0005247	16	w0005247@arc.losrios.edu	1/31/22
SCI	CHEM	420	18869	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Arts & Science	112		LEC	Hong,Tamilyn W.J.	0005703	16	w0005703@arc.losrios.edu	1/31/22
SCI	CHEM	420	20036	11:30:00 AM	2:35:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	406		LAB	Hong,Tamilyn W.J.	0005703	16	w0005703@arc.losrios.edu	1/31/22
SCI	CHEM	421	17937	11:30:00 AM	12:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Arts & Science	112		LEC	Meadows,Dale C.	1286718	16	w1286718@arc.losrios.edu	1/31/22
SCI	CHEM	421	18087	1:00:00 PM	4:05:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	406		LAB	Meadows,Dale C.	1286718	16	w1286718@arc.losrios.edu	1/31/22
SCI	CHEM	421	18419	5:30:00 PM	6:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Arts & Science	112		LEC	Meadows,Dale C.	1286718	32	w1286718@arc.losrios.edu	1/31/22
SCI	CHEM	421	18420	7:00:00 PM	10:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	406		LAB	Meadows,Dale C.	1286718	16	w1286718@arc.losrios.edu	1/31/22
SCI	CHEM	421	18793	2:15:00 PM	5:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	405		LAB	Meadows,Dale C.	1286718	16	w1286718@arc.losrios.edu	1/31/22
SCI	CHEM	423	18421	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Arts & Science	112		LEC	Shang,Lu	2015081	18	w2015081@arc.losrios.edu	1/31/22
SCI	CHEM	423	18422	3:00:00 PM	6:05:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Science	406		LAB	Shang,Lu	2015081	18	w2015081@arc.losrios.edu	1/31/22
SCI	CHEM	86	26461	12:00:00 PM	2:25:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Arts & Science	112		LAB	Niedzinski,Edmund J.	1036991	25	w1036991@arc.losrios.edu	1/31/22
SCI	CHEM	87	26462	12:00:00 PM	2:25:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Arts & Science	112		LAB	Niedzinski,Edmund J.	1036991	25	w1036991@arc.losrios.edu	1/31/22
SCI	ENGR	310	17913	2:00:00 PM	5:05:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	STEM	224		LAB	Mahallati,Reza	0005623	24	w0005623@arc.losrios.edu	1/31/22
SCI	ENGR	312	17930	12:35:00 PM	1:25:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	109		LEC	van den Bogert,Kevin	0432825	24	w0432825@arc.losrios.edu	1/31/22
SCI	ENGR	312	17931	1:35:00 PM	3:40:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	109		LAB	van den Bogert,Kevin	0432825	24	w0432825@arc.losrios.edu	1/31/22
SCI	ENGR	312	19482	9:00:00 AM	9:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	108		LEC	van den Bogert,Kevin	0432825	24	w0432825@arc.losrios.edu	1/31/22
SCI	ENGR	312	19483	10:00:00 AM	12:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	109		LAB	van den Bogert,Kevin	0432825	24	w0432825@arc.losrios.edu	1/31/22
SCI	ENGR	412	20789	9:00:00 AM	12:25:00 PM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	STEM	109		LEC	van den Bogert,Kevin	0432825	24	w0432825@arc.losrios.edu	1/31/22
SCI	ENGR	412	20790	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	STEM	109		LAB	van den Bogert,Kevin	0432825	24	w0432825@arc.losrios.edu	1/31/22
SCI	GEOG	300	18724	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	426		LEC	Gregory,Carol A.	0519885	35	w0519885@arc.losrios.edu	1/31/22
SCI	GEOG	301	18725	7:30:00 PM	8:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	426		LAB	Winter,Michael H.	0001286	25	w0001286@arc.losrios.edu	1/31/22
SCI	GEOG	331	20033	6:00:00 PM	8:50:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Science	422		LEC	Winegar,Levi J	0966720	25	w0966720@arc.losrios.edu	1/31/22
SCI	GEOG	331	20034	8:50:00 PM	9:30:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Science	422		LAB	Winegar,Levi J	0966720	25	w0966720@arc.losrios.edu	1/31/22
SCI	GEOG	362	18627	6:00:00 PM	9:05:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Science	422		LEC	Richards,Ronnie G.	0624787	25	w0624787@arc.losrios.edu	1/31/22
SCI	GEOG	392	20597	6:00:00 PM	8:50:00 PM	4/26/22	5/10/22	T	N	Y	N	N	N	N	N	Science	425		LEC	Jaecks,Glenn S.	1159703	22	w1159703@arc.losrios.edu	4/26/22
SCI	GEOL	300	17939	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	424		LEC	Boroughs,Terry J.	0002729	30	w0002729@arc.losrios.edu	1/31/22
SCI	GEOL	301	17888	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Science	425		LAB	Boroughs,Terry J.	0002729	25	w0002729@arc.losrios.edu	1/31/22
SCI	GEOL	301	17889	7:30:00 PM	8:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Science	424		LAB	Boroughs,Terry J.	0002729	25	w0002729@arc.losrios.edu	1/31/22
SCI	GEOL	306	17959	1:00:00 PM	2:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Science	426		LAB	Montague-Archer,Nancy	0017723	25	w0017723@arc.losrios.edu	1/31/22
SCI	HEED	310	18417	9:00:00 AM	1:15:00 PM	1/4/22	1/7/22	TWRF	N	N	N	Y	Y	Y	N	GYM	STAGE		LEC	Hansen,Gina	0969454	26	w0969454@arc.losrios.edu	2/22/22
SCI	HEED	310	17919	9:00:00 AM	1:15:00 PM	1/21/22	2/11/22	F	N	N	N	N	Y	N	N	GYM	STAGE		LEC	Hansen,Gina	0969454	26	w0969454@arc.losrios.edu	2/22/22
SCI	HEED	323	18258	9:00:00 AM	1:15:00 PM	1/10/22	1/12/22	MW	Y	N	Y	N	N	N	N	GYM	STAGE		LEC	Hansen,Gina	0969454	26	w0969454@arc.losrios.edu	2/22/22
SCI	HEED	323	19194	9:00:00 AM	1:15:00 PM	3/4/22	3/11/22	F	N	N	N	N	Y	N	N	GYM	STAGE		LEC	Hansen,Gina	0969454	26	w0969454@arc.losrios.edu	3/4/22
SCI	NATR	302	19846	1:00:00 PM	4:05:00 PM	1/15/22	5/18/22	S	N	N	N	N	N	Y	N	Environmental Resources	2		LEC	Riggio,Jason S.	1718014	30	w1718014@arc.losrios.edu	1/31/22
SCI	NATR	302	19847	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	S	N	N	N	N	N	Y	N	Environmental Resources	2		LEC	Riggio,Jason S.	1718014	30	w1718014@arc.losrios.edu	1/31/22
SCI	NATR	330	19848	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Environmental Resources	2		LAB	Cylinder,Paul D.	1505670	30	w1505670@arc.losrios.edu	1/31/22
SCI	NATR	330	19849	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Environmental Resources	2		LAB	Cylinder,Paul D.	1505670	30	w1505670@arc.losrios.edu	1/31/22
SCI	NATR	330	26480	12:30:00 PM	3:40:00 PM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	Science	426		LEC	Neale,Jennifer C.	0595712	30	w0595712@arc.losrios.edu	1/31/22
SCI	NATR	330	26481	12:30:00 PM	3:35:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Environmental Resources	2		LAB	Neale,Jennifer C.	0595712	30	w0595712@arc.losrios.edu	1/31/22
SCI	NATR	332	26482	12:30:00 PM	2:35:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Science	426		LEC	Neale,Jennifer C.	0595712	30	w0595712@arc.losrios.edu	1/31/22
SCI	NATR	332	26483	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Environmental Resources	2		LAB	Neale,Jennifer C.	0595712	30	w0595712@arc.losrios.edu	1/31/22
SCI	PHYS	312	17941	4:30:00 PM	7:40:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	105		LAB	Neumann,Ingrid H.	0520888	24	w0520888@arc.losrios.edu	1/31/22
SCI	PHYS	350	18527	12:00:00 PM	2:50:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	STEM	105		LAB	Koskelo,Ilkka J.	1696901	24	w1696901@arc.losrios.edu	1/31/22
SCI	PHYS	350	17949	12:00:00 PM	2:50:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	STEM	105		LAB	Koskelo,Ilkka J.	1696901	24	w1696901@arc.losrios.edu	1/31/22
SCI	PHYS	360	19167	9:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	107		LEC	Hernandez,Cecilia A.	0005741	24	w0005741@arc.losrios.edu	1/31/22
SCI	PHYS	360	19168	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	107		LAB	Hernandez,Cecilia A.	0005741	24	w0005741@arc.losrios.edu	1/31/22
SCI	PHYS	360	20594	8:00:00 AM	9:20:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	107		LEC	Hernandez,Cecilia A.	0005741	24	w0005741@arc.losrios.edu	1/31/22
SCI	PHYS	360	20595	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	107		LAB	Hernandez,Cecilia A.	0005741	24	w0005741@arc.losrios.edu	1/31/22
SCI	PHYS	360	18266	1:00:00 PM	2:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	107		LEC	Hernandez,Cecilia A.	0005741	24	w0005741@arc.losrios.edu	1/31/22
SCI	PHYS	360	18267	2:30:00 PM	3:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	107		LAB	Hernandez,Cecilia A.	0005741	24	w0005741@arc.losrios.edu	1/31/22
SCI	PHYS	410	17894	10:00:00 AM	10:20:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	105		LAB	Simpson,William C.	0939781	24	w0939781@arc.losrios.edu	1/31/22
SCI	PHYS	410	18722	10:30:00 AM	11:50:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	105		LAB	Simpson,William C.	0939781	24	w0939781@arc.losrios.edu	1/31/22
SCI	PHYS	421	18867	12:50:00 PM	3:20:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	STEM	107		LAB	Koskelo,Ilkka J.	1696901	24	w1696901@arc.losrios.edu	1/31/22
SCI	PHYS	421	19855	1:30:00 PM	2:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	109		LEC	Volz,Christopher J.	1832750	24	w1832750@arc.losrios.edu	1/31/22
SCI	PHYS	421	19856	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	STEM	109		LAB	Volz,Christopher J.	1832750	24	w1832750@arc.losrios.edu	1/31/22
SCI	PHYS	421	19170	3:00:00 PM	4:20:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	107		LEC	Volz,Christopher J.	1832750	24	w1832750@arc.losrios.edu	1/31/22
SCI	PHYS	421	19171	4:30:00 PM	5:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	STEM	107		LAB	Volz,Christopher J.	1832750	24	w1832750@arc.losrios.edu	1/31/22
TechEd	ACT	130	27617	4:00:00 PM	7:05:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Mather	2		LAB	Hartman,Galen L	0308603	24	w0308603@arc.losrios.edu	1/15/22
TechEd	ACT	140	20006	7:15:00 PM	10:20:00 PM	1/15/22	5/18/22	R	N	N	N	Y	N	N	N	Mather	2		LAB	Stickel,Mike E.	0514333	24	w0514333@arc.losrios.edu	1/15/22
TechEd	ACT	161	19499	6:00:00 PM	9:05:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Mather	2		LAB	Stickel,Mike E.	0514333	24	w0514333@arc.losrios.edu	1/15/22
TechEd	AT	100	20263	8:00:00 AM	9:05:00 AM	1/15/22	2/23/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	334		LEC	West,Jennifer L.	0482137	24	w0482137@arc.losrios.edu	1/15/22
TechEd	AT	100	20264	9:15:00 AM	12:50:00 PM	1/15/22	2/23/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	333A		LAB	West,Jennifer L.	0482137	24	w0482137@arc.losrios.edu	1/15/22
TechEd	AT	100	20411	8:00:00 AM	9:20:00 AM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Tech Ed	337		LEC	Cone,Justin	1791037	24	w1791037@arc.losrios.edu	1/15/22
TechEd	AT	100	20412	9:30:00 AM	3:00:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Tech Ed	333C		LAB	Cone,Justin	1791037	24	w1791037@arc.losrios.edu	1/15/22
TechEd	AT	100	20265	6:10:00 PM	7:30:00 PM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	Tech Ed	336		LEC	Murray,Travis	0543624	24	w0543624@arc.losrios.edu	1/15/22
TechEd	AT	100	20266	6:15:00 PM	9:20:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Tech Ed	333B		LAB	Murray,Travis	0543624	24	w0543624@arc.losrios.edu	1/15/22
TechEd	AT	100	20266	7:40:00 PM	9:15:00 PM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	Tech Ed	333B		LAB	Murray,Travis	0543624	24	w0543624@arc.losrios.edu	1/15/22
TechEd	AT	100	18291	6:15:00 PM	7:30:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Tech Ed	336		LEC	Clinciu,Dorin G.	0626805	24	w0626805@arc.losrios.edu	1/15/22
TechEd	AT	100	18292	7:40:00 PM	9:15:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Tech Ed	333B		LAB	Clinciu,Dorin G.	0626805	24	w0626805@arc.losrios.edu	1/15/22
TechEd	AT	107	26455	1:10:00 PM	3:15:00 PM	1/15/22	5/18/22	T								Tech Ed				West,Jennifer L.	0482137		w0482137@arc.losrios.edu	1/31/22
TechEd	AT	110	20268	8:00:00 AM	9:05:00 AM	2/24/22	3/30/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	334		LEC	West,Jennifer L.	0482137	24	w0482137@arc.losrios.edu	2/24/22
TechEd	AT	110	20269	9:15:00 AM	1:05:00 PM	2/24/22	3/30/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	333A		LAB	West,Jennifer L.	0482137	24	w0482137@arc.losrios.edu	2/24/22
TechEd	AT	110	18425	8:00:00 AM	9:20:00 AM	1/15/22	5/18/22	S	N	N	N	N	N	Y	N	Tech Ed	334		LEC	Gunn,Martin E.	0019667	24	w0019667@arc.losrios.edu	1/15/22
TechEd	AT	110	18426	9:30:00 AM	2:35:00 PM	1/15/22	5/18/22	S	N	N	N	N	N	Y	N	Tech Ed	333A		LAB	Gunn,Martin E.	0019667	24	w0019667@arc.losrios.edu	1/15/22
TechEd	AT	130	17902	6:15:00 PM	7:30:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Tech Ed	333D		LEC	Harper,Eric I.	0021562	24	w0021562@arc.losrios.edu	1/15/22
TechEd	AT	130	17903	7:40:00 PM	9:15:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Tech Ed	333D		LAB	Harper,Eric I.	0021562	24	w0021562@arc.losrios.edu	1/15/22
TechEd	AT	140	26446	8:00:00 AM	9:10:00 AM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Tech Ed	334		LEC	French,Benjamin R.	0010420	24	w0010420@arc.losrios.edu	1/31/22
TechEd	AT	140	26447	9:20:00 AM	4:05:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Tech Ed	333A		LAB	French,Benjamin R.	0010420	24	w0010420@arc.losrios.edu	1/31/22
TechEd	AT	178	21002	8:00:00 AM	5:00:00 PM	2/26/22	2/27/22	SU	N	N	N	N	N	Y	Y	Tech Ed	337		LEC	Moore,Christopher E.	0662236	24	w0662236@arc.losrios.edu	2/26/22
TechEd	AT	180	18949	1:30:00 PM	4:35:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Technical Education West	408		LEC	Keith,Jason D.	0852097	24	w0852097@arc.losrios.edu	1/15/22
TechEd	AT	180	18311	6:15:00 PM	9:20:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Technical Education West	408		LEC	Keith,Jason D.	0852097	24	w0852097@arc.losrios.edu	1/15/22
TechEd	AT	188	26449	2:00:00 PM	3:30:00 PM		2/23/22	R	N	N	N	Y	N	N	N	Tech Ed	330A		LAB	Snorteland,Lee	1781275	20	w1781275@arc.losrios.edu	1/15/22
TechEd	AT	310	17900	1:10:00 PM	2:15:00 PM	3/31/22	5/11/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	336		LEC	Hawe,Larry E.	0336250	24	w0336250@arc.losrios.edu	3/31/22
TechEd	AT	310	17901	2:25:00 PM	6:15:00 PM	3/31/22	5/11/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	333C		LAB	Hawe,Larry E.	0336250	24	w0336250@arc.losrios.edu	3/31/22
TechEd	AT	310	19056	6:15:00 PM	7:30:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Tech Ed	337		LEC	Hawe,Larry E.	0336250	24	w0336250@arc.losrios.edu	1/15/22
TechEd	AT	310	19057	7:40:00 PM	9:15:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Tech Ed	330A		LAB	Hawe,Larry E.	0336250	24	w0336250@arc.losrios.edu	1/15/22
TechEd	AT	310	19057	6:15:00 PM	9:20:00 PM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	Tech Ed	330A		LAB	Hawe,Larry E.	0336250	24	w0336250@arc.losrios.edu	1/15/22
TechEd	AT	311	18048	8:00:00 AM	9:05:00 AM	3/31/22	5/11/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	334		LEC	West,Jennifer L.	0482137	24	w0482137@arc.losrios.edu	3/31/22
TechEd	AT	311	18049	9:15:00 AM	12:50:00 PM	3/31/22	5/11/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	333A		LAB	West,Jennifer L.	0482137	24	w0482137@arc.losrios.edu	3/31/22
TechEd	AT	313	18196	1:10:00 PM	2:15:00 PM	2/24/22	3/30/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	335		LEC	Harper,Eric I.	0021562	24	w0021562@arc.losrios.edu	2/24/22
TechEd	AT	313	18197	2:25:00 PM	6:15:00 PM	2/24/22	3/30/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	333C		LAB	Harper,Eric I.	0021562	24	w0021562@arc.losrios.edu	2/24/22
TechEd	AT	313	18863	6:15:00 PM	7:30:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Tech Ed	333C		LEC	Harper,Eric I.	0021562	24	w0021562@arc.losrios.edu	1/15/22
TechEd	AT	313	18864	6:15:00 PM	9:20:00 PM	1/15/22	5/18/22	M	N	Y	N	N	N	N	N	Tech Ed	333C		LAB	Harper,Eric I.	0021562	24	w0021562@arc.losrios.edu	1/15/22
TechEd	AT	313	18864	7:40:00 PM	9:15:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Tech Ed	333C		LAB	Harper,Eric I.	0021562	24	w0021562@arc.losrios.edu	1/15/22

Dept	Subj	Crse	CRN	Start	End	Start Date	End Date	Days								Location	Room	Type	Instructor	ID		Email	Date
TechEd	AT	314	20736	8:00:00 AM	8:40:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Tech Ed	336	LEC	French,Benjamin R.	0010420	24	w0010420@arc.losrios.edu	1/31/22
TechEd	AT	314	20737	8:40:00 AM	11:10:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Tech Ed	330	LAB	French,Benjamin R.	0010420	24	w0010420@arc.losrios.edu	1/15/22
TechEd	AT	314	26450	8:00:00 AM	8:40:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Tech Ed	336	LEC	French,Benjamin R.	0010420	24	w0010420@arc.losrios.edu	1/31/22
TechEd	AT	314	26451	8:40:00 AM	11:10:00 AM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Tech Ed	333E	LAB	French,Benjamin R.	0010420	24	w0010420@arc.losrios.edu	1/15/22
TechEd	AT	317	18636	1:00:00 PM	2:05:00 PM	3/31/22	5/11/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	335	LEC	Harper,Eric I.	0021562	24	w0021562@arc.losrios.edu	3/31/22
TechEd	AT	330	18741	8:00:00 AM	10:15:00 AM	1/15/22	3/14/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	337	LEC	Snorteland,Lee	1781275	24	w1781275@arc.losrios.edu	1/31/22
TechEd	AT	330	18742	10:25:00 AM	12:40:00 PM	1/15/22	3/14/22	MTWR	Y	Y	Y	Y	N	N	N	Tech Ed	330B	LAB	Snorteland,Lee	1781275	24	w1781275@arc.losrios.edu	1/15/22
TechEd	AT	331	26452	6:15:00 PM	7:40:00 PM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	Tech Ed	333E	LEC	Korn,Charles	0012132	24	w0012132@arc.losrios.edu	1/31/22
TechEd	AT	331	26453	7:50:00 PM	9:15:00 PM	1/15/22	5/18/22	MWF	Y	N	Y	N	Y	N	N	Tech Ed	333E	LAB	Korn,Charles	0012132	24	w0012132@arc.losrios.edu	1/15/22
TechEd	AT	333	19138	6:15:00 PM	7:35:00 PM	1/15/22	5/18/22	TRF	N	Y	N	Y	N	N	N	Tech Ed	337	LEC	Tsushima,Cheryl L.	0008211	24	w0008211@arc.losrios.edu	1/31/22
TechEd	AT	333	19139	7:45:00 PM	9:05:00 PM	1/15/22	5/18/22	TRF	N	Y	N	Y	N	N	N	Tech Ed	330A	LAB	Tsushima,Cheryl L.	0008211	24	w0008211@arc.losrios.edu	1/15/22
TechEd	AT	334	26454	8:00:00 AM	6:05:00 PM	3/15/22	5/12/22	S	N	N	N	N	N	Y	N	Tech Ed	337	LEC			24	w @arc.losrios.edu	3/15/22
TechEd	DCDT	130	27620	7:30:00 AM	10:35:00 AM	1/15/22	2/23/22	MTW	Y	Y	Y	N	N	N	N	Mather	3	LEC	Drobot,Mikhail	1017113	22	w1017113@arc.losrios.edu	1/31/22
TechEd	DCDT	130	27621	10:45:00 AM	1:50:00 PM	1/15/22	2/23/22	MTW	Y	Y	Y	N	N	N	N	Mather	004B	LAB	Kozlov,Maksim	1313072	22	w1313072@arc.losrios.edu	1/15/22
TechEd	DCDT	140	27622	7:30:00 AM	10:35:00 AM	2/24/22	3/30/22	MTW	Y	Y	Y	N	N	N	N	Mather	3	LEC	Drobot,Mikhail	1017113	22	w1017113@arc.losrios.edu	2/24/22
TechEd	DCDT	140	27623	10:45:00 AM	1:50:00 PM	2/24/22	3/30/22	MTW	Y	Y	Y	N	N	N	N	Mather	004A	LAB	Kozlov,Maksim	1313072	22	w1313072@arc.losrios.edu	2/24/22
TechEd	DCDT	150	27624	7:30:00 AM	10:35:00 AM	3/31/22	5/11/22	MTW	Y	Y	Y	N	N	N	N	Mather	3	LEC	Drobot,Mikhail	1017113	22	w1017113@arc.losrios.edu	3/31/22
TechEd	DCDT	150	27625	10:45:00 AM	1:50:00 PM	3/31/22	5/11/22	MTW	Y	Y	Y	N	N	N	N	Mather	004B	LAB	Kozlov,Maksim	1313072	22	w1313072@arc.losrios.edu	3/31/22
TechEd	DESGN	301	18590	6:00:00 PM	6:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Technical Education West	402	LEC	Schwartz,Daniel C.	0559477	24	w0559477@arc.losrios.edu	1/31/22
TechEd	DESGN	301	18591	7:00:00 PM	8:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Technical Education West	402	LAB	Schwartz,Daniel C.	0559477	24	w0559477@arc.losrios.edu	1/31/22
TechEd	DESGN	328	19494	6:00:00 PM	6:50:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Technical Education West	402	LEC	Aguilar,Joshua M.	1767291	20	w1767291@arc.losrios.edu	1/31/22
TechEd	DESGN	328	19495	7:00:00 PM	9:05:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Technical Education West	402	LAB	Aguilar,Joshua M.	1767291	20	w1767291@arc.losrios.edu	1/31/22
TechEd	DESGN	360	18445	8:00:00 AM	9:25:00 AM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Technical Education West	402	LEC	Chicoine,Kari J.	0614672	24	w0614672@arc.losrios.edu	1/31/22
TechEd	DESGN	360	18446	9:35:00 AM	12:50:00 PM	1/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Technical Education West	402	LAB	Chicoine,Kari J.	0614672	24	w0614672@arc.losrios.edu	1/31/22
TechEd	ENERGY	143	20011	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Tech Ed	320	LAB	Herzfeld,Martin E.	1595224	24	w1595224@arc.losrios.edu	1/31/22
TechEd	ET	308	20015	10:00:00 AM	1:05:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Tech Ed	320	LAB	Sisneros,Linda L.	0977307	24	w0977307@arc.losrios.edu	1/31/22
TechEd	ET	426	18698	6:00:00 PM	7:20:00 PM	1/15/22	5/18/22	TR	N	N	N	N	Y	N	N	UCDMC	G-0344	LEC	Earles,Michael	1543044	24	w1543044@arc.losrios.edu	1/31/22
TechEd	ET	426	18699	7:30:00 PM	8:50:00 PM	1/15/22	5/18/22	TR	N	N	N	N	Y	N	N	UCDMC	g-344	LAB	Earles,Michael	1543044	24	w1543044@arc.losrios.edu	1/31/22
TechEd	HORT	200	28002	5:30:00 PM	8:35:00 PM	1/15/22	5/18/22	T	N	Y	N	N	N	N	N	Environmental Resources	2	LAB	O'Brien,Leslie S.	1237295	25	w1237295@arc.losrios.edu	1/31/22
TechEd	HORT	203	28004	5:30:00 PM	8:35:00 PM	1/15/22	5/18/22	W	N	N	Y	N	N	N	N	Environmental Resources	2	LAB	O'Brien,Leslie S.	1237295	25	w1237295@arc.losrios.edu	1/31/22
TechEd	WELD	115	19295	1:00:00 PM	4:20:00 PM	1/15/22	5/18/22	S	N	N	N	N	N	Y	N	Tech Ed	332A	LAB	Beattie,Brandon L.	1195856	22	w1195856@arc.losrios.edu	1/15/22
TechEd	WELD	155	19635	9:00:00 AM	12:05:00 PM	1/15/22	5/18/22	S	N	N	N	N	N	Y	N	Technical Education West	406	LAB	Camacho-Tejeda,Jose A.	1024659	22	w1024659@arc.losrios.edu	1/15/22
TechEd	WELD	300	17917	2:00:00 PM	5:05:00 PM	1/15/22	3/14/22	TR	N	Y	N	Y	N	N	N	Tech Ed	332B	LAB	Messier,Christopher D.	0711403	22	w0711403@arc.losrios.edu	1/15/22
TechEd	WELD	300	19879	6:00:00 PM	9:05:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Tech Ed	332B	LAB	Bueno III,Jose	1586389	22	w1586389@arc.losrios.edu	1/15/22
TechEd	WELD	300	19656	9:00:00 AM	12:05:00 PM	1/15/22	3/14/22	TR	N	Y	N	Y	N	N	N	Tech Ed	332B	LAB	Rossman,Leslie A.	0216737	22	w0216737@arc.losrios.edu	1/15/22
TechEd	WELD	320	18401	2:00:00 PM	5:05:00 PM	1/15/22	3/14/22	MW	Y	N	Y	N	N	N	N	Tech Ed	332A	LAB	Reese,Mark A.	0008014	22	w0008014@arc.losrios.edu	1/15/22
TechEd	WELD	322	19881	2:00:00 PM	5:05:00 PM	3/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Tech Ed	332A	LAB	Reese,Mark A.	0008014	22	w0008014@arc.losrios.edu	3/15/22
TechEd	WELD	330	21223	9:00:00 AM	12:05:00 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Tech Ed	332A	LAB	Rossman,Leslie A.	0216737	22	w0216737@arc.losrios.edu	3/15/22
TechEd	WELD	332	18701	6:00:00 PM	9:05:00 PM	3/15/22	5/12/22	TR	N	Y	N	Y	N	N	N	Tech Ed	332A	LAB	Messier,Christopher D.	0711403	22	w0711403@arc.losrios.edu	3/15/22
TechEd	WELD	333	27718	9:00:00 AM	12:05:00 PM	1/15/22	3/14/22	MW	Y	N	Y	N	N	N	N	Tech Ed	332A	LAB	Byrd,Steven D.	1487983	22	w1487983@arc.losrios.edu	1/15/22
TechEd	WELD	333	27714	2:00:00 PM	5:05:00 PM	3/15/22	5/18/22	TR	N	Y	N	Y	N	N	N	Tech Ed	332A	LAB	Messier,Christopher D.	0711403	22	w0711403@arc.losrios.edu	3/15/22
TechEd	WELD	333	27716	6:00:00 PM	9:05:00 PM	1/15/22	3/14/22	MW	Y	N	Y	N	N	N	N	Tech Ed	332A	LAB	Reese,Mark A.	0008014	22	w0008014@arc.losrios.edu	1/15/22
TechEd	WELD	334	27722	9:00:00 AM	12:05:00 PM	3/15/22	5/18/22	MW	Y	N	Y	N	N	N	N	Tech Ed	332B	LAB	Galvin,Jerome F.	0981705	22	w0981705@arc.losrios.edu	3/15/22
TechEd	WELD	334	27720	6:00:00 PM	9:05:00 PM	3/15/22	5/12/22	MW	Y	N	Y	N	N	N	N	Tech Ed	332B	LAB	Reese,Mark A.	0008014	22	w0008014@arc.losrios.edu	3/15/22
TechEd	WELD	342	18313	9:00:00 AM	12:20:00 PM	1/15/22	5/18/22	F	N	N	N	N	Y	N	N	Tech Ed	332A	LAB	Byrd,Steven D.	1487983	22	w1487983@arc.losrios.edu	1/15/22

Resolution on Equity in Curriculum

Whereas, American River College is committed to equity and social justice through equity-minded education;[1]

Whereas, equity, diversity, and inclusion are core values of American River College;[2]

Whereas, American River College's 2017-21 third Strategic Goal states the College will ensure "an equitable, safe, and inclusive teaching learning, and working environment" and acknowledges that "culturally relevant curriculum" is one critical element to "create the best conditions for teaching and learning.";[3]

Whereas, the American River College Institutional Equity Plan notes that "the curriculum is not inclusive enough of students from marginalized communities," and recommends that we "move toward establishing a requirement of the inclusion of contributions of minoritized communities living in the United States as a condition of the curriculum approval process";[4]

Whereas, the American River College African-American Disproportionate Impact Team's report notes that "white washed" curriculum sustains White supremacy and identifies culturally relevant curriculum as an important factor contributing to African-American student success;[5]

Whereas, the American River College Asian Pacific Islander Disproportionate Impact Team's report identifies culturally relevant curriculum as a "high-impact practice" and notes that, in general, API students at ARC do not see themselves reflected in the curriculum;[6]

Whereas, the American River College Latinx Disproportionate Impact Team's report notes that a lack of culturally relevant curriculum results in disproportionate impact and recommends that the college "require accurate culturally reflective and relevant curriculum";[7]

Whereas, the American River College LGBTQIA+ Disproportionate Impact Team's report notes that "Curriculum that is not inclusive of LGBTQIA+ voices, experiences, and issues, or that includes anti-LGBTQIA+ bias, sustains heteronormativity. LGBTQIA+ inclusive curriculum challenges heteronormativity" and contributes to student success;[8]

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[1] Commitment to Social Justice and Equity
[2] Our Values: Equity and Diversity
[3] Strategic Goals 2017-21
[4] Institutional Equity Plan
[5] African-American DI Team Report
[6] Asian Pacific Islander DI Team Report
[7] Latinx DI Team Report
[8] LGBTQIA+ DI Team Report

Whereas, the American River College Native American Disproportionate Impact Team's report noted that the "invisibility" and "dehumanization of Native peoples," "colonial history as the norm," being surrounded by educators and students who have little or no "true knowledge of American Indian lived history and experience," and "not finding American Indian identity reflected in any part of the campus," are barriers and de-motivators for Native American students at ARC;[9]

Whereas, the statewide Academic Senate's Position Paper *Anti-Racism Education in California Community Colleges* recognizes the importance of curriculum for anti-racism, and recommends that local senates "Enact culturally responsive curricular redesign within disciplines, courses, and programs and with curriculum committees";[10]

Whereas, the California Community Colleges Chancellor's Office calls for faculty to "evaluate all courses for diversity of representation and culturally-relevant content";[11]

Whereas, the course outline of record is "central to the curricular processes in the California community colleges" and "lays out the expected content and objectives for a course for use by any faculty member who teaches the course";[12]

Be it resolved that, the Academic Senate will ensure, through direction given to the Curriculum Committee, that equity, diversity, inclusion, cultural responsiveness, and anti-racism are appropriately reflected in the course outlines of record.

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[9] Native American DI Team Report
[10] Anti-Racism Education in California Community Colleges
[11] California Community Colleges Family Letter June 5, 2020
[12] The Course Outline of Record: A Curriculum Reference Guide Revisited

Resolution on the Need for Institutional Support for Faculty Program Review

Whereas the Executive Leadership Team approved the Integrated Planning Guide, developed by the Integrated Planning Improvement Project Team, on March 4th, 2019, which states that "Planning at the unit level is another essential component of ARC's integrated planning structure" and that "Units use a **data informed approach** to regularly assess effectiveness, plan for the future, and request resources to carry out those plans."

Whereas, the Inquiry Guides which were established within the Integrated Planning Guide to support use of a data-informed approach, recommend Program-level initiated research through a process by which "additional data can be requested through the ARC Research Office." Such requests include:
- New data collection: submit a request for assistance with surveys, focus groups, or other collection methods
- Existing data: submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- Research support: submit a request for guidance or assistance with a specific line of inquiry

Whereas, the Inquiry Guide for Instructional Units states that "analysis of available data is the starting point for assessment of the planning unit's effectiveness", and suggest the following program-level data be considered:
- 5-Year Trends Report (provides a wide variety of program-level metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
- 5-Year Trends by Modality (same metrics, but segmented by Face-to-Face, Online, and Hybrid modalities)
- Course Offering History (provides offering history with cancellation rates and other relevant data)
- 3-Year Subject-Level Success Rates (headcount, course/section count, FTES, success, and withdrawal; overall rates and breakdown by modality)
- 3-Year Subject-Level Success Rates by Equity (headcount, success, withdrawal with breakdown by race/ethnicity, age, gender, and special populations; may include intersection of factors such as race/ethnicity and gender)
- 3-Year Course-Level Success Rates (similar to subject level above)
- 3-Year Course-Level Success Rates by Equity (similar to subject level above)

- Degree and Certificate Trends (trends by degree/certificate with award count and student count; may include equity breakdowns at either summary or specific award level depending on volume of awards)

Whereas, the Inquiry Guide for Student Service Units also states that "analysis of available data is the starting point for assessment of the planning unit's effectiveness", and suggest the following program-level data be considered:
- 5-Year Service Review Report - applies to any service that is not accessed by all students
  - 5-year trend of participants (headcount) in the specific service
  - Demographics of participants compared to the entire student population
  - Milestones of participants compared to the entire student population (e.g., 15 units, 30 units)
  - Persistence rates of students using this service vs. not using this service
  - Persistence rates of students using this service and at least one other service vs. this service alone vs. no services
  - Demographics of participants who did not persist compared to all participants
  - Rates of use of other services (% of participants who are using 1 other service, 2 other services, 3 other services, etc.)
  - Completion rates of participants compared to the entire student population or subpopulation
  - Service usage rates for those services that collect usage data (e.g., tutoring)
  - Phone activity reports (if data is available on call volume, length of calls, dropped calls, etc.)
  - Custom report designed for each service that includes metrics based on the specific function
- SSO Assessment Reports

Whereas, the Program Review process relies on the support of each unit's QuEST (Quality Enhancement Support Teams), on which members of the ARC Research Department serve a critical role.

Whereas, the Program Review Committee is responsible for the establishment of the Program Review cycle, which regularly occurs with the assessment and analysis phase requiring research support taking place from October through November.

Resolved, that the ARC Academic Senate work with college administration to ensure sufficient allocation and/or development of cooperative, effective research support to faculty working on Program Review, and

Resolved, that this research support be provided within the timeframe designated by the Program Review Committee.

"Paving the Way from High School

to Higher Education"

WHAT IS DUAL ENROLLMENT?

- **What is Dual enrollment (DE)?**
  Through our Dual Enrollment Program, students have the unique opportunity to take a college course at his or her high school and receive college units while also fulfilling high school credits. Dual enrollment courses are offered at no cost to students.

  - The goal of AB288 is to create opportunities for students to earn high school and college credit simultaneously and free of charge, thereby reducing their cost and time to college completion.

- **Our Vision:**
  ARC's Dual Enrollment programming seeks to equitize students' access to, and success in, higher education, especially those from historically underserved populations in the greater Sacramento region by providing clear and attainable pathways into Los Rios and beyond.

- **Our Mission:**
  "ARC Dual Enrollment: Paving the Way from High School to Higher Ed"

WHO DO WE PARTNER WITH?

- **DISTRICTS:**
  - **San Juan**
  - **Twin Rivers**
  - **Center**
  - **Natomas**

- **CHARTERS:**
  - **Westlake**
  - **NP3**
  - **Natomas/ VLA**
  - **Aspire**
  - **Marconi Learning Academy**

HOW IS OUR PROGRAM STRUCTURED?

- Asynchronous- fully online

WHAT CLASSES ARE TAUGHT?

- 9th Grade
  - HCD 499

- 10th Grade
  - SPAN 401
  - DEAF 310
  - HIST 307
  - HIST 308
  - ASTR 300
  - ANTH 300

- 11th Grade
  - PSYC 300
  - HIST 310
  - HIST 311
  - MUFHL 308
  - TAFILM 307
  - HEED 300
  - NUTRI 300
  - SOC 300

- 12th Grade
  - ENGWR 300
  - ENGWR 302
  - POLS 301
  - HCD 310
  - PSYC 330
  - STAT 300
  - SPAN 402

HOW DID DEPARTMENTS/FACULTY GET INVOLVED?

- Voluntary

- Dyne- Experience

STUDENT SUCCESS NUMBERS/DATA

- **Sections**
  - Fall '21
    - **29**
  - Fall '19
    - **7**

- **FTE**
  - Fall '21
    - **5.96**
  - Fall '19
    - **1.4**

- **Enrollments**
  - Fall '21
    - **949**
  - Fall '19
    - **167**

- **Partners**
  - Fall '21
    - **9**
  - Fall '19
    - **1**

HOW THIS PROGRAM AFFECTS OUR DI STUDENTS?

Student Demographics

- **Hispanic/Latino - 44%**

- **White - 21%**

- **Asian - 18%**

- **Multi-Race - 8%**

- **African American - 4%**

- **Filipino - 3%**

- **Pacific Islander - 1%**

- **Unknown - 1%**

- **Expand access and opportunities for historically underserved students & under-resourced districts 2) Develop new and dependable enrollment streams for the college and district**

- **Diversity is an integral part of Dual Enrollment, with 70 representing the average racial/ethnic diversity index in each partner school. The more evenly distributed racially and ethnically students are across the student body, the *higher* the number. A school where all of the students are the same ethnicity would have an index of 0.**

FOLLOW UP INFORMATION

- **Our Website**
  - https://arc.losrios.edu/admissions/dual-enrollment
- **Pathways Model**
  - https://arc.losrios.edu/admissions/dual-enrollment/pathways-and-courses

AMERICAN RIVER COLLEGE
Travel Guidelines – Spring 2022

Any person traveling on behalf of LRCCD, on or after October 1, 2021, will need to follow all CDC recommendations in place at time of travel and be in a "cleared" status related to the vaccine mandate. Additionally, while on LRCCD travel, employees and students are still subject to the following all directives, policies and procedure outlined in the LRCCD COVID-19 Prevention Program (CPP) and should make themselves aware of any safety regulations of the location to which they are traveling.

What are the in-state travel restrictions for employees?
Travel by employees, in the normal course of their job function, is permitted. In person travel for professional development, conferences, or other meetings must be approved by the manager/supervisor.

What are the domestic out-of-state travel restrictions for employees?
Domestic out-of-state college business travel must be approved by the College President. A memo requesting permission to attend must be submitted along with travel claim to the College President.

In AB 1887, the following states are currently subject to California's ban on state-funded and state-sponsored travel. Exceptions may apply.

1. Alabama
2. Arkansas
3. Florida
4. Idaho
5. Iowa
6. Kansas
7. Kentucky
8. Mississippi
9. Montana
10. North Carolina
11. North Dakota
12. Oklahoma
13. South Carolina
14. South Dakota
15. Tennessee
16. Texas
17. West Virginia

What are the international travel restrictions for employees?
Only international **mandated** college business travel that does not have a virtual option would be considered for approval by the College President. A memo requesting permission to attend must be submitted along with travel claim to the College President.

Examples of mandated college business travels: requirement for accreditation, grant funding, continuation of program.

PROHIBITION ON STATE-FUNDED AND STATE-SPONSORED TRAVEL TO STATES WITH DISCRIMINATORY LAWS (ASSEMBLY BILL NO. 1887)

In [AB 1887](AB 1887), the California Legislature determined that "California must take action to avoid supporting or financing discrimination against lesbian, gay, bisexual, and transgender people." (Gov. Code, § 11139.8, subd. (a)(5).) To that end, AB 1887 prohibits a state agency, department, board, or commission from requiring any state employees, officers, or members to travel to a state that, after June 26, 2015, has enacted a law that (1) has the effect of voiding or repealing existing state or local protections against discrimination on the basis of sexual orientation, gender identity, or gender expression; (2) authorizes or requires discrimination against same-sex couples or their families or on the basis of sexual orientation, gender identity, or gender expression; or (3) creates an exemption to antidiscrimination laws in order to permit discrimination against same-sex couples or their families or on the basis of sexual orientation, gender identity, or gender expression. (Gov. Code, § 11139.8, subds. (b)(1), (2).) In addition, the law prohibits California from approving a request for state-funded or state-sponsored travel to such a state. (Gov. Code, § 11139.8, subd. (b)(2).)

The travel prohibition applies to state agencies, departments, boards, authorities, and commissions, including an agency, department, board, authority, or commission of the University of California, the Board of Regents of the University of California, and the California State University. (Gov. Code, § 11139.8, subd. (b).)

The law also requires the Attorney General to develop, maintain, and post on his Internet Web site a current list of states that are subject to the travel ban. (Gov. Code, § 11139.8, subd. (e).)

States Subject to AB 1887's Travel Prohibition

The following states are currently subject to California's ban on state-funded and state-sponsored travel:

1. Alabama
2. Arkansas
3. Florida
4. Idaho
5. Iowa
6. Kansas
7. Kentucky
8. Mississippi
9. Montana
10. North Carolina
11. North Dakota
12. Oklahoma
13. South Carolina
14. South Dakota
15. Tennessee
16. Texas
17. West Virginia

Exceptions

The Legislature created exceptions in AB 1887 that allow travel to banned states in certain circumstances. (Gov. Code, § 11139.8, subd. (c).) These exceptions only apply if travel to a subject state is "required." (*Ibid*.)

Specifically, AB 1887 does not apply to state travel that is required for any of the following purposes:

1. Enforcement of California law, including auditing and revenue collection.
2. Litigation.
3. To meet contractual obligations incurred before January 1, 2017.
4. To comply with requests by the federal government to appear before committees.
5. To participate in meetings or training required by a grant or required to maintain grant funding.
6. To complete job-required training necessary to maintain licensure or similar standards required for holding a position, in the event that comparable training cannot be obtained in California or a different state not subject to the travel prohibition.
7. For the protection of public health, welfare, or safety, as determined by the affected agency, department, board, authority, or commission, or by the affected legislative office.

   (Gov. Code, § 11139.8, subd. (c).)

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).

3.1.23.1.3   For Disciplines Not Requiring the Master's Degree

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

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

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

~~3.1.2.3~~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.[1]

~~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.[1]

~~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

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

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

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

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

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

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

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

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

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

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

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

7.0 Faculty Initial Hiring

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

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

8.0 Equivalency Decisions for current District Employees

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

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

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

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

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

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

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

~~10.0~~7.0 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.

~~10.1~~7.2 The District-wide Equivalency Committee is responsible for evaluating all faculty equivalency applications, including initial faculty hires, existing District employee applications, and other situations outside of the regular hiring process as requested by the Associate Vice Chancellor of Human Resources. The District-wide Eequivalency Ceommittee will determine those applicants who meet the equivalency based on criteria established in 3.0. ~~The District-wide Equivalency Committee is responsible for evaluating all faculty equivalency applications, including initial faculty hires, existing District employee applications, and other situations outside of the regular hiring process as requested by the Associate Vice Chancellor of Human Resources.~~ An applicant receiving a positive equivalency ruling from the District-wide Equivalency Committee ~~at one college~~ is ~~then~~ considered qualified in that discipline on a District-wide basis, subject to verification by the Human Resources Department that the recency provision of 3.0 has been satisfied.

~~10.2~~7.3 The District-wide Eequivalency Ceommittee will keep records of decisions and the justification for each decision. Copies of these records will be sent to the Human Resources Department for future reference. Applications for which the District-wide Eequivalency Ceommittee finds the qualifications to be non-equivalent will also be returned to District Human Resources staff with the reasons for rejecting the equivalency.

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

~~10.4~~7.4 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.

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

11.08.0 Evidence of Equivalency

8.1   Conclusive evidence of equivalency shall include:

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

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

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

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

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

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

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

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

12.09.0 Application

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

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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.~~

~~13.0~~10.0 Review

> ~~13.1~~10.1   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.

(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

ARC Academic Senate Attendance 2022-01-27

Area	Senator	Adjunct/FT	Term End	
Behavioral & Social Scien	Lauren Chavez	Adjunct	2024	Present
Behavioral & Social Scien	Kristina Casper-Denman	Full-time	2023	Present
Behavioral & Social Scien	Brian Rosario	Full-time	2024	Present
Behavioral & Social Scien	Ricardo Caton	Full-time	2022	Present
Behavioral & Social Scien	N/A	Alternate Full-Tin		
Behavioral & Social Scien	Robin Akawi	Alternate Adjunc		
Business & Computer Scie	*Unfilled*	Full-time	2023	
Business & Computer Scie	Damon Antos	Full-time	2022	Present
Business & Computer Scie	Kahkashan Shaukat	Full-time	2024	Present
Business & Computer Scie	Christian Speck	Adjunct	2022	Present
Business & Computer Scie	Marc Condos	Alternate Full-Tin		
Business & Computer Scie	N/A	Alternate Adjunc		
Counseling	Jessica Nelson	Full-time	2022	Present
Counseling	Joyce Fernandez	Adjunct	2024	
Counseling	Reyna Moore	Full-time	2023	Present
Counseling	Carmelita Palomares	Full-time	2022	Present
Counseling	Kim Herrell	Alternate Full-Tin		
Counseling	N/A	Alternate Adjunc		
English	Valerie Bronstein	Adjunct	2023	
English	Robyn Borcz	Full-time	2023	Present
English	Caroline Prieto	Full-time	2024	Present
English	Gina Barnard	Full-time	2022	Present
English	Melissa Diaz	Alternate Full-Tin		
English	Paul Knox	Alternate Adjunc		
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present
Fine & Applied Arts	Linda Gelfman	Full-time	2024	
Fine & Applied Arts	Diane Lui	Adjunct	2023	Present
Fine & Applied Arts	Craig Martinez	Full-time	2022	
Fine & Applied Arts	Jodie Hooker	Alternate Full-Tin		
Fine & Applied Arts	N/A	Alternate Adjunc		
Health & Education	Cheri Garner	Full-time	2023	Present

ARC Academic Senate Attendance 2022-01-27

Area	Senator	Adjunct/FT	Term End	
Health & Education	Jen Kirkman	Full-time	2022	
Health & Education	Veronica Lopez	Full-time	2024	Present
Health & Education	*Unfilled*	Adjunct	2022	
Health & Education	N/A	Alternate Adjunct		
Health & Education	John Coldiron	Alternate Full-Time		
Humanities	Corinne Arrieta	Full-time	2022	Present
Humanities	Jill Birchall	Full-time	2024	Present
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Andrew Fix	Adjunct	2022	Present
Humanities	Erik Haarala	Alternate Full-Time		
Humanities	N/A	Alternate Adjunct		
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	
Kinesiology & Athletics	Eric Black	Full-time	2024	Present
Kinesiology & Athletics	*Unfilled*	Full-time	2023	
Kinesiology & Athletics	*Unfilled*	Adjunct	2023	
Kinesiology & Athletics	N/A	Alternate Full-Time		
Kinesiology & Athletics	N/A	Alternate Adjunct		
Library/Learning Resource	David McCusker	Full-time	2024	Present
Library/Learning Resource	Araceli Badilla	Full-time	2023	Present
Library/Learning Resource	Marianne Harris	Alternate Full-Time		Present
Mathematics	Deborah Gale	Adjunct	2024	Present
Mathematics	Joe Caputo	Full-time	2023	Present
Mathematics	Adrianne Avila	Full-time	2024	Present
Mathematics	Rocio Owens	Full-time	2022	
Mathematics	Lana Anishchenko	Alternate Full-Time		Present
Mathematics	N/A	Alternate Adjunct		
Workforce/ Work Experie	Vivian Dillon	Full-time	2024	Present
Workforce/ Work Experie	Carlos Ponce	Adjunct	2024	Present
Workforce/ Work Experie	Jody Johnson	Adjunct	2023	Present
Workforce/ Work Experie	*Unfilled*	Adjunct	2022	
Workforce/ Work Experie	Lonetta Riley	Alternate Full-Time		Present

ARC Academic Senate Attendance 2022-01-27				
Area	**Senator**	**Adjunct/FT**	**Term End**	
Workforce/ Work Experie	N/A	Alternate Adjunc		
Science & Engineering	*Unfilled*	Adjunct	2024	
Science & Engineering	Glenn Jaecks	Full-time	2022	Present
Science & Engineering	Charles Thomsen	Full-time	2024	Present
Science & Engineering	*Unfilled*	Full-time	2023	
Science & Engineering	N/A	Alternate Full-Tin		
Science & Engineering	N/A	Alternate Adjunc		
Student Support Services	Judith Valdez	Full-time	2024	Present
Student Support Services	*Unfilled*	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	
Technical Education	Jordan Meyer	Full-time	2023	
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
Officers	Amy Gaudard		Secretary	Present
Officers	Tressa Tabares		Past President	Present
Liaison	Janay Lovering		Program Review	Present
Liaison	Kate Williamson		Open Education	
Liaison	Beth Madigan		Classified Sena	Present
	Roxanne Morgan		Curriculum	
	Bill Simpson		Program Pathways	
Total Senate Seats Available (without Officers)		52		
Unfilled Seats		8		
Total Filled Seats		44		
Quorum (25% of filled seats)		11	(round 0.5 up)	