ARC Academic Senate
Approved Minutes: April 21, 2022

Preliminaries

1. Call to Order: Called to order at 3:01pm
2. Approval of the Agenda: Agenda approved
3. Approval of the Minutes: Minutes approved
4. Introduction of Guests: Connie Ayala, LaQuisha Beckum, Pamela Bimbi, Dan Crump, Jennifer Laflam, Sarah Lehmann, David Merson, Angie Velarde-Burch.

5. Public Comment Period:
   In an effort to mitigate AB 705, Beacon is working to recruit tutors for Math.

6. President's Report:
   a. Black Student Success Week:
      Monday, April 25, 3:00 pm Ivy Watts, Active Minds Speaker (SCC ASHÉ Center)
      Tuesday, April 26, 3:00 pm Pablo Campos, Active Minds Speaker (SCC ASHÉ Center)
      Wednesday, April 27, 3:00 pm Abraham Sculley, Active Minds Speaker (SCC ASHÉ Center)
      Thursday, April 28, 1:30 to 3:00 pm Black Student Success Cook-out (SCC ASHÉ Center)
      Thursday, April 28, 3:00 pm Nina G, Disabled Comedian (SCC ASHÉ Center)

   b. Open to all: Take the Black Ally Program Challenge!

   c. ASCCC Resolutions: https://www.asccc.org/resources/resolutions

   d. Joint Classified & Faculty Impressions Group: April 28th
      https://lrccd.zoom.us/j/97627232113

   e. Flexible Participation Classroom training (Syncflex) is being offered in the LRC tutor Zoom Rooms starting this week. This training can be offered during the Summer and potentially as a FLEX activity. Here is a link to the reservation form.
      i. Nutrition Life Sciences 103 and Davies Hall 214 will be online in May for use during the Summer Session.
      ii. LS 103, FAA 512, HE 710, 712, 714 will be online July-August for Fall.

   f. April 20, 2022 Board of Trustees Meeting

   g. The Academic Senate Executive Team is meeting with Chad Funk & Kate Jaques on First Day Memo

   h. Program Review Presentations:
      i. Wednesday, April 27th 1:00 - 3:30pm
      ii. Wednesday, May 4th 1:00 - 3:30pm

Consent Items

7. The recommendation to adopt the finding that "the state of emergency continues to directly impact the ability of members to safely meet in person" was not removed from consent and so was carried by consent.

Decision

8. Academic Senate Officer Elections (Nominations Committee: Corinne Arrieta, Amy Gaudard)

    Nominated for President: Carina Hoffpauir
    Nominated for Vice President: Brian Knirk
    Nominated for Secretary: Veronica Lopez

    All three nominees were elected by acclamation to their respective offices!
    Congratulations to Carina, Brian, and Veronica!

Reports

9. ARC Climate Survey (Jennifer Laflam, Interim Dean of Institutional Effectiveness & Innovation)
    a. See supporting materials "2022 Los Rios Student Campus Climate Survey"
    b. Survey is open to students now and will be open through the end of the semester. When faculty encourage students to participate, they are more likely to do so.
    c. Input is requested for how faculty want to see and understand the data. Once we see the data, faculty may want to recommend areas where focus group research can and should be done.
    d. District Office Research will be adjusting the survey over the next few years: What are gaps in the survey questions? What changes need to be made in the questions themselves and in what questions are asked?
    e. Interest was expressed in finding out which students we might be losing & why–asking if students considered dropping, etc.
    f. Qualitative: There is one open-ended question.

10. Academic Senate Standing Committee Reports:
    a. Affordable Learning Materials Committee (ALMC) (Kate Williamson)
        i. See supporting materials "Affordable Learning Materials Committee Academic Senate Annual Report Spring 2022"
        ii. Has a position open for "Instructional Faculty"
        iii. Recent main focus has been on the Open Educational Resources Award program. Applications for Fall 2022 are being accepted through May 3.
        iv. Submit course material adoptions during April–there are workshops available for help with the process.
        v. My Open Math is now integrated with Canvas, thanks to Sharleen McCarroll and the ALMC.
        vi. Funding has supported the committee's work.
        vii. The flexibility of Open Educational Resources provides instructors an opportunity to modify curriculum through an equity lens. See articles "Achieving the Dream Study Reveals Promise of Open Education

Resources" and "Interrogating and Supplementing OER Through a Decolonized Lens"

b. Curriculum Committee (Roxanne Morgan)
    i. See supporting materials "Curriculum Update to Academic Senate"and "DEI in Curriculum"
    ii. Several areas need curriculum representation beginning in Fall 2022.
    iii. The old way: Tech Review was live and done line-by-line, with developers required to take their own notes. Now, Tech Review is asynchronous–the committee makes notes on a digital document that a developer can then access. This makes the process much more efficient and more readily available and accessible to more developers.
    iv. Several time-savers have freed up the committee to focus more on Diversity, Equity, and Inclusion efforts.
    v. Processed emergency closure Distance Education approval for over 500 courses and over 200 programs.

c. Faculty Professional Development (David Merson)
    i. Goal is to provide funding for faculty to attend a professional development event.
    ii. Applications are starting to increase now after the sharp drop-off due to Covid.
    iii. The committee is interested in helping make the process more clear and easy to navigate.
    iv. The committee needs representatives from Counseling, Science/Engineering, and administration.
    v. Interest was expressed in having the applications include information about how racial equity will be addressed.

d. Professional Standards Type A/B Leaves (Daniel Slutsky/Kris Fertel)
    i. See supporting materials "Professional Standards Type A/B Leaves Committee Report"
    ii. The criteria by which the committee approves leaves is determined in the LRCFT contract. There is interest in the committee considering addressing racial equity explicitly in their process.

e. Program Paths Committee (Bill Simpson)
    See supporting materials "Program Paths Committee Report to the Academic Senate"

f. Program Review Committee (Janay Lovering)
    i. See supporting materials "Program Review Committee End of the Year Report"
    ii. The Program Review process has been difficult since there is not sufficient institutional research support.
    iii. Co-chair has been AS VP but Janay has been given reassigned time (not continuing).
    iv. Go see PR presentations to see what colleagues have been doing–they're inspiring.

v. PR plans to focus more on DI and encourage areas to get more specific about which populations are being served specifically by their Annual Unit Plans.

g. Student Learning Outcome (SLO) Assessment Committee (Corinne Arrieta)
   i. See supporting materials "SLOAC End of the Year Report to ARC Academic Senate"
   ii. The goal is to improve student learning through an assessment process.
   iii. Needs representatives: Equity Student Services, Student Services Administrator, Equity-focused Faculty, CTE Faculty, ASB Appointment

11. Council Updates
    a. Institutional Effectiveness Council – (Janay Lovering)

    b. Operations Council – (Araceli Badilla) Has not met since last meeting.

    c. Student Success Council – (Carina Hoffpauir)
       i. See supporting materials "Student Success Council Report from 4/19/22"
       ii. Regarding the Campus Climate Survey–the team is going back to look at previous years and disaggregating the faculty responses by race. The SSC will be looking into this.

Discussion

12. Developing an Academic Senate Statement of Values
    Concern was expressed about "Inclusion" and "Diversity" being part of the statement of values.

13. Report Back: (5-10 minutes per item)

14. Report Out: (5-10 minutes per item)
    a. ASCCC Spring Plenary
       i. There were sessions on cluster hiring and interested colleges were encouraged to work with their human resources departments on cluster hiring.
       ii. There are ways other areas can include mathematics in their curriculum, thereby normalizing the use of mathematics and decreasing the scariness.
       iii. Relationship building is important to student success.

    b. District Academic Senate (DAS)
       i. District Ethnic Studies Council–see supporting materials "Los Rios Ethnic Studies Faculty Council"
       ii. District District Accessibility Plan Implementation Committee–this will be a decision item at the DAS meeting on May 2.
       iii. Still working on updating bylaws (especially regarding voting).
       iv. There are varying levels of support and opposition to using the syncflex model as an instructional format.

    c. Other Areas

15. Items from College Areas for Academic Senate Consideration

    Meeting adjourned 5:01pm

Upcoming Meetings and Events

- ARC Program Review Presentations: April 27th 1:00 – 3:30 PM Zoom
- District Academic Senate: Tuesday, May 2nd , 3:00 PM Meeting ID TBD
- ARC Program Review Presentations: May 4th 1:00 – 3:30 PM Zoom
- BOT Los Rios Board of Trustees: Wednesday May 11th 5:30pm District Office Board Room
- ARC Academic Senate: Thursday, May12th 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1

In accordance with California's Code of Regulation, Title 5
ARC's Academic Senate is the organization whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.

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

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

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

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

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

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

(8) policies for faculty professional development activities;

(9) processes for program review;

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

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

4/21/2022
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. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person.

Decision (10 minutes maximum per item)

8. Academic Senate Officer Elections *(Nominations Committee: Corinne Arrieta, Amy Gaudard)*
   Nominated for President: Carina Hoffpauir
   Nominated for Vice President: Art Jenkins , Brian Knirk
   Nominated for Secretary: Veronica Lopez

Reports (5-10 minutes per item)

9. ARC Climate Survey *(Jennifer Laflam, Interim Dean of Institutional Effectiveness & Innovation)*
10. Academic Senate Standing Committee Reports:
    a. Affordable Learning Materials Committee *(Kate Williamson)*
    b. Curriculum Committee (*Roxanne Morgan)*
    c. Faculty Professional Development *(David Merson)*
    d. Professional Standards Type A/B Leaves (*Daniel Slutsky/Kris Fertel)*
    e. Program Paths Committee *(Bill Simpson)*
    f. Program Review Committee *(Janay Lovering)*
    g. SLO Assessment Committee *(Corinne Arrieta)*
11. Council Updates
    a. Institutional Effectiveness Council – *(Janay Lovering)*
    b. Operations Council – *(Araceli Badilla)*
    c. Student Success Council – *(Carina Hoffpauir)*

Discussion (10-15 minutes per item)

12. Developing an Academic Senate Statement of Values
13. Report Back: (5-10 minutes per item)
14. Report Out: (5-10 minutes per item)
    a. ASCCC Spring Plenary
    b. District Academic Senate https://employees.losrios.edu/our-organization/committees/district-academic-senate
    c. Other Areas
17. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:

- ARC Program Review Presentations: April 27th 1:00 – 3:30 PM Zoom
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2022 Los Rios Student Campus Climate Survey

Dear Los Rios Student,

On behalf of the Los Rios colleges - American River, Cosumnes River, Folsom Lake and Sacramento City College you are invited to complete the Los Rios Campus Climate Survey. The questions in this survey invite you to share your general perspectives and thoughts about your college experiences including your sense of belonging as well as your educational success. Your feedback will help inform the college community as we work together to support the success of students like yourself.

For the purposes of this survey we are defining the concept of Campus Climate to mean the following:

Campus climate is defined as behaviors or interactions within a learning environment that can influence whether an individual feels personally valued and is treated fairly and equitably by the college community.

Your participation in this survey is strictly voluntary but highly encouraged as your voice along with those of other students like yourself is important and valued. Please be assured that your responses to this survey are confidential and will in no way influence your academic standing and performance. Your feedback will only be used in combination with the responses from other Los Rios students. Please dedicate approximately 15 minutes to complete your college's Campus Climate survey in the next ten days.

Your perspective matters and we value your feedback.

There are 19 questions in this survey.

College Information

Please select the Los Rios college where you are taking most of your classes in Spring 2022. As you answer the questions throughout the survey please base your responses on the college you select below : *

Choose one of the following answers
Please choose **only one** of the following:

- ◯ American River College
- ◯ Cosumnes River College
- ◯ Folsom Lake College
- ◯ Sacramento City College

General Student Experiences

Thinking about your overall experiences at your college, please provide your level of agreement with the following statements as they pertain to the **primary** college you are attending in Spring 2022:

Please choose the appropriate response for each item:

	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)
Overall, I am satisfied with my educational experiences at my college.	◯	◯	◯	◯	◯
People at my college care about my success.	◯	◯	◯	◯	◯
There is a feeling of community at my college.	◯	◯	◯	◯	◯
I feel like I belong at my college.	◯	◯	◯	◯	◯
There is a spirit of teamwork and cooperation throughout the college community.	◯	◯	◯	◯	◯
I am proud to be a student at my college	◯	◯	◯	◯	◯
I believe the campus community at my college encourages free and open discussion of difficult topics.	◯	◯	◯	◯	◯
Generally, I feel safe when I am on my college campus.	◯	◯	◯	◯	◯

	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)
People at my college use student feedback when making college-wide decisions.	◯	◯	◯	◯	◯
The college community is a welcoming environment.	◯	◯	◯	◯	◯
The college community works to create an equitable and inclusive learning environment.	◯	◯	◯	◯	◯

Academic Success

Thinking about your academic experiences at your college, please provide your level of agreement with the following statements as they pertain to the **primary** college you are attending in Spring 2022:

Please choose the appropriate response for each item:

	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)
Overall, I am satisfied with my academic experiences at my college.	◯	◯	◯	◯	◯
I have succeeded academically as well as I anticipated I would.	◯	◯	◯	◯	◯
I am making good progress towards my educational goals at my college.	◯	◯	◯	◯	◯
My college is a place where I am able to perform up to my full potential.	◯	◯	◯	◯	◯
I have opportunities for academic success that are similar to those of my classmates.	◯	◯	◯	◯	◯
My interest in new ideas and intellectual matters has increased as a part of my experiences at my college.	◯	◯	◯	◯	◯

Classroom Experiences

Thinking about your experiences in our courses, please provide your level of agreement with the following statements as they pertain to the **primary** college you are attending in Spring 2022:

Please choose the appropriate response for each item:

	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)
My instructors care about my educational success.	◯	◯	◯	◯	◯
I am treated fairly and equitably in my courses at my college.	◯	◯	◯	◯	◯
I feel my voice is respected by my instructors at my college.	◯	◯	◯	◯	◯
I feel my perspective during class discussion is valued.	◯	◯	◯	◯	◯
The content of courses offered at my college have cultural relevance to me.	◯	◯	◯	◯	◯
I feel my voice is respected by other students at my college.	◯	◯	◯	◯	◯
My instructors treat people of all genders/gender identities in class with equal respect.	◯	◯	◯	◯	◯

	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)
My instructors treat students of all racial, ethnic, and cultural backgrounds with equal respect.	◯	◯	◯	◯	◯
Generally, in my courses, the assignments, readings, and lectures have included people and places that I have been able to relate to.	◯	◯	◯	◯	◯
The instructors at my college are racially diverse.	◯	◯	◯	◯	◯
I perceive some of my instructors as role models.	◯	◯	◯	◯	◯
I am comfortable advocating for my learning needs in my courses.	◯	◯	◯	◯	◯
My instructors care about my well-being.	◯	◯	◯	◯	◯

Student Success and Support

Thinking about your experiences with student success support programs, please provide your level of agreement with the following statements as they pertain to the college where you primarily received support sevices in Spring 2022:

Please choose the appropriate response for each item:

	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)
Overall, I feel supported at my college.	◯	◯	◯	◯	◯
I feel student support services at my college are responsive to my needs.	◯	◯	◯	◯	◯
My college provides sufficient support services and resources to support my success.	◯	◯	◯	◯	◯
I look to some of the student support services team members as my role models.	◯	◯	◯	◯	◯
I am treated fairly and equitably in out-of-classroom campus spaces (library, tutoring, computer labs, cafeteria, etc.) at my college.	◯	◯	◯	◯	◯
My college provides sufficient support services and resources to foster the success of a diverse student body.	◯	◯	◯	◯	◯

	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)
I know where to go on my college campus to get the support I need to be successful.	◯	◯	◯	◯	◯
I am comfortable advocating for my student support needs at my college.	◯	◯	◯	◯	◯
The support staff at my college are racially diverse.	◯	◯	◯	◯	◯
I have found one or more affinity groups or clubs (a group or club that is connected by a common purpose, ideology or interest) where I feel I belong at my college.	◯	◯	◯	◯	◯
I have made meaningful connections with people at my college who encourage my success.	◯	◯	◯	◯	◯
Student Support Service teams care about my well-being.	◯	◯	◯	◯	◯

Do you feel you need additional support services in any of the following areas to be successful in reaching your educational goals?

Please choose the appropriate response for each item:

	Yes	Uncertain	No
Mental Health Support	◯	◯	◯
Housing Needs	◯	◯	◯
Food Insecurity Needs	◯	◯	◯
Health Care Services	◯	◯	◯
Foster Youth Support Services	◯	◯	◯
Domestic Abuse Resources	◯	◯	◯
Financial Needs	◯	◯	◯

What type of stressors do you experience that impact your mental health?

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '6 [success2]' (Do you feel you need additional support services in any of the following areas to be successful in reaching your educational goals? (Mental Health Support))

Please choose **all** that apply:

- ☐ Financial Stress
- ☐ Academic Stress
- ☐ Poor Physical Health
- ☐ Pre-Existing/Resurfacing Mental Health Symptoms
- ☐ Family or Relationship Issues

I would attend a Mental Wellness workshop or training offered by my college around the topic of:

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '6 [success2]' (Do you feel you need additional support services in any of the following areas to be successful in reaching your educational goals? (Mental Health Support))

Please choose **all** that apply:

- [ ] Self-Care
- [ ] Anxiety
- [ ] Depression
- [ ] Academic Stress
- [ ] Healthy Relationships
- [ ] Mental Wellness Resources on Campus
- [ ] Suicide
- [ ] Trauma
- [ ] Cultural Impacts and Stressors
- [ ] Supporting a Friend or Family Member
- [ ] Substance Abuse

When something significant happens locally, nationally, or globally, I would be interested in participating in the following types of support services at my college:

Please choose **all** that apply:

- [ ] Drop-in listening session at the college (group format)
- [ ] Drop-in listening session with affinity groups I connect with at my college (group format)
- [ ] A virtual listening session held via Zoom
- [ ] A scheduled support group
- [ ] Drop-in counseling (one-on-one)

Diversity and Inclusion

Thinking about your overall experiences, please provide your level of agreement with the following statements as they pertain to the **primary** college you are attending in Spring 2022:

Please choose the appropriate response for each item:

	5 (Strongly Agree)	**4**	**3**	**2**	**1 (Strongly Disagree)**
My experiences at my college increased my awareness of multiple perspectives and cultural values that exist within society.	◯	◯	◯	◯	◯
My experiences at my college increased my respect for the multiple perspectives and cultural values that exist within society.	◯	◯	◯	◯	◯
Social justice is defined, for the purposes of this survey, as the idea that everyone deserves fair and equitable access to economic, political, and social rights and opportunities. What is your level of agreement that your college has a strong commitment to social justice?	◯	◯	◯	◯	◯

	5 (Strongly Agree)	4	3	2	1 (Strongly Disagree)
My college has a strong commitment to equity which recognizes each person has unique circumstances and needs, and therefore people need different resources and opportunities to help them thrive.	◯	◯	◯	◯	◯
I have considered leaving my college because I don't feel welcome.	◯	◯	◯	◯	◯
I feel like I belong at my college because I see faculty with whom I can identify.	◯	◯	◯	◯	◯
I feel like I belong at my college because I see staff with whom I can identify.	◯	◯	◯	◯	◯
I feel like I belong at my college because I see other students with whom I can identify.	◯	◯	◯	◯	◯

Safety and the College Environment

Have you ever been concerned for your **physical** safety while on your college's campus?

Please choose **only one** of the following:

- ◯ Never
- ◯ Rarely
- ◯ Sometimes
- ◯ Often
- ◯ Very Often

Have you avoided any of the following areas at your college campus due to concerns for your **physical** safety?

Please choose **all** that apply:

- ☐ Classrooms
- ☐ Secluded areas on campus
- ☐ Parking lots or parking structures
- ☐ Bathrooms/restrooms
- ☐ Campus talks
- ☐ Sporting events
- ☐ Campus buildings
- ☐ Neighborhoods or other areas around campus
- ☐ Locker rooms
- ☐ Social gatherings
- ☐ Buses or bus stops
- ☐ RT Light Rail
- ☐ Campus at night
- ☐ Club events

How respectful do you believe the campus climate is for members of the following racial or ethnic groups at your college?

Please choose the appropriate response for each item:

	5 (Very Respectful)	4	3	2	1 (Very Disrespectful)
Black or African American	◯	◯	◯	◯	◯
Asian	◯	◯	◯	◯	◯
American Indian or Alaska Native	◯	◯	◯	◯	◯
Filipino	◯	◯	◯	◯	◯
Hispanic or Latino	◯	◯	◯	◯	◯
Middle Eastern	◯	◯	◯	◯	◯
Multi-Ethnic	◯	◯	◯	◯	◯
Pacific Islander or Native Hawaiian	◯	◯	◯	◯	◯
White	◯	◯	◯	◯	◯

Do you feel you have been mistreated by **other students** at your college because of your:

Please choose the appropriate response for each item:

	Yes	Uncertain	No
Racial, ethnic, or cultural identity	◯	◯	◯
Gender	◯	◯	◯
Gender Identity	◯	◯	◯
Sexual orientation	◯	◯	◯
Age	◯	◯	◯
Citizenship Status	◯	◯	◯
Marital status	◯	◯	◯
Country of origin	◯	◯	◯
Physical or mental ability	◯	◯	◯
Veteran status	◯	◯	◯
Socioeconomic status	◯	◯	◯
Religion, worldviews, or spirituality	◯	◯	◯
Height, weight, or body type	◯	◯	◯
Political Affiliation	◯	◯	◯
Language spoken	◯	◯	◯
Socio Economic Status	◯	◯	◯

Do you feel you have been mistreated by **instructors** at your college because of your:

Please choose the appropriate response for each item:

	Yes	Uncertain	No
Racial, ethnic, or cultural identity	◯	◯	◯
Gender	◯	◯	◯
Gender Identity	◯	◯	◯
Sexual orientation	◯	◯	◯
Age	◯	◯	◯
Citizenship Status	◯	◯	◯
Marital status	◯	◯	◯
Country of origin	◯	◯	◯
Physical or mental ability	◯	◯	◯
Veteran status	◯	◯	◯
Socioeconomic status	◯	◯	◯
Religion, worldviews, or spirituality	◯	◯	◯
Height, weight, or body type	◯	◯	◯
Political Affiliation	◯	◯	◯
Language spoken	◯	◯	◯

Do you feel you have been mistreated by **staff members** at your college because of your:

Please choose the appropriate response for each item:

	Yes	Uncertain	No
Racial, ethnic, or cultural identity	◯	◯	◯
Gender	◯	◯	◯
Gender Identity	◯	◯	◯
Sexual orientation	◯	◯	◯
Age	◯	◯	◯
Citizenship Status	◯	◯	◯
Marital status	◯	◯	◯
Country of origin	◯	◯	◯
Physical or mental ability	◯	◯	◯
Veteran status	◯	◯	◯
Socioeconomic status	◯	◯	◯
Religion, worldviews, or spirituality	◯	◯	◯
Height, weight, or body type	◯	◯	◯
Political Affiliation	◯	◯	◯
Language spoken	◯	◯	◯

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

Have you experienced microaggressions at your college with regard to your:

Please choose the appropriate response for each item:

	Never	Rarely	Sometimes	Often	Very Often
Racial, ethnic, or cultural identity	◯	◯	◯	◯	◯
Gender	◯	◯	◯	◯	◯
Gender Identity	◯	◯	◯	◯	◯
Sexual orientation	◯	◯	◯	◯	◯
Age	◯	◯	◯	◯	◯
Citizenship Status	◯	◯	◯	◯	◯
Marital status	◯	◯	◯	◯	◯
Country of origin	◯	◯	◯	◯	◯
Physical or mental ability	◯	◯	◯	◯	◯
Veteran status	◯	◯	◯	◯	◯
Socioeconomic status	◯	◯	◯	◯	◯
Religion, worldviews, or spirituality	◯	◯	◯	◯	◯
Height, weight, or body type	◯	◯	◯	◯	◯
Political Affiliation	◯	◯	◯	◯	◯

	Never	Rarely	Sometimes	Often	Very Often
Language spoken	◯	◯	◯	◯	◯

Please provide any further detail on this series of questions that you feel might be helpful for your college to know in our efforts to support you and students like yourself at your college (5000 character limit):

Please write your answer here:

Other Comments

Thank you for taking the time to complete the Campus Climate survey. Your responses, along with those from students across the Los Rios colleges, are important and valued! In closing, please provide any additional comments that you might have about the Campus Climate and your experiences at your college in the space provided below. Your comments and those from other students like yourself will provide important information to college leadership teams to ensure we are supporting the success of students across each of the Los Rios colleges - American River, Cosumnes River, Folsom Lake and Sacramento City College.

Please write your answer here:

Submit your survey.

Thank you for completing this survey.

Affordable Learning Materials Committee Academic Senate Annual Report Spring 2022

1. The function of your committee, including any changes or proposed changes to your committee's scope/responsibilities

No changes have been made:

I. Mission: For American River College students to have equitable and increased opportunities to succeed by reducing material costs, while increasing their quality.

II. Functions: The Affordable Learning Materials Committee works with faculty, students, and staff in programs across the campus to:

- Promote no cost learning materials for faculty selection.
- Facilitate the creation of open education resources.
- Identify alternative strategies to reduce textbook and course material costs for students.
- Educate faculty about strategies to reduce textbook and course material costs and its benefit to student equity and success.
- Make recommendations that address textbook affordability and accessibility, while respecting academic freedom and the professional rights and responsibilities of faculty to determine the planning and presentation of course material.
- Work with college and district groups in initiatives dealing with affordable textbooks and course materials.
- Develop objectives and timelines to accomplish actionable goals.

2. Current committee membership (names and roles) - please note all vacancies expected for the 2022-23 academic year (including leadership changes)

Chair / Co-chair	**Membership Role**	**Name**
Chair	Faculty	Kate Williamson
Co-chair	Administrator	Adam Windham
	Counseling Faculty	Joe Rust
	Library Faculty	Sarah Lehmann
	Student Senate	Angie Velarde-Burch
	Instructional Faculty	Robyn Borcz

	Instructional Faculty	Leslie Reeves
	Instructional Faculty	Adrianne Avila
	Instructional Faculty	Glenn Jaecks
	Instructional Faculty	***Open***

3. Major accomplishments this academic year specifically related to equity, reducing barriers for disproportionately impacted students, anti-racism

This past year the work of the committee has centered around the ARC OER Award Program. Both in giving input to setting up the award program (in initially an extremely short and limited timeline due to the distribution of the funds). This program aims to support faculty in reducing costs for course materials as well as course materials that meet our students needs through universal design, are culturally responsive, are accessible and are anti-racist. Multiple members of the committee were peer-mentors as part of this program, and Sarah Lehmann and Adam Windham were the program leads.
Committee members gave input and feedback on the following long standing resources from this project including:

- Open Educational Resource (OER) Textbooks/Course Materials being used at ARC website
- Course Materials Adoptions website
    - Which includes information such as why turning in your textbook adoptions on time benefits students:
        - It's important that students see how much their textbooks will cost when selecting their classes so that they can make informed choices. In fact, schools are required to post information about required textbooks along with the class schedule. The deadlines allow the College enough time to comply with this rule.
        - The ARC Library buys a copy of nearly every ARC textbook, and needs time to receive and process the material.
        - When students know what their textbooks are in advance, they can shop around online for the best deals, and are more likely to have their book on day 1.
        - For students with financial aid vouchers, their easiest option is to purchase their textbooks from the Bookstore. To do so, they need clear information about what books are required.
        - The earlier the Bookstore gets their adoptions, the better chance they have of being able to purchase the limited quantity of used textbooks available nationwide. This saves students money!
        - College employees like counselors, librarians, and Homebases coaches rely on this information to help students figure out what textbooks they need to buy.

Other accomplishments by (or reviewed by) the committee this year include:

- Creating a Zero Textbook Costs website for students
- Working with the bookstore, college and district to ensure that the Zero Textbook Cost symbol is accurately displayed in the online schedule of classes and eServices and beginning the work of adding a Low Cost symbol.
- Fall 2021 Student Textbook Survey
- ASCCC OERI Fall 2021 No-Cost Marking (SB 1359) Survey
- Helped facilitate integration of MyOpenMath into Canvas (shout out to Sharleen McCarroll for doing the legwork!)

4. Any recommendations for improvement and/or proposed changes to the committee scope, processes, membership, or additional resources required to accomplish the work of the committee

The committee does not have any at this time.

5. Overall summary assessment of committee's work

While the committee has been working to educate faculty about strategies to reduce textbook and course material costs and its benefit to student equity and success. Having funds to support this and coordination with dedicated time has made much bigger strides in the other functions of the committee; such as promote no cost learning materials for faculty selection, facilitate the creation of open education resources, identify alternative strategies to reduce textbook and course material costs for students, make recommendations that address textbook affordability and accessibility, while respecting academic freedom and the professional rights and responsibilities of faculty to determine the planning and presentation of course material.

Curriculum Update to Academic Senate

My name is Roxanne Morgan and I am the Chair of the Curriculum Committee
In the last year, the committee has undergone a number of structural changes that have allowed us to focus more on larger issues, such as Equity, reducing barriers, anti-racism and increasingly new legislation coming down the pike.

When I became chair, I noticed that hundreds of courses were stuck in the Curriculum process at various levels – Tech Review, 1st, 2nd reading, etc. Some had been there for over five years. I did some deep diving into why and discovered that there were two main reasons: 1) developers were required to attend the Wednesday 3-5pm meetings in order to find out what edits were requested by the committee. If they didn't attend, they couldn't get the edits. 2) 1st reading edits were done live, line by line, in Curriculum meetings, and the Curriculum Chair wrote down the edits suggested by the committee on printed copies of the CORs – this created two problems - 1) if a developer wasn't able to attend, they'd have to get their edits directly from the Chair, which meant a lot more work for both; and 2) if the developer was able to attend they would be required to take their own notes on the CORs which might conflict with notes taken by the Chair. When I became chair, I was handed a file box stuffed with printed CORs and comments.

We decided to try out the system we use in Tech Review. All CORs would be uploaded to a shared GoogleDocs folder and Curriculum members would make their suggested edits on the docs BEFORE the Curriculum meeting, then the GoogleDocs would be sent to the developer after the meeting. This created greater flexibility and support of our developers who could and couldn't attend the meeting: 1) we have a number of very small departments, where the sole person responsible for Curriculum is juggling a million things, and possibly teaching on Wednesdays at 3pm; 2) there were no discrepancies in note-taking between the chair and the developer; 3) this created an online repository of information that could be referred back to later on (which has proven invaluable).

We then went on to create a Curriculum email which is super important since historical narrative is lost once a new chair takes over. Early on I had a developer argue about something that had happened with the past chair, and it occurred to me that if we had a universal email address, that all email exchanges would be kept in perpetuity. Once I started this, the other three campuses followed suit.

Before these changes our weekly meetings lasted 2+ hours, but with this new system, the actual time focused on edits during the meetings, was reduced to 20-30 minutes, and we could THEN focus on far more important issues such as Diversity, Equity, and Inclusion, new and old legislation which has been particularly busy this past year, and revisions to our Curriculum Handbook and website (which are very outdated). We have created a number of subcommittees, who have been working on creating more impactful resources for our developers such as video tutorials, a redesigned and streamlined Curriculum Handbook, a

Canvas site which breaks down the Curriculum Handbook into bite-sized sections, and the Diversity, Equity, and Inclusion in Curriculum tool.

In addition, this past December was the final final deadline to get DE onto our CORs in the event of another emergency shutdown – we processed over 590 courses and 180 programs since last August.

GOING FORWARD

Our main goal, going forward, is the transformation of our curriculum through the Diversity, Equity, and Inclusion tool. Since last August, we have seen tremendous support and excitement from our developers to view their curriculum through the equity lens. We have been asked to provide further guidance through flex activities and one-on-one meetings and we are eager to solidify DEI in our Curriculum Handbook so that we may further our mission.

We have undergone some significant membership changes in the past year. They have caused disruption to many processes and goals, but with the unending support of the AS, I believe we are going to be good. First off, I have agreed to serve two terms (four years) rather than the traditional two years. This will provide much needed continuity as we focus on equity and anti-racism in our curriculum. Secondly, I was able to secure the very bestest Vice Chair who has agreed to serve the four years alongside me so that we have even more strength.

We would like to be known, going forward, as the “Curriculum Community Committee”

Function of our Committee

The ARC Curriculum Committee meets the mission of the college by reviewing and recommending proposals for new course and program offerings, as well as proposals for revisions and deletions of existing courses and programs. The committee also ensures that the courses and programs in ARC's catalog conform to college standards, district regulations, and requirements of the State Chancellor's Office and Title V.

Our main goal, going forward, is the transformation of our curriculum through the Diversity, Equity, and Inclusion tool. Since last August, we have seen tremendous support and excitement from our developers to view their curriculum through the equity lens. We have been asked to provide further guidance through flex activities and one-on-one meetings and we are eager to solidify DEI in our Curriculum Handbook so that we may further our mission.

CURRICULUM COMMITTEE MEMBERSHIP 2021-2022

DIVISION	REPRESENTATIVE	ALTERNATE
Faculty Chair	Roxanne Morgan	
Faculty Vice Chair (BSS)	Rolf Gaudard	
Faculty Past Chair	Valarie Rose	
Management Co-Chair (AVP Instruction)	Kate Jaques*	Adam Windham*
Articulation Officer	Megan Bevens*	Connie Ayala*
Management: Instructional Dean		Kale Braden
VP Instruction	Frank Kobayashi	
AVP Workforce	Derrick Booth	Jan DeLapp*
AVP Student Services	Chad Funk	
Distance Ed Coordinator	Pamela Bimbi	
Behavioral & Social Sciences		
Business & Computer Science	Iraj Sabzevary*	Heidi Bennett
Counseling/Student Services	Joe Rust	
English		
Fine & Applied Arts		
Health & Education	Yeny Pena-Grafton	
Humanities	Margaret Travis	

Kinesiology & Athletics	Tim Finnecy	
Learning Resources (interim)	Alice Dieli	
Math	Sonya Reichel	Andrew Halseth*
Science & Engineering	Lori Smith	
Admin. of Justice/Homeland Security/Safety	Teresa Huerta	
Tech Ed	Al Ahmadi	
Work Experience	Vivian Dillon	

Major accomplishments this academic year specifically related to equity, reducing barriers for disproportionately impacted students, anti-racism

We processed over 590 courses and 180 programs since last August, and every one of those programs and courses was viewed with the equity lens. Many words and phrases have been removed that would be considered racist, and we have changed the programming of many of these courses and programs to be more transparent. For example, hidden pre-requisites are now up front and obvious. We have seen tremendous support and excitement from our developers to view their curriculum through the equity lens, and the curriculum committee members have worked tirelessly to assist developers through these changes. We have been asked to provide further guidance through flex activities and one-on-one meetings and we are eager to solidify DEI in our Curriculum Handbook so that we may further our mission

Any recommendations for improvement and/or proposed changes to the committee scope, processes, membership, or additional resources required to accomplish the work of the committee

We have undergone some significant membership changes in the past year. They have caused disruption to many processes and goals, but with the unending support of the AS, I believe we are going to be good. First off, I, Roxanne, as Chair, has agreed to serve two terms (four years) rather than the traditional two years. In addition, we were able to secure a phenomenal Vice-Chairperson who has agreed to serve alongside the chair for the next three years. This will provide much needed continuity as we transition through such vital change.

April 2022

Image: Peralta Community College

DEI in Curriculum: Model Principles and Practices

California Community Colleges

In Partnership With

Student Senate for California Community Colleges

California Community Colleges CURRICULUM

Academic Senate for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

California Community Colleges Chief Instructional Officers
EQUITY AT OUR CORE

DEI in Curriculum: Model Principles and Practices

Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. In fall 2021, the committee created a workgroup charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (diversity, equity and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty, curriculum committees, and local academic senates.

Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

How Do I Use This Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level, and the fourth column shows ways that local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document concludes with a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool.

Traditional Eurocentric Practice Supporting research may be found at the end of this document	**Equity Principle** Supporting research may be found at the end of this document	**Culturally Resposive Classroom Practices** All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following	**Culturally Responsive Practices for Curriculum Committees and Local Senates** Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
• One dominant culture represented in textbooks and course materials • High cost of course textbooks and materials	• Multiple cultures represented in textbooks and course materials • Low cost and zero textbook costs used • Open Educational Resources used	• Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, SES, religion, age, and abilities perspectives. • Explore and select open education resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are accessible. • Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. • For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework	• Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, SES, religion, age, and abilities perspectives; and provide feedback and guidance. • Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. • Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
• Student facing documents and descriptions focused on deficit-minded language	• Use asset-minded and decolonized language	• Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. • Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves). • Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student.	• Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogue, course outlines of record, website, and policies. • Review documents for language and descriptions that may be impersonal and shift descriptions to be warm, and culturally responsive. • Recommend and model rewording language from a colonized mindset to equity mindset.

Traditional Eurocentric Practice Supporting research may be found at the end of this document	**Equity Principle** Supporting research may be found at the end of this document	**Culturally Resposive Classroom Practices** All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following	**Culturally Responsive Practices for Curriculum Committees and Local Senates** Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
• Institutional culture of deference to discipline faculty as the only experts on curriculum	• Interrogate systemic and institutional barriers • Dismantle institutional deference to hierarchies that perpetuate barriers • Move as a faculty collective toward antiracist critical consciousness	• Complete training and professional development on cultural curriculum audits. • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Protect the cultural integrity of an academic discipline to support equity by no longer weaponizing "academic integrity" and "academic freedom" that impedes equity and inflicts curricular trauma on our students, especially historically marginalized students.	• Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of CORs. • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR. • Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. • (For more information on embedding DEI into the COR—see Rostrum article "Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record")

Traditional Eurocentric Practice Supporting research may be found at the end of this document	Equity Principle Supporting research may be found at the end of this document	Culturally Resposive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:

• Course syllabus is approached from a compliance and/ or teacher-centered perspective	• Reframe practices and policies to serve as a co-learner and engage in a partnership
	• Actively care for the whole human being in syllabi/classroom policies
	• Democratize the student/ teacher relationship and empower students' agency over their own learning
		• Use warm handoffs and intentional basic needs office/ resource contact names, websites, phone numbers.
		• Understand and be sensitive to students' lived experiences.
		• Use flexible due dates and make room for students' needs.
		• Coach and "water up" - meaning to create learning environments where students become active agents in their own learning (see Hammond's definition in the Glossary of Terms below).
		• Communicate in the syllabus
		  • intention to create a classroom where students are cared for and valued as learners
		  • desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success
		  • belief that all students are expected to succeed
		  • actively promote awareness and critical examination of dominant norms and broader social inequalities
		  • the value of students' racial/ethnic backgrounds as sources of learning and knowledge, AND
		  • actively promote awareness and critical examination of students' assumptions, beliefs, and privilege
		• Source: Equity-Minded Inquiry Series Syllabus Review
		• For additional resources and models of effective culturally responsive practices—see CUE Equity-minded Inquiry Series Syllabus.
		• For resources on creating social belonging and supporting the whole student see the College Transition Collaborative.
			• Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews.
			• Provide professional development to support culturally responsive practices.

Traditional Eurocentric Practice Supporting research may be found at the end of this document	**Equity Principle** Supporting research may be found at the end of this document	**Culturally Resposive Classroom Practices** All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following	**Culturally Responsive Practices for Curriculum Committees and Local Senates** Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
• Classroom experiences, assignments, and assessments are built from an individualist perspective	• Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms	• Build on diverse backgrounds to engage as a familia, tribe, village through collaborative classroom activities. • Be a warm demander and co-learner with students. • Intentionally create collaborative engagement opportunities (e.g., group work, peer to peer work, pair shares, etc.)	• Encourage assignments, practices, and assessments that are formative in addition to summative. • Review for a variety of methods of evaluations, assignments, and assessments. • Encourage and provide professional development for the creation of authentic assessments.
• Assumption that only certain disciplines can address antiracism, diversity, and equity • Not recognizing ethnic studies as a well-established discipline	• Weave DEI and culturally responsive practice into every course • Intentionally design ethnic studies courses with discipline experts, where critical race theory is a foundation	• Use culturally responsive practices and a social justice lens in all disciplines. • Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines. • Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies	• Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices. • Maintain the fidelity of ethnic studies as a well-established discipline
• Siloed programs and services	• Use Guided Pathways frameworks	• Rethink mapping and milestones within a student-centered focus. • Utilize the resources available to do the work (SEA, Flex, division/deans funds, guided pathways funds, and ASCCC local senate visits)	• Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs • Involve students in the Guided Pathways decision making process

Glossary

Collectivism — an individual's sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995)

Critical race theory — a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).

Culturally responsive teaching — an educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing . . . to create a safe space for learning. (Hammond, Z., 2015).

Equity-minded — a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (l) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented (CCCCO Diversity, Equity, and Inclusion Glossary of Terms).

Euro-centric — privileging European or Westernized values and ways of knowing as the norm or "default" while marginalizing alternative perspectives, histories and knowledge.

Individualism — the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).

Student-centered — refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Warm demander — a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, Z., 2015).

Warm handoffs — directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.

Watering up — instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with the compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, Z., 2021).

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Professional Standards Type A/B Leaves Committee Report

- Function of the Committee

  As stated in the Collective Bargaining Agreement, Type A and Type B leaves provide release from regular duties to enable unit members to respond to changing educational conditions and student needs. These leaves allow time for unit members to engage in studies, projects, or other beneficial activities which do not fall within their regular responsibilities. Our responsibility as the Professional Standards Committee is to review all faculty applications and submit our recommendations to the College President.

- Members of the Committee

  Current Members include:

Daniel Slutsky	Faculty (Chair)	
Kale Braden	Manager (ex officio)	
Limmaneeprasert, Oranit	Faculty + LRCFT	
Jan DeLapp	Manager	HEED
Diana Hicks	Manager	Humanities
Marcia McCormick	Faculty	Behavioral & Social Science
Iraj Sabzevary	Faculty	Business & Computer Science
Anita Fortman	Faculty	Counseling/Student Services
Michael Angelone	Faculty	English
Dyanne Marte	Faculty	Fine & Applied Arts
Rodgers, Monique	Faculty	Health & Education
Kris Fertel	Faculty (Vice Chair)	Humanities
Hilary Mroczka	Faculty	LRC & Library
Francisco Chima- Sanchez	Faculty	Math
Bekker, Slava	Faculty	Science & Engineering
Fred Evangeliste	Faculty	Technical Education

Daniel Slutsky is the current chair, but is completing his final semester on the committee. The current vice chair, Kris Fertel will be taking over as the new chair. The vice chair position will need to be filled.

We also currently do not have members from Kinesiology and Athletics and from the Public Safety Training Center. Anita Fortman is the outgoing member from Counseling and Student Services, but is currently looking for a replacement.

- Major Accomplishments of the Committee

Over the past year, we have been able to approve many excellent proposals, accounting for almost 5.0 FTE of leave time. Many of our recent proposals have been focused on the transitions to the online environment and the challenges that have arisen from the COVID pandemic. For example, they have focused on enhancing accessibility to ESL students, providing resources for improved retention in the online environment, and providing low or no cost textbook options. Being a member of this committee has been an incredible experience. Getting to see the amazing ideas presented by our colleagues and helping them to reach those goals is a very rewarding experience.

We are also in the process of reworking the website to improve access to information and the forms for applicants

- Recommendations for the Committee

Overall, I have no official recommendations for this committee. The people on it are hard working and very cooperative. It has been a pleasure to be a part of this group.

There is one issue that is unresolved at the moment.

During some updating of our webpage this semester, it came to our attention that the language that had been on it for a number of years may not be fully in compliance with the contract language. I hope that Kris Fertel, the LRCFT and the Senate will be able to look over this together prior to Fall 2023 to find a solution that satisfies both the needs of the committee and the needs of the union so that ARC's leave webpage can be amended prior to our next leave application window.

- Overall Summary of the Committee

As I have said many times, I truly believe this is the best committee to be a part of on campus. It is a pleasure getting to review and support the many fantastic ideas our faculty have for improving conditions on the campus and making this a better learning environment. I have had a great experience working with all my fellow committee members, and I will miss it greatly.

Program Paths Committee Report to the Academic Senate (2021-22)

Summary of work done this academic year:

Program Maps:

- Completed the development of Map Maker, the program mapping software ARC developed for the district. (https://mapmaker.arc.losrios.edu/)
    - HTML maps are now integrated into the college website at all four colleges.
    - Links to current program maps appear on the program page for each program. (https://arc.losrios.edu/academics/programs-and-majors)
    - Map Maker also provides access to currently published and archived maps for anyone in the district with a valid w-id login.
- Completed the final program maps needed for the college to be 'at scale' in creating program maps.
- Updated all program maps for the 2022-23 catalog and published them on the college website.
    - We currently have 350 program maps on the college website, for 250 programs.
- Working on converting program maps to a format that aligns better with Degree Planner.
    - removing specific examples of GE and elective coursework
    - replacing them with generic placeholders
    - process completed for most ADTs and some other transfer-oriented degrees
- Working with the Curriculum Committee and the Instruction Office to align the map publication timeline with the release of the fall schedule on the college website.
- Added Work Experience notes to maps for program that have a Work Experience component.
- Considering adding zero textbook cost (ZTC) information to some program maps.

Areas of Interest:

- Worked with the college to align the eight Areas of Interest with the six HomeBase pathway communities.

Program Review Committee End of the Year Report (2021-2022)

Committee Function: The Prgoram Reveiw Committee facilitates the Annual Unit Planning and Program Review process for faculty, providing training and support throughout the process, maintaining the Integrated Planning Portal website and revising the process as necessary to further the work of the college and maintain our status as an accredited college.

What is Program Review?

Comprehensive program review occurs on a cyclical basis and is designed to foster a collaborative process of analysis, dialogue, and reflection which results in actionable goals for program enhancement. Program-level objectives are inspired by the institution's strategic goals which also encompass its overarching commitment to social justice and equity.

What is Annual Unit Planning?

Annual unit planning occurs each fall to develop action steps and allocate resources for the upcoming academic year. Action steps are linked to goals from the institution's strategic plan. This linkage provides a clear connection between institutional planning, unit planning, and resource allocation.

2. Current committee membership (names and roles) - please note all vacancies expected for the 2022-23 academic year (including leadership changes)

Faculty		*Classified*		*Administrative*	
(Co-chair) Janay Lovering (AS VP 2022-2023)		**Governance Liaison** Mary Goodall		**Admin (co-chair)** Jen Laflam	
Faculty Researcher(ex-officio) Yuj Shimizu		**Researcher** Chris Olson		**AVP** BJ Snowden	
Equity Instruction Corinne Arrieta		Research			
Transfer Faculty Kristina		Research			

Casper-Denman					
Lab Faculty Janet Hanstad		IT Ryan Bonomo			
Counseling Faculty Amanda Aranda		SS			
SS/Equity					

3. Major accomplishments this academic year specifically related to equity, reducing barriers for disproportionately impacted students, anti-racism

The Program Review committee did not have any accomplishments in this area, and that is something that will be addressed next year. Although 9/10 planning units identified Disproprtionate impact data as the impetus for a planned action in their annual unit plan, zero action plans included mention of disproportionately impacted student groups. Nor is there a process for accountability and follow up for programs not meeting department set-standards or not addressing disproportionate impact. However, we were able to add the new Interim AVP of Equity, Institutional Effectiveness and Innovation to our membership and are currently working with the Interim Dean of Research to provide more training for deans and supervisors. We are also revising our training materials to emphasize making specific actions related to disproportionately impacted students.

4. Any recommendations for improvement and/or proposed changes to the committee scope, processes, membership, or additional resources required to accomplish the work of the committee

The reassigned time give to the Faculty Co-chair for this year will not continue, so the current co-chair will be stepping down and the position will go back under the duties of the Academic Senate Vice-President. The Program Review Chair position needs permanent reassigned time so that one person can remain in the position for a period of years and train an incoming chair.

5. Overall summary assessment of committee's work

Lack of institutional buy-in and support from the college made this year's work very difficult. We had to write a resolution asking for the support of the college in granting research time to Annual Unit Planning and research in early fall for future work in AUP and Program Review.. However, leadership changes and the addition of the new AVP should make the process and the work easier next year.

SLOAC End of the Year Report to ARC Academic Senate

1. The function of your committee, including any changes or proposed changes to your committee's scope/responsibilities
    - The function of the Student Learning Outcomes Assessment Committee (SLOAC) is well summarized by our welcome on the SLOAC webpage:

      The goal of student learning outcomes assessment at American River College is to improve student learning through an assessment process which:

        - Respects faculty workload
        - Relies on faculty expertise
        - Meets the needs of a large college
        - Has built-in flexibility
        - Integrates with existing processes
        - Practices shared governance when developing new procedures, and meets or exceeds accreditation standards.
    - This continues to be the scope and responsibilities of the SLOAC.

2. Current committee membership (names and roles) - please note all vacancies expected for the 2022-23 academic year (including leadership changes)

Faculty Coordinator ● Corinne Arrieta	Classified Senate ● Liz Geisser	Dean of Research and Planning ● Jennifer Laflam
Faculty Researcher ● Yuj Shimizu	Classified Student Services ● Debbie Cameron	Student Services Administrator ●
Equity Faculty ●	Equity Student Services ●	ASB Appointment ●
CTE Faculty ●	Adjunct Faculty ● Liz Coleman	Distance Education (faculty or classified) ● Alice Dieli
Transfer Faculty ● Camille Leonhardt	Counseling Faculty ● Anita Fortman	Lab Faculty ● Mike Maddox

    - Vacancies:
        - Equity Student Services
        - Student Services Administrator
        - Equity: Faculty
        - CTE Faculty
        - ASB Appointment
    - Leadership: The SLOAC will bring on an Assistant Faculty Coordinator for the 2022-23 academic year who will become Faculty Coordinator in 2023-24.

        - The job description is currently in development, and we recommend that it include a coordinator with research experience.

3. Major accomplishments this academic year specifically related to equity, reducing barriers for disproportionately impacted students, anti-racism
    - The ISLO survey is analyzed and disaggregated by race, gender, and ethnicity and has been used to inform professional development. More needs to be done to make data informed decisions from this survey analysis. This is one of the major goals of the committee for the upcoming year.
    - SSO Revisions: plans are underway in collaboration with the CTL and the Office of Equity, Institutional Effectiveness, and Innovation to revise the SSOs using an equity lens.

4. Any recommendations for improvement and/or proposed changes to the committee scope, processes, membership, or additional resources required to accomplish the work of the committee
    - ISLO Survey: The ISLO survey has both a quantitative and quantitative section. The quantitative analysis is completed by the researcher on the committee. This upcoming year, the data analysis needs to be completed on the qualitative section and the data needs to be shared where it will be helpful in informing change and improving assessment practices. The current faculty coordinator in conjunction with the incoming coordinator (if they have research experience) could complete this analysis.
    - Student Services Outcomes Revisions: Student Services will be collaborating with the SLOAC and the CTL to employ an equity lens in rewriting the Student Services Outcomes. They will revise the outcomes this summer to use in the 2022-23 academic year.
    - Departmental Course to Program SLO Maps: Continue to make improvements to the new Program SLO Linguistic Analysis tool. This tool needs to be moved over to the ITC and maintained by the college as it is currently a pilot and is housed in the Design Lab.

5. Overall summary assessment of committee's work
    - The following description and graphics from the SLOAC Official Handbook describe the scope of the formal SLO/SSO Assessment program at ARC.

      The purpose of the SLO Committee is to assist departments and student service units with their formal documentation of assessment activities with the goal of improving student learning. This process is practiced with shared governance in mind and meets or exceeds accreditation standards. For instructional programs, the committee relies on the expertise of the faculty and integrates existing processes currently in use in their assessment of student outcomes. The process aims to respect faculty workload and is flexible enough to address the needs of a large college. Each department and student service unit undergoes a regular and systematic process of assessment, review,

planning, and implementation that is integrated in the planning processes of the college (p. 1).

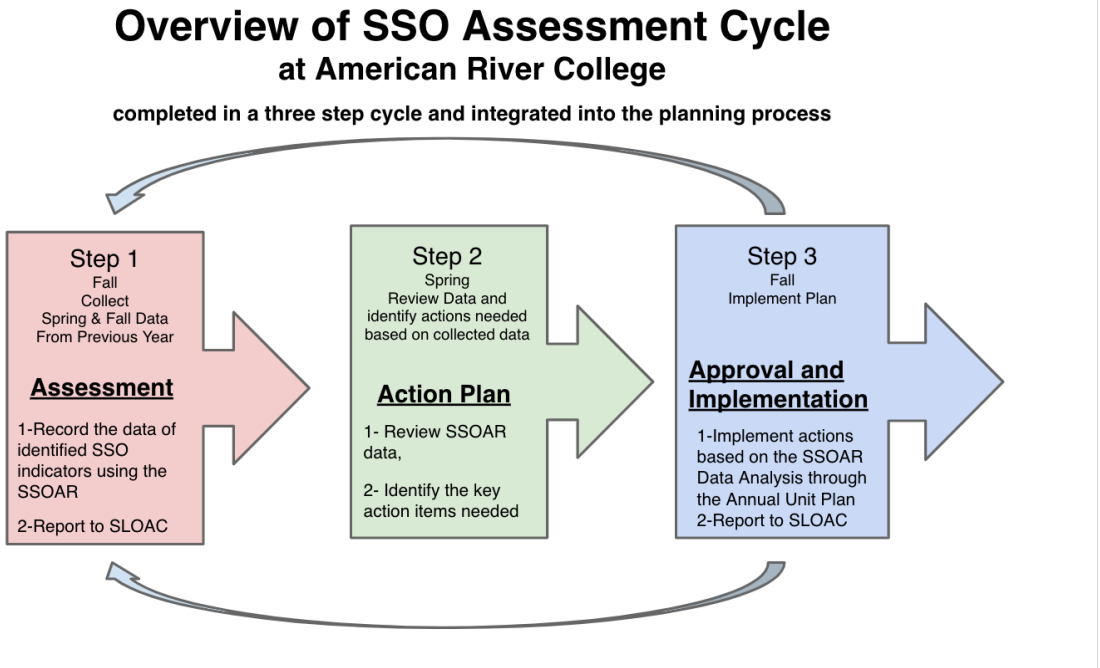
What is the scope of our formal SLO/SSO Assessment Program?
This graphic shows the range of information with which the SLOAC provides oversight to the instructional programs' SLO development and assessment activities:

	Curriculum Activities			**Broad Assessment Data**	**Reflection, Action and Implementation**	
Program Unit	Tech Review	Program SLO Maps	Sample Assessment Tools	AARR	Program Review	Annual Unit Plan

These activities fall into three broad categories:

1. Curriculum Activities - SLO development and revision, Program SLO mapping, and samples of Assessment Tools aligned with appropriate SLO.
2. SLO Broad Assessment through the Authentic Assessment Review Record (AARR).
3. Reflection, Action and Implementation annually through the Annual Unit Plan (AUP) and comprehensively every seven years through Program Review.

This graphic shows the range of information with which the SLOAC provides oversight to the student services programs and assessment activities (p. 3):



Student Success Council Report from 4/19/22

Updates and Brief Reports: (none)

Action Items:

- **SSC Charter Revision and Approval:** The Council's revised charter was approved.

Discussion Items:

- **ARC Campus Climate Survey Re-Analysis:** Jen Laflam and Yuj Shimizu visited to share information about the ARC Student Campus Climate Survey, which was launched last week for students. Additionally, Institutional Effectiveness is re-analyzing data from the 2019 version of the survey. One aspect of this re-analysis compares responses from ARC employees of color and ARC White employees. Jen and Yuj shared an initial report that summarizes some of the statistically significant differences in the areas of institutional effectiveness, student focus, teamwork, job satisfaction, faculty work, professional development, DEI, employee perceptions, microaggressions, and experiences of mistreatment. In many of these areas, ARC employees of color were less likely to indicate positive responses.

- **CUE's "Checklist for Sustaining Institution-Wide Racial Equity."** The Council again reviewed and discussed CUE's "Checklist for Sustaining Institution-Wide Racial Equity." This meeting we focused on part II, "Language." The goal is to build our capacity as a Council for reviewing College policies, programs, practices, and structural changes from a racial equity lens.

- **Student Success Council Planning and Assessment:** The Council discussed important questions raised during the last few meetings related to how we plan and assess our work as a Council:

    - How can the SSC share its work more effectively with the rest of the College? Could we provide more ways to get input from those outside the Council?

    - How do we assess our work and our effectiveness as a Council? Are we meeting the goals outlined in our Charter?

    - How do we assess the success of our project teams that we "sponsor?" What does it mean to support a project team?

    - How do the teams know what support is available?

  The idea of double loop learning seems important, where you study a situation, make changes to address the root causes of the situation, assess those changes, and make new changes as needed in an ongoing cycle.

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

Los Rios Ethnic Studies Faculty Council

Proposal to continue as a subcommittee under the DAS with the following revised goals:

1. Collaborate on the development of consistent and interdependent Ethnic Studies programs, degrees, courses and class schedules.
   - Development of new courses
   - Area F Approval for all Ethnic Studies courses
   - Common Course Numbering (AB1111)
   - Transfer Model Curriculum requirements & AD-T development
   - (New Common GE Pattern AB928)
   - AA in Ethnic Studies
   - AA in each of the 4 Core Areas
   - Dual Enrollment & Professional Development for Teachers
   - Collaborative class scheduling

2. Assist in efforts to increase enrollments of BIPOC students districtwide and close equity gaps within each college.
   - assist in efforts to increase BIPOC student Dual Enrollment to address equity issues
   - outreach to and network with k-12 to recruit BIPOC students

3. Assist in efforts to increase the numbers of BIPOC faculty
   - Faculty Diversity Internship Program (FDIP)
   - provide onboarding professional development opportunities for new faculty

4. Create and provide professional development opportunities districtwide & statewide

5. Build community & connections in the district, region, statewide, and nationally through involvement with various organizations such as the following:
   - Local academic senates, curriculum committees, and other college committees
   - District Academic Senate (DAS), District Curriculum Coordinating Committee (DCCC), District Equity and Student Success Committee (DESSC), and other districtwide committees
   - Academic Senate of California Community Colleges (ASCCC)
   - Involvement in the Course Identification Numbering System (C-ID) through the Faculty Discipline Review Groups (FDRG) to develop the Transfer Model Curriculum (TMC) and the Associates Degree for Transfer (AD-T)
   - California Community College Chancellors Office (CCCCO) Committees & Task Forces
   - California Community College Ethnic Studies Faculty Council (CCCESFC)
   - Association for Ethnic Studies
   - National Association of Chicana and Chicano Studies
   - Association for Asian American Studies
   - National Association of African American Studies
   - American Indian Studies Association
   - National Conference on Race and Ethnicity
   - Umoja
   - Puente
   - AFFIRM -Delta College
   - California Association of Africa

LOS RIOS COMMUNITY COLLEGE DISTRICT

District Accessibility Plan Implementation Committee

2021-2022 Second-Year Report

March 31, 2022

Co-Chairs: Torence Powell, Kandace Knudson

Committee Membership

Faculty Co-Chair

Kandace Knudson SCC DE Coordinator
Faculty

ARC

Leslie Reeves, Universal Design for Learning Coordinator
Sharleen McCarroll, Math Professor

CRC

Jena Trench OCDC & Biology Professor
Sharon Stith, Health Services Professor

FLC

Daniel Hale Physics/Astronomy Professor
Morgan Murphy, DE Coordinator
Angela Prelip, Online Course Design Coordinator

SCC

Janelle Pettler CIS Professor
Brian Pogue Instructional Development Coordinator

DSPS Faculty

Scott Hamilton CRC
Toni Newman SCC

LRCFT Faculty

Veronica Lopez ARC Nutrition Professor
Katie Carbary SCC Psychology Professor

College Classified

Mike Warner Student Personnel Assistant, DSP&S, ARC
Gurpreet Bhatia Student Personnel Assistant, DSPS, CRC
Christy Pimental Student Personnel Assistant, DSP&S, FLC
Stacy Bernstein Instructional Assistant Computer Lab, SCC

College Administration

ARC

Adam Karp, Dean of Planning, Research, Technology, ARC

CRC

Tadael Emiru Associate VP, Equity, Innovation, and Institutional Effectiveness

FLC

Matt Wright Dean Athletics, Kinesiology, and Distance Education

SCC

Kirk Sosa, Dean IT

District

Torence Powell, (co-chair), Associate Vice Chancellor of Instruction
Tamara Armstrong, Associate Vice Chancellor of IT
Ken Cooper, Information Technology Analyst

Overview

As mentioned in the DAPIC first year final report, one of the second-year goals of DAPIC was to "develop recommendations for building wrap-around Support for All" (see Appendix A). In many conversations with accessibility experts at the CCC Accessibility Center, other CCC campuses and even the Office for Civil Rights accessibility team, the co-chairs learned that starting from a new policy to create a system to support 100% accessibility is not easy or very feasible; steps toward 100% accessibility should be gradual. Thus, these second-year recommendations are a supplement to the DAPIC first-year report (Appendix A), reflecting an incremental implementation of steps to achieve full accessibility and prioritizing the most positively impactful accessibility features that provide student access. These recommendations are general and reflect a feasible path, not inclusive of budgetary and operational details.

Capability Maturity Model Overview

DAPIC recommends implementing an incremental model of training and implementing accessibility features to maximize positive impact to students. The Capability Maturity Model is one such practical model and has proven success in the CSUs.

- Another term for incremental progress
- A method from software engineering and program development (1980s)
- Successfully implemented by CSUs under the leadership of Dawn Okinaka
- Standard approach of implementation of this kind
- Maximizes impact to students
- Prioritizes instructional environment
- Minimizes initial investment of time and frustration

Suggested Action Plan

- Ensure consistent leadership and or shared governance of district accessibility efforts long-term, inclusive of faculty and other constituency groups
    - Many on DAPIC have volunteered to continue this work and have committed to develop the recommendations outlined here
- Develop a clear roadmap and detailed plan from these recommendations
    - Address or revise the original Accessibility Plan because it is outdated, inaccurate, and better served as a historical document, to be superceded by an incremental (CMM) plan and roadmap
- Create milestones to measure success of implementation and development of first phase
- Hire/choose support teams—modeled after the Fast Track Accessibility Team design and including OER and captioning project leadership and facilitation—to do accessibility remediation and facilitation work

- Continue ongoing remediation work of instructional materials including captioning project and OER project at current funding and staffing levels as long as possible (see Funding section below)
- Implement the DAPIC list of baseline accessibility digital ICT *features* and responsibilities recommended in phase 1 for all employees.
    - "Accessible" ICT will:
        - Be accessible to a screen-reader
        - Have a heading structure in place (including tables)
        - Have user-enabled "flexible" viewing (font size, contrast, a-la Libretext viewer)
        - Have at least basic alt-text (not detailed description)
        - Readable equations
    - Create a small proposed list of specific initial or baseline faculty responsibilities (see Appendix B)
    - Create parallel list for non-faculty (see Appendix C)
- Create proposed institutional support structure(s) suggested to support these features (see Appendix D)
- Determine and create training for faculty and non-faculty

Suggested Timeline

- Establish a timeline for the first phase in parallel to timing mentioned in P-7136 (or update P-7136)
    - By October 1 2022, have a communications plan and a plan identified for faculty & non-faculty to be trained in baseline skills
    - By July 1 2023 have delineation of funding sources for district vs campus pieces of this plan
    - By October 1 2023 have support structure functioning (built and started by July 1 2023)
    - By October 1 2024 have accountability measures in place
    - By Jan 1, 2025 have next phase of accessibility rollout designed

Communication

Key messaging

- Accessibility is an equity issue - Testimonials from students and faculty
- Accessibility builds empathy; accessibility is humanizing
- Communicate messages about accessibility and its work through existing or institutionalized shared governance such as senates and or new form of DAPIC
- Accessible content has benefits for everyone (encompasses best practices)
- Data Collection – Determine impact of accessible and inaccessible

- Tie the message with the LRCCD Mission/Vision/Goals message

Strategies

- Emails
- Campus Weekly email (for example at ARC, Beaver Bytes, similar ways for other campus)
- Flex & Professional Development
- Utilize Influencers – people that already do this work (friendly face within the department)
- Quick reference guide
- Student and employee stories about the importance of (508) accessibility in their lives
- ITC or similar Weekly emails
- Banner on Canvas for accessibility options
- Partner with Assistive Technology rollout messaging (e.g. Kurzweil tool)

Funding

Find funding and coordination for long-term captioning and OER projects

- Continue with HEERF or other similar source as long as possible
- Fall 2023: SEAP or other equity-related funding proposal—stage 1,
    - one coordinator for all campuses but with admin support for budgeting/hiring/hr paperwork - Would handle both document and captioning remediation
    - Captioning support - faculty coordinator as is part of current model
    - Captioning support - 10hrs+ per week classified
    - OERs/ZTC Documents Fast Track Accessibility Team model.
    - Classified support consistent with current Fast Track model
    - A team of student workers to help support above suggested team
- Seek grants and other funds for increasing capacity for accessibility across the district

Appendix A:

Excerpt from First-Year DAPIC Report 2020-2021

Summary and Goals for this report

This report summarizes the work completed during the first year of the District Accessibility Plan Implementation Committee (DAPIC), formed in Spring of 2020 in response to the 2019 Accessibility Plan drafted by the LRCCD districtwide Accessibility Task Force.
The DAPIC work summarized here suggests processes and responsibilities for the creation and curation of accessible instructional materials in order to ensure that our learning environments are accessible to all and compliant with Section 508 of the Rehabilitation Act of 1973 and other relevant California and federal government laws. As the CCCCO explains in its 2018 "Information and Communication Technology and Instructional Material Accessibility Standard," "ensuring equal access to equally effective instructional materials and ICT is the responsibility of all CCC administrators, faculty, and staff." Accordingly, this committee is developing distributed responsibilities for this work.
Although created with a one-year timeline, it is the intention of the DAPIC to continue its work as long as necessary in order to ensure that the LRCCD is able to sustainably support the creation and maintenance of accessible instructional materials as part of its routine functions. Because ensuring the accessibility of instructional materials requires advanced, specialized knowledge and the systematic implementation of processes and training for not just faculty but also classified professionals and administrators, it is the expectation of the DAPIC that this report and the committee's ongoing work will inform current and future planning processes at the colleges and district. Such planning must immediately address the need for new infrastructural support personnel who perform the specialized accessibility work outlined in this report. Changing the practices at the district and its colleges to ensure that accessibility is a priority must include a shift in culture so that the people of the LRCCD embrace accessibility as a shared responsibility.

Initial goals of DAPIC and key results

DAPIC was charged in Spring of 2020 to "work to better understand the scope of the work required to create and remediate ICT, with a specific focus on instruction materials. The committee will also identify the types of resources needed."
The committee's five initial goals and key results:

1. Inventory the scope of work required to meet accessibility standards and guidelines.

The work required to ensure the accessibility of ICT is broad and excessive, requiring specialized accessibility expertise.

2. Identify areas that faculty should be responsible to meet accessibility standards.

Faculty—with appropriate training—will be able to create accessible materials in most cases and will need support from accessibility specialists at their campus and district.

3. Identify needed training resources for faculty to meet accessibility standards and guidelines.

Training for faculty should be facilitated, recurrent, and part of a wrap-around accessibility support mechanism for all LRCCD employees.

4. Identify areas of higher-level ICT accessibility issues that should not be completed by faculty.

Ensuring accessible ICT requires high-level, specialized knowledge that should be provided by continuing, institutionalized campus and district resources and personnel, dedicated to ICT accessibility.

5. Identify the workload impacts required to meet accessibility standards and guidelines.

The wholesale shift to a culture of accessibility at LRCCD will require a significant and distributed workload, supported by campus and district specialists and new processes to be developed and refined over the next several years.

Summary of DAPIC Work Fall 2020- Spring 2021

In response to the five tasks outlined above in the original DAPIC charge, the committee created five corresponding work groups. Work groups completed their assigned tasks with the help of the larger committee. See the Appendices A-D for the completed Scope of Work, Proposed Faculty and Specialist Responsibilities, Training Objectives, and Workload Implications.
Additionally, work groups provided overall recommendations, which are included in the Recommendations section in the end of the document.

DAPIC (Strategic-Level) Committee Observations and Recommendations

Culture Change

- We need a culture change: Considering accessibility as a “burden” places emotional load onto our LRCCD community members who have disabilities, visible or otherwise. Changes are needed in the culture to shift the perception of the term “accessibility” as a shared responsibility, not a burden.
- There is incentive to ignore accessibility because the ever-changing accessibility tools and standards that faculty (and others) are expected to apply to course materials creates conflicting information and significant additional workload.

Faculty Workload

- No amount of training will effectively address all the workload issues related to accessibility. Resources including additional staffing will be necessary.
- The workload associated with accessibility is not evenly distributed among disciplines, therefore it can be expected that some faculty areas will need more specialist support than others.

Legal Guidance

- The 2019 Accessibility Plan and board policies R-2731 and P-7136 should be vetted and updated by the new LRCCD counsel with appropriate consultation as needed from CCC Accessibility Center and DAPIC.

DSPS and DE Team Collaborations

- Campus Distance Education and DSPS teams need to work collaboratively and seamlessly with faculty in both the provision of 504 accommodations for students and 508 accessibility in the digital environment so that students easily receive services and access they need.

Support for All at LRCCD

- Wrap-around support for all Los Rios employees, housed on the College campuses and including accessibility specialists, should be established and institutionalized into routine district and campus processes.

Long-term Accessibility Leadership

- Recommend continued, long-term DAPIC work to lead changes in culture and practice to prioritize accessibility for the benefit of all
    - Accessibility experts across district *are* DAPIC, and they are poised to guide these changes mentioned here

Proposed Next Steps

Fall 2021

- Solicit approval for DAPIC long-term work
- Re-convene in Fall 2021 with continued appointments and new committee members as needed and agreed upon by DAS/LRCCD
- Construct DAPIC goals and timeline
    - Proposed Goals 2021-2022
        - Create subcommittees/work groups to address non-instructional materials
        - Develop training plan
        - Refine captioning and develop other related document and multimedia processes, identifying long-term budget sources such as direct access to Distance Education Captioning and Transcription (and leveraging HEERF $ where appropriate)
        - Develop recommendations for building wrap-around Support for All, including support for non-instructional personnel such as classified professionals and administrators where appropriate

Develop long-term plan for DAPIC 2022-2023, (leveraging HEERF $ where appropriate)

Appendix B

Recommended Faculty Baseline Accessibity Responsibilities

Getting Started with Accessibility

Simple steps faculty can take *right now* to join the path toward creating equitable, and accessible, course content:

- ❑ Enroll in the Los Rios Foundations Training to learn and apply basic principles of instructional design and accessibility in Canvas, such as:
  - ❑ Use heading styles appropriately
  - ❑ Include meaningful alternative text for images
  - ❑ Use appropriate color contrast between text and background colors. Black on white demonstrates a high level of contrast.
  - ❑ Provide meaningful hyperlink text.
  - ❑ Use the ordered (numbered) and unordered (bulleted) list tool where appropriate
  - ❑ Use appropriate and flexible text sizing
  - ❑ Submit requests for videos to have high quality captioning
  - ❑ Use Accessibility checkers, such as PopeTech in Canvas
  - ❑ Prioritize the use of Canvas Pages over Word documents and PDFs, etc
- ❑ Enroll in the self-paced Los Rios Accessible Course Creation Academy (ACCA) to:
  - ❑ Create accessible content pages, discussions, and assignments in Canvas;
  - ❑ Create accessible documents, such as Word and PDFs;
  - ❑ Create closed-captions for videos and transcripts for audio recordings.
  - ❑ Create an overarching accessibility plan for your course

Appendix C:

Recommended Responsibilities for Non-faculty

Simple steps non-faculty can take *right now* to join the path toward creating equitable, and accessible content:

- Enroll in a new training that will be designed for non-faculty
    - The use of simple Word documents and PDFs, etc - This could be covered with the headings, images and contrast.
    - The use of Outlook messages to convey information rather than file attachments
        - How to use links within emails
        - How to use the Outlook Accessibility Checker
    - Use heading styles appropriately
    - Include meaningful alternative text for images
        - For Infographics, include a text-only version
    - Use appropriate color contrast between text and background colors. Black on white demonstrates a high level of contrast.
    - Provide meaningful hyperlink text.
    - Use the ordered (numbered) and unordered (bulleted) list tool where appropriate
    - Use appropriate and flexible text sizing
    - Submit request for videos to have high quality captioning
    - Use Accessibility checkers, such as those in MS Office, Outlook, Adobe Pro, and Grackle
    - Build pages within Canvas pages that utilize accessibility practices
- Public Information Offices distributing accessible templates

Appendix D:

Suggested Support Team(s) Needed to Facilitate Accessibility

- Coordinated team that process all the requests: coordinator or supervisor directing student assistants processing requests and doing the remediation work
    - Canvas course that trains the students how to remediate
    - Coordinator sending some work off to vendors and liaising with instructional faculty
- Wrap-around Support Network
    - Faculty UDL Coordinator at each college
    - Accessibility specialists at each college (classified professionals)
    - Facilitators for training course
    - Separate courses for faculty and non-faculty
    - Close collaborators with DSPS to coordinate 508 accessibility features with 504 individualized accommodations in courses when needed

ARC Academic Senate Roster		Updated	2022-05-05		
Area	**Senator**	**Adjunct/FT**	**Term End**	Present?	
Behavioral & Social Sciences	Lauren Chavez	Adjunct	2024	Present	
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present	
Behavioral & Social Sciences	Brian Rosario	Full-time	2024	Present	
Behavioral & Social Sciences	Ricardo Caton	Full-time	2022	Present	
Behavioral & Social Sciences	Robin Akawi	Alternate Full-Tin			
Behavioral & Social Sciences		Alternate Adjunct			
Business & Computer Sciences	*Unfilled*	Full-time	2023		
Business & Computer Sciences	Damon Antos	Full-time	2022	Present	
Business & Computer Sciences	Kahkashan Shaukat	Full-time	2024	Present	
Business & Computer Sciences	Christian Speck	Adjunct	2022	Present	
Business & Computer Sciences	Marc Condos	Alternate Full-Tin			
Business & Computer Sciences		Alternate Adjunct			
Counseling	Jessica Nelson	Full-time	2022		
Counseling	Joyce Fernandez	Adjunct	2024	Present	
Counseling	Reyna Moore	Full-time	2023	Present	
Counseling	Carmelita Palomares	Full-time	2022	Present	
Counseling	Kim Herrell	Alternate Full-Tin			
Counseling		Alternate Adjunct			
English	Valerie Bronstein	Adjunct	2023	Unable to attend Spring 2022	
English	Robyn Borcz	Full-time	2023	Present	
English	Caroline Prieto	Full-time	2024		
English	Gina Barnard	Full-time	2022	Present	
English	Melissa Diaz	Alternate Full-Tin		Present	
English	Paul Knox	Alternate Adjunct			
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		Alternate Adjunct			
Health & Education	Cheri Garner	Full-time	2023		
Health & Education	Jen Kirkman	Full-time	2022		
Health & Education	Veronica Lopez	Full-time	2024	Present	
Health & Education	*Unfilled*	Adjunct	2022		
Health & Education		Alternate Adjunct			
Health & Education	John Coldiron	Alternate Full-Tin			

ARC Academic Senate Roster		Updated	2022-05-05		
Area	**Senator**	**Adjunct/FT**	**Term End**	Present?	
Humanities	Corinne Arrieta	Full-time	2022	Present	Yes
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-Tin			
Humanities		Alternate Adjunct			
Kinesiology & Athletics	Gerry Haflich	Full-time	2022		
Kinesiology & Athletics	Eric Black	Full-time	2024		
Kinesiology & Athletics	*Unfilled*	Full-time	2023		
Kinesiology & Athletics	*Unfilled*	Adjunct	2023		
Kinesiology & Athletics		Alternate Full-Tin			
Kinesiology & Athletics		Alternate Adjunct			
Library/Learning Resources/Instructi	David McCusker	Full-time	2024	Present	
Library/Learning Resources/Instructi	Araceli Badilla	Full-time	2023	Present	
Library/Learning Resources/Instructi	Marianne Harris	Alternate Full-Tin		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	Present	
Mathematics	Lana Anishchenko	Alternate Full-Tin		Present	
Mathematics		Alternate Adjunct			
Workforce/ Work Experience/Appre	Vivian Dillon	Full-time	2024	Present	
Workforce/ Work Experience/Appre	Carlos Ponce	Adjunct	2024		
Workforce/ Work Experience/Appre	Jody Johnson	Adjunct	2023		
Workforce/ Work Experience/Appre	*Unfilled*	Adjunct	2022		
Workforce/ Work Experience/Appre	Lonetta Riley	Alternate Full-Tin			
Workforce/ Work Experience/Appre		Alternate Adjunct			
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		Alternate Full-Tin			
Science & Engineering		Alternate Adjunct			
Student Support Services	Judith Valdez	Full-time	2024	Present	
Student Support Services	*Unfilled*	Adjunct	2022		

ARC Academic Senate Roster		Updated	2022-05-05		
Area	**Senator**	**Adjunct/FT**	**Term End**	Present?	
Student Support Services	Arthur Jenkins	Alternate Full-Tin			
Student Support Services		Alternate Adjunct			
Technical Education	Chris Moore	Full-time	2024		
Technical Education	Mikhail Drobot	Adjunct	2023		
Technical Education	Jordan Meyer	Full-time	2023	Present	
Technical Education	Craig Weckman	Full-time	2022		
Technical Education		Alternate Full-Tin			
Technical Education		Alternate Adjunct			
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 Revie	Present	
Liaison	Kate Williamson		Open Educatio	Present	
Liaison	Beth Madigan		Classified Senat		
	Roxanne Morgan		Curriculum	Present	
	Bill Simpson		Program Pathw		
Total Senate Seats Available (without Officers)		**52**			
Unfilled Seats		**8**			
Total Filled Seats		**44**			
Quorum (25% of filled seats)		**11**	(round 0.5 up)		
A = 2022	17				
B = 2023	17				
C = 2024	18				