

Thursday, December 8, 2022 at 3 pm
Academic Senate Meeting Notes

Preliminaries

1. Call to Order: Called to order at 3:02 pm
2. Approval of the Agenda: Minutes Approved
3. Approval of the Minutes: Minutes pending approval
4. Introduction of Guests: Parrish Geary , Dean of Dean Student Engagement & Completion, Janay Lovering English Faculty & Program Review Co-chiar, Hannah Blodgett, Dean of Outreach, First Year Experience (FYE), Pathway Communities (Interim), Kate Williamson, Library Faculty & Open Educational Resources Liaison, Kathryn Sorensen, Dean of Behavioral & Social Sciences, LaQuisha Bekum, Psychology Adjunct Faculty, Matt Mitchell, Mathematics and Statistics Faculty.

5. Public Comment Period (3 min)
 - None

6. President's Report:
 - Presidential leadership transition - President Dixon's final day is next week. The process is underway for finding an interim replacement.
 - Formation of Program Review and Curriculum ad hoc workgroups - being formed to revise committee documents for equity.
 - Native American Graves Protection and Repatriation Act (NAGPRA) survey - lookout for emailed survey asking faculty to work with their department chairs and deans to document any cultural items or human remains in possession by the college. The deadline for return will be early in spring. Please reach out to the NAGPRA committee if your area needs more time.
 - New Brown Act provisions for remote meetings - changes early next year. A likely return to in-person senate and standing committee meetings once the COVID-19 emergency order is lifted in February.
 - Spring convocation and retreat will be hybrid - convocation will be offered in a hybrid format. Breakfast and lunch will be provided. No Chancellor and other District folks will be coming.
 - Save the date for our spring senate retreat on Jan. 11th 1-4 PM (offered both in-person AND online). Part of our discussion will center on the article, "Decolonizing Faculty Governance at Hispanic Serving Institutions," please take a look in preparation for our discussion.
 - Information on final grades, final exams, and spring academic calendar posted under our supporting documents in Senate Canvas site

Consent Items:

None

Decision Items:

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person. - A motion to vote was made, it was seconded.
 - Roll call vote: Yes - 28; No - 0; Abstains - 0. Motion carries.
8. Resolution of Appreciation for President Melanine Dixon (1st Reading) - It is a respected tradition at ASCCC Plenary to acknowledge and recognize leaders for their service. A motion to suspend the rules was made, it was seconded.
 - Roll call vote: Yes - 16; No - 9; Abstains - 4. Motion requires two-third votes, motion does not pass.
 - Some Senators voiced concern over needing time to bring it to their areas for feedback. Some math faculty might disagree with the resolution.

Reports

9. Bias Response Project Team Report - Presented by Parrish Geary , Dean of Dean Student Engagement & Completion.
 - This report is intended to provide a recommended model for responding to acts of bias against members of the ARC community. The campus is looking for input, participation from all constituents. This is for acts experienced by students, staff and faculty. Asking for a robust communication plan. Actions taken will come down to each situation. Please share this with your Areas and reach out to Parrish with any input and/or questions.
10. Onboarding Project Team Report - Presented by Hannah Blodgett, Dean of Outreach, First Year Experience (FYE), Pathway Communities (Interim) and Kathy Sorensen, Dean of Behavioral & Social Sciences.
 - Team lead by Hannah Blodgett, Kathy Sorensen, and Asha Wilkerson (Faculty).
 - This is a new way to connect with new staff and provide support. The campus is looking for input, participation from all constituents.
11. Zero-Textbook Cost eForm Update - (Presented by Kate Williamson).
 - This is the result of SB1359 and the process is different at each campus
 - Districtwide, faculty-led group working with DO-IT to develop methods for gathering information on Zero Textbook Cost sections, making sure students are aware, and any developed method complies with legislation and reporting requirements.
 - New MIS reporting requirements for ZTC information. Created a new PeopleSoft eForm (accessible from Employee Self-Service) for faculty to enter their ZTC data for each section. Submit textbook adoptions as early as possible, to help student identify courses.
 - ZTC definitions are provided. The group created a “how-to” and FAQ website for faculty. Can do to [Faculty ZTC eForm](#) which is on the [Office of the Vice President Of Instruction](#). There is a [video](#) or [slides with step-by-step instructions](#).

- Still working to streamline the process. Outreach to students continues. Any questions please reach out to Sarah Lehmann LehmanS@arc.losrios.edu or Kate Williamson williak2@arc.losrios.edu).
- Please check your own classes, report back to your local areas.

12. Program Review Committee Update - (Presented by Janay Lovering)

- Next Year's List of Programs up for review: Business, Center for Leadership Development, DSP&S and LD, Earth Sciences, Electronics Technology, English as a Second Language, Fashion, Health Services, Hospitality Management, Interior Design, Math, Nursing, Pre & Apprenticeship, Printing, Research Offices, Technical Communications, Veterans Resource Center, Welding.
- At IEC meeting on 10/17, Professional Development updated on how CTL is working to provide equity support to the college. Additional discussion about excusing the Program Review cohort from Annual Unit Planning this year.
- Group discussed if Program Review presentation should be in-person or on Zoom.
- Please see attached Institutional Effectiveness Council notes.

13. Council Updates

a. Institutional Effectiveness Council (Janay Lovering) - see attached notes.

b. Operations Council (Araceli Badilla) - Short meeting, focuses on what happened at CRC. Discussed why STEM elevator is taking a long time to repair? Unfortunately, waiting on 3rd party vendor. Our own Facilities can't repair it, the technology too fancy.

c. Student Success Council (Veronica Lopez) - Two items for discussion. Yuj Shimizu (Faculty Researcher) and Jennifer Laflam (Dean) discussed Success Rate by Modality Report (updated version). This report was requested by VPI, Frank Kobayashi to get a snapshot of where we as a campus. Timeframe was Spring '21, Fall '21, and Spring '22. More information and graphs can be found in the attached report. Second item was by David Austin (Faculty Coordinator of PRIDE Center) regarding Learning Communities - Priority Registration. Specifically, what is the possibility of granting Priority Registration to students from ARC Learning Communities. Other Community Colleges do this. What changes would be required to make this happen at ARC? At LRCCD?

Discussion Items: (10-15 minutes per item)

14. Concerns about District Leadership - Started the semester with discussion of this topic, and it felt appropriate to bring it back again after concerns raised at our last meeting about the handling of faculty hiring this year and the departure of our college president.

- Sac City Senate colleagues drafted a white paper (see Canvas Support documents for copy of white paper and LRCCD response) summing up their concerns about the District in these areas: Collegial consultation and participatory governance, Centralization without consultation, Lack of transparency with the Board and others,

Equity and anti-racism, Wasted taxpayer dollars and budget, Safety, and Organizational culture.

- District Academic Senate (DAS) has created a rubric draft report to assess the District's handling of issues within senate purview this semester. The draft report has been included in our supporting materials on Canvas (see attachments), and it offers some clear examples of where the district has fallen short in fulfilling expectations for transparency and collegial consultation.
- What are some ARC-specific grievances that we have with District leadership. Concerns that counselors may not be involved in discussions and concerned about reporting to multiple deans. We keep losing people w/o backfilling. Do not feel like part of the process, no discussions, decision seemed to be made at DO level. Three major issues were shared 1) loss of shared governance and faculty voice, 2) organizational changes by outside entities, and 3) co-opting the concept of equity to centralizing, lack of communication and discussion.
- Several faculty voiced interest in drafting an ARC white paper. Discussions on whether to proceed with white paper or resolution. Aim for resolution if wanting action. If white paper too long, can do statements. During Senate Retreat, might provide some space to start workshopping something. DAS President will be reporting on this as part of her report. Open and welcome any ideas as we work through this.

15. Report Back (Feedback from College Areas)

- Open Issues from any Previous Agenda Item - Proposed Proposed Rubric for Equity-Minded Faculty Learning. This item has been discussed at DAS and the senate exec team would like to know how your Areas feel about what is being proposed. Please share with you local Areas for any feedback.

16. Report Out (from District Academic Senate and other areas) -

- District Academic Senate & District Meetings
 - i. Chancellor's Cabinet - The proposed Dual Enrollment regulations were brought forth for approval, however pushed to the December to allow more time for review and consultation. Received a brief update on the recent incident at CRC. Many conversations about safety will be happening across the District in response to this situation.
 - ii. District Academic Senate - Continued discussion about updating the faculty hiring manual to include information about LTTs. Goal is to include clarity on the rationale for requesting LTTs, the request process, and the hiring process. The Faculty Diversity Internship Program (FDIP) is on pause, but conversations happening around the fate of the program. Proposed Dual Enrollment regs were on second read and approved. Received reports from Work Experience and upcoming Title 5 changes, General Counsel on the Brown Act, the District Ethnic Studies Council with a request for the denial of crosslisted courses (approved after a vote to suspend the rules) - there interest is to maintain disciplin integrity. A proposal from the District Curriculum Coordinating Committee with a request

for additional articulation officer reassignment time to implement CalGETC, the interest to increase the reassignment time b/c of the increase in workload. Additional discussion of the proposed districtwide equivalency process from last year. In particular, this time our discussion centered on the rationale for going forward with this idea. We were asked to bring forth a statement of support from SCC faculty advocating for reproductive rights. President Hoffpauir will bring this back at first Senate meeting in the Spring.

- Other areas - None noted

17. Items from College Areas for Academic Senate Consideration

- Request to look into finding a replacement for for ERNIE as faculty return to campus. How does this impact faculty work in the classroom, reach out to union partners.

Upcoming meetings and Events:

- LRCCD Board of Trustees: Wednesday Dec. 14th 5:30 P.M. (DO Board Room)
- ARC Academic Senate Spring Retreat (Hybrid): Arts & Sci Room 103 OR Zoom

Meeting Adjourned at 5:09 pm



AMERICAN RIVER COLLEGE

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 selfstudy 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.*

12/8/22

3:00P.M.

Meeting ID: 845 6120 0223, Password: 10plus1

Zoom link:

<https://lrccd.zoom.us/j/84561200223?pwd=dWs5MEIvRzNhZkhpMnNmUjNBem9ldz09>

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 (none)

Decision Items (10 minutes maximum per item)

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person
8. [Resolution of Appreciation for President Melanie Dixon](#) (First Reading)

Reports (5-10 minutes per item)

9. Bias Response Project Team Report
10. Onboarding Project Team Report
11. Zero-Textbook Cost eForm Update (*Kate Williamson*)
12. Program Review Committee Update (*Janay Lovering*)
13. Council Updates
 - a. Institutional Effectiveness Council (*Janay Lovering*)
 - b. Operations Council (*Araceli Badilla*)
 - c. Student Success Council (*Veronica Lopez*)

Discussion (10-15 minutes per item)

14. Concerns about District Leadership
15. Report Back (Feedback from College Areas)
 - a. Proposed Rubric for Equity-Minded Professional Learning
 - b. Open Issues from any Previous Agenda Item
16. Report Out (Information from District Meetings and Other Areas)
 - a. District Academic Senate and District Meetings
 - b. Other areas
17. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:

- LRCCD Board of Trustees: Wednesday Dec. 14th 5:30 P.M. (DO Board Room)
- ARC Academic Senate Spring Retreat (Hybrid): Arts & Sci Room 103 OR [Zoom](#)

Resolution of Appreciation for President Melanie Dixon

Whereas, it is within the ARC Academic Senate's purview over "academic and professional matters" to recognize those who have advanced the educational mission, vision, and values of the College, and President Melanie Dixon has made a significant impact during her leadership of our College;

Whereas, President Dixon stepped into her position in unprecedented times, in the midst of a pandemic that required the majority of courses to be moved online and upended higher education as we knew it;

Whereas, President Dixon created a new hybrid presidency and navigated creating community in a virtual environment by making connections, getting to know the ARC community, and working tirelessly on behalf of students, staff, and faculty;

Whereas, President Dixon has codified the campus culture of inclusion, through the framing of all discussions in terms of student success with a passionate focus on our disproportionately impacted students;

Whereas, President Dixon has fought tirelessly to ensure all voices have been represented and heard in all aspects of the college governance process;

Whereas, President Dixon successfully shepherded the College through accreditation, completion of the Onboarding and Bias Response project teams, creation of the Student Design Team, advancement and implementation of HomeBases, development of an institutional outreach plan, realignment of our budget with our institutional values and priorities, and augmentation of diverse representation and equity-minded culture among employee groups;

Whereas, President Dixon has taken the time to make every individual she has come in contact with feel honored and appreciated with her authentic and engaging presence:

Resolved, That the ARC Academic Senate sincerely thanks Melanie Dixon for her contributions to our faculty and students;

Resolved, That the ARC Academic Senate wishes Melanie much happiness spending time with her family in her new home in the Pacific Northwest.



**American River College
Bias Response Team Report
Fall 2022**

Bias Response Project Team Members

Project Leads:

Parrish Geary, Dean of Student Engagement and Completion

Kolleen Ostgaard, Dean of Student Services, Support Programs

Members:

Jill Birchall, Deaf Culture & ASL Studies, Professor/Dept. Chair

Barry Frazier, Student Representative

Doug Herndon, Dean of English/Journalism/Dual Enrollment

Rajinder Lal, Professor, Mathematics and Statistics

Fleurdeliza (Liza) Lipscomb, Administrative Assistant to the Dean of Student Services

Steve Roberson, Dean of Kinesiology and Athletics

Caitlyn Spencer, Interim Outreach Specialist, Dual Enrollment

Corey D. Winfield, UNITE Center Clerk

Bill Zangeneh-Lester, Professor and Chair, Department of Humanities and Religious Studies

American River College Bias Response Team Report Fall 2022



Background

Convened in spring 2022, the Bias Response Charter and work completed by the team are intended to provide a recommended model for responding to acts of bias against members of the ARC community. This work reflects ARC's commitment to inclusion in an environment that promotes liberation and honors the dignity, humanity, and contributions of all members of our community.

Specifically, this team has been tasked with providing a recommended model for responding to acts of bias against members of the ARC community. The model reflects that at ARC inclusion and the relationships between individuals are valuable and important. This model is also intended to foster an environment that further promotes employee development and retention in support of the college mission. The model also intends to be responsive to all forms of bias, with a particular focus on Disproportionately Impacted populations at ARC* including, but not limited to:

- People of color including Black and African American, Asian and Asian American, Pacific Islander American, Latinx, Native American, multiracial, and other people disadvantaged due to racial and ethnic identity
- Lesbian, gay, bisexual, transgender, queer, and others (LGBTQ+)
- Women-identified and females
- Undocumented, DACA, AB540, and mixed-status families
- Low-income and first-generation
- Current and former foster youth
- People with disabilities
- Non-majority religious and spiritual groups
- Refugees and persons holding Special Immigrant Visas (SIV)
- International students
- People with limited use of the English language
- Additional communities not listed above that may be impacted by bias.

*NOTE: This list is derived from ARC's Institutional Equity Plan.

Bias Response Project Team Members

Project Leads:

Parrish Geary, Dean of Student Engagement and Completion
Kolleen Ostgaard, Dean of Student Services, Support Programs

Members:

Jill Birchall, Deaf Culture & ASL Studies, Professor/Dept. Chair
Barry Frazier, Student Representative
Doug Herndon, Dean of English/Journalism/Dual Enrollment
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Corey D. Winfield, UNITE Center Clerk
Bill Zangeneh-Lester, Professor and Chair, Department of Humanities and Religious Studies

Project Purpose and Scope

This project considered bias response as a strategic mechanism to enable the college to achieve its strategic goals, identified in ARC's Strategic Goals 2017-2021. The project team also considered how the college might best create a comprehensive, integrated, and intentionally sequenced bias response model in support of the following goals:

- Strategic Goal 1: Students First
- Strategic Goal 3: Exemplary Working and Learning Environment

- Strategic Goal 4: Vibrancy and Resiliency

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

As such, the project took into consideration questions such as:

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

Project Objectives

Objective 1: Gather resources to inform the planning process such as initial insights from the institutional equity planning process, promising practices from other institutions, and other relevant research.

Based on our team's research, below are key elements that helped to create a successful model for bias reporting and response at the following nine colleges that the team examined.

Summary of Common Elements of Bias Response Teams Across Eight Colleges

[Napa Valley College](#)

[Maryland University](#)

[Portland State University](#)

[University of Wisconsin-Madison](#)

[Western Washington University](#)

[Iona University](#)

[Smith College](#)

[Princeton University](#)

Role of BRT:

- The primary role of the team is to assess reported instances of bias in the campus community and to facilitate a college response based on the details of the incident, and to educate the campus community about bias and bias reporting protocols.
- The team would not exist to supplant current protocols that exist to resolve other reports of issues around discrimination, sexual misconduct or harassment, student conduct violations or violations of criminal law. Instead, the team would serve the community by ensuring an effective and efficient response to complaints of bias.

Process:

Through a form available on the Bias Response website, the team makes an initial assessment of the report, and determines the appropriate route for resolution. It may be routed to a more appropriate entity or compliance office, such as the Student Conduct Office, Campus Police, HR or other compliance officer or it may reside with the team for resolution.

Typical Team Members:

Team structure vary, but these elements were consistent among the colleges we considered:

- The BRT is housed in the the Office of Equity and Inclusion and includes representatives from
- Campus police
- Student conduct
- Student Life
- Counseling
- Office of Equity and Inclusion

Websites:

The most robust of the websites we consulted included:

- Goals of the team
- Definition of bias and hate-related incidents
- Explanation of how the reporting process works
- Annual reports which included annual statistics
- A “Bias Dashboard” (only accessible to campus employees)
- Team members and contact information

Models for consideration:

[University of Wisconsin-Madison](#)

Bias Response Advisory Board Purpose:

Is to advise the process of responding to incidents of bias or hate and also support the Bias Response and Advocacy Coordinator in their role as a student advocate.

UW-Madison Bias Advisory Board 2021-2022 Members

- Vice Provost for Faculty and Staff Affairs, Provost Office
- Associated Students of Madison
- Director Office of Inclusion Education
- Assistant Director of Residence Life and Inclusion, University Housing

- Director of Maintenance, Facilities, Planning & Management
- Dean of Students, Student Affairs
- Asst. Vice Provost for Student Diversity and Scholarship Programs, DDEEA
- Director of Clery Compliance, UW Police Department
- Associate Vice Chancellor for Student Affairs/Identity and Inclusion, Student Affairs Heather Shimon, Science & Engineering Librarian, Libraries
- Assistant Director, Dean of Students Office/Bias Response
- Vice Provost for Teaching and Learning, Provost Office
- Assistant Dean of Students, Dean of Students Office
- Director of Academic Services, Graduate School
- Senior Special Assistant -Workforce Equity, Diversity Education, & Outreach, DDEEA
- Special projects coordinator for student affairs, Student Affairs
- Student Life Coordinator, Diversity and Inclusion, Wisconsin School of Business
- Student Conduct Coordinator, Office of Conduct and Community Standards
- EDI Director of Teaching and Learning Innovation, UW School of Education
- Director of Mental Health Services, University Health Services

UW-Madison Reporting Process

The following processes are taken directly from UW-Madison's [Dean of Students Office Student Affairs](#) webpage.

1. Bias or hate incident reported through the official [reporting form](#).
2. Staff member from the Dean of Students Office acknowledges receipt of the report. Offer to meet with the reporter to discuss next steps and connect them to resources. Reporting form can also be submitted anonymously.
3. Responses to incidents of bias or hate will vary depending on the severity of the event and can range from referrals to appropriate offices on campus to restorative conversations between the targeted individual and the respondent.
4. If the person reporting the incident requests follow-up, the Bias Response and Advocacy Coordinator will contact them to provide support and resources.
5. When the student code of conduct is violated, the Office of Conduct and Community Standards begins their own investigation and will determine possible sanctions. When criminal activity occurs, UWPD or Madison Police Department are notified and pursue their own investigation and respond accordingly. When cases involve faculty or staff as respondents, Human Resources and the Office of Compliance work on addressing the incident or concern.
6. An official log of the incident is made and published.

[Portland State University](#)

Bias Review Team Goals

- Enhance communication to promote awareness of bias and the BRT reporting processes
- Develop educational and outreach programs based on data collected from bias reports
- Improve the campus climate by identifying trends and confronting bias incidents

BRT Stakeholders

- Chair: Associate Vice President, Global Diversity & Inclusion
- BRT Coordinator: Equity and Compliance Consultant, Global Diversity & Inclusion
- Chief of Police
- Campus Safety - Clery Officer
- Vice Provost, Student Affairs
- Dean of Student Life
- Director of Employee and Labor Relations, Human Resources
- Director of University Housing and Residence Life
- Athletics Director
- Director of Counseling
- Director of the Queer Resource Center
- Associate Director, International Student Life, International Affairs
- Coordinator, Illuminate (Relationship & Sexual Violence Prevention)
- Director, Teaching, Learning and Assessment, Office of Academic Innovation
- Cultural Resource Center Representative, Global Diversity and Inclusion
- University Communications representative
- Faculty member representative
- Student representative

Reporting Bias

- Reporting is through their [Bias Incident Report Form](#). With a note stating that this form “does not initiate an employee and harassment or student conduct investigation.”
- The Office of Equity & Compliance will work with whomever filed a [complaint of discrimination](#) against a PSU student, staff, or faculty member. Forms: [Student Conduct Complaint Form](#) & [Employee Complaint Report Form](#).
- Those who report an incident will...
 - Increase PSU’s ability to identify individual and systemic bias incidents, and
 - Receive resources and support (if desired)

Objective 2: Assess the current state of ARC practices related to bias response, such as the Crisis Assessment Support Team (CAST).

ARC does not currently have a formalized process/structure in place for the campus community to report bias concerns. Offices and Officers to whom bias *may* be reported include:

- [Student Grievance Officer](#)
- [Title IX Officer](#)
- [Title V Officer](#)
- [ADA Office](#)
- [Crisis Assessment and Support Team \(CAST\)](#)
- [Office of Equity and Inclusion | American River College](#)
- LRCCD's local policies and regulations:
- [Los Rios District Regulations - 2000 Student Series](#)
 - Student Rights and Responsibilities ([LRCCD Regulation 2411](#))
 - Student Grievance Procedures ([LRCCD Regulation 2412](#))
 - Discrimination and Harassment Complaint Procedures ([LRCCD Regulation 2423](#))
 - Standards of Conduct ([LRCCD Regulation 2441](#))
 - Due Process ([LRCCD Regulation 2442](#))

There does not appear to be any formalized process specific to bias reporting. The above-mentioned may address bias concerns, but that is not their specific mandate. A reporting/investigation process geared towards incidents of bias would be helpful to the campus community.

The closest process we have to bias reporting is through the Office of Equity and Inclusion via the Title V compliance officer/discrimination reporting (see link above).

Objective 3: Assess practices and efforts at the College that pose barriers to an effective bias response model.

Possible barriers include, but are not limited to:

- [ARC's Student Standards of Conduct Guide](#)
 - Would benefit from a close reading through a bias lens to avoid a process that is based more on equality than equity.
- [Los Rios Policies and Regulations](#)
 - [Los Rios District Regulations - 2000 Student Series](#)
- District administrative (instructional) policies and culture that focus on equality over equity.
 - Example: Deans are trained that in order to avoid the appearance of bias, any special arrangements offered to one student must be offered to all students. This

policy does not allow instructional faculty to address issues of equity within the classroom setting.

- Lack of structured, thorough training for those in charge of grievance procedures
- Fragmented structures for various reporting/compliance processes:
 - Example: Title V, Title IX, and ADA compliance officers are housed in different areas of the college, and are typically people with demanding jobs outside of their compliance responsibilities.
 - These officers change regularly
- Possible barriers to students with language deprivation using English - the information could be inaccessible to students if it is provided solely in English.

Objective 4: Consider the composition/membership of a bias response team that would be most effective.

The Bias Response Team is the college's first response to addressing reported bias incidents in which an equity approach is necessary. The Bias Response Team will meet, as needed, in response to receiving a bias incident report referral. The Bias Response Team shall consider and undertake the appropriate measures to address the incident. Such measures, depending on the nature and severity of the incident, may need other campus resources to assist the affected person(s).

We recommend the following individuals to serve on the college's Bias Response Team:

CORE TEAM:

- Associate Vice President of Equity, Institutional Effectiveness, and Innovation (Designee)
- Title IX Officer
- Discipline Officer
- Instructional Dean or other representative
- Instructional and counseling faculty representative
- Campus Police
- Student Services Dean or other representative

Core team members should meet, as needed, to review complaints, to participate in regular training, to help develop college-wide training opportunities and to assist with the college response to local/national/worldwide events that may trigger bias incidents and/or create the need to support impacted college community members.

As someone appointed to serve on the Bias Response Team, individual team members agree to participate regularly in meetings, training and other Bias Response Team-sponsored events/training.

Each member of the core team should be trained to be part of the college response when incidents of bias are reported. It will be the team's responsibility to review such reports, determine course of action and potentially be part of any action taken to support the individual (s) impacted by the report.

OTHER AREAS/DEPARTMENTS TO POTENTIALLY INCLUDE ON A CASE-BY-CASE BASIS SUCH AS:

- UNITE Center representative
- Associated Student Government representative
- Athletics representative
- DSPS representative
- Human Resources representative

Objective 5: Project the future needs of a bias response model considering the ARC Redesign the rapidly changing environment, and ARC student population, including disproportionately impacted groups.

The Bias Response Team's future needs should reflect ARC's diverse campus. It also needs to be accessible to everyone and not have too many reporting steps. It is important to have the team meet regularly to review the cases, attend training to develop their skills in the area of bias and bias response, and provide appropriate training to the campus community in conjunction with ARC's Professional Development and Training Plan.

Entities at ARC that address concerns that may be related to bias need to have clearly identified and outlined roles so that the campus community can easily connect to the appropriate reporting structure. This team recommends the development of one website where each of these structures/processes are clearly explained (e.g., Bias Response Team, CAST, Student Conduct, compliance processes, etc.).

Objective 6: Consider training and development needed for employees who participate as members of a bias response team, as well as for members of the broader college community.

It is recommended that the Bias Response Team is provided with regular access to training to understand their roles, support their ongoing work, and to stay up-to-date on national trends/training opportunities related to effectively addressing bias response. Additionally, team members should be provided race conscious training to support the equity work of the college and to help ensure that those who report incidents of bias receive the most appropriate support from team members (suggestion from SSC/ELT).

Once team members are appointed, consider a Bias Response Team retreat where members will get to know one another, discuss training needs, start the process of developing a reporting and intake process and consider the timeline for report responses. These are all important considerations to take into account in the development of a Bias Response Team to help ensure that:

- The process is readily available to all members of the community;
- The process is developed and tested prior to its rollout;
- The process is timely to ensure that concerns are being addressed within a specific timeframe;
- The process includes not only the appropriate response to acts of bias, but also appropriate referrals for support be made to help ensure the victim (s) well-being (e.g., CAST referral, Los Rios mental health support, etc).
- A process is developed when a college response is needed to local/national/worldwide events that may trigger bias incidents and/or create the need to support impacted college community members.

Additionally, this team should support crucial training to advocate for the prevention of bias incidents and hate by providing workshops, training, seminars, continuing education, or retreats for staff, students, and faculty.

Consider identifying a budget for this group so that they have the resources necessary for training.

NOTE: CAST has a good process in place for responding to referrals. This group may be a good resource and the BRT develops its own response process. See CAST Flow Chart in appendix.

Objective 7: Identify clear priorities for bias response at ARC.

The following is a suggested prioritization of action items necessary to implement a bias response reporting process and team at ARC.

PRIORITY ONE:

- Connect bias work to ARC's Institutional Equity Plan.
- Determine where the Bias Response Team is housed at ARC.
- Determine membership of team Bias Response Team that reflects ARC's diverse campus community.
- Consider the length of Bias Response Team appointments (Consider a 6-semester appointment at least initially so that team members can have time to develop their processes and develop as a team; after that possibly 4 semesters. Also keep in mind that

referrals may potentially be submitted during summer months and at least a few team members need to be available outside of traditional fall/spring semesters to respond).

- Identify and recruit members.
- Train team for its work in supporting bias reporting.
- Establish boundaries for various reporting processes at the college to avoid confusion and/or duplication of efforts.
- Identify opportunities to incorporate campus climate research associated with the Bias Response Team.

PRIORITY TWO:

- Bias Response Team works to create a website and reporting mechanism.
 - Including an option to file a report anonymously.
 - Establish protocols after an incident report is submitted (workflow).
 - Establish reporting protocols for students and community members for whom English is not their first language including American Sign Language.
 - Establish engagement protocols with campus leadership after an incident is addressed.
 - Create a communication plan to ensure most impacted communities are aware of the Bias Response Team and reporting process.
- Offer broader bias training for the campus community (consider videos and other means to provide ongoing training as opposed to just occasional training opportunities).
- Provide combined training for all compliance officers, CAST and Bias Response Team to help ensure that roles are understood and for ease of making referrals, as needed, to other reporting processes.
- Provide training to counselors and other key campus personnel so that they can refer students appropriately based on the nature of their concern.
- Create a process for the Bias Response Team to respond to acts of hate on campus (eg., racist graffiti) including information to support instructional faculty with resources, talking points and other direction on how to support conversations in the classroom.
- Provide clear and consistent communication with the campus community on the status of bias reporting.
- Establish timelines for regular communication on bias incidents and production of an annual report.

PRIORITY THREE:

- Work to bring more cohesive community structure to all campus entities that engage with and work to resolve issues of grievances, discrimination, inequity and bias.
 - Example: The leads of these teams and college compliance officers meet monthly or each semester to address holes in these processes.

- Consider having BRT, or other assigned groups, go through ARC discipline and grievance policies with the goal of removing implicit and explicit bias in those processes. For example:
 - Student Conduct Guide
 - Grievance policies protocols
 - Discipline policies
- Provide prevention training during flex opportunities.
- Provide an avenue for ongoing training for Associated Student Government, other student groups and college councils.

Objective 8: Develop recommendations that are actionable.

The following is a suggested prioritization of action items:

PRIORITY ONE:

- Identify and appoint a Bias Response Team including the team lead.
- Identify location of the Bias Response Team within ARC structure (possibly Office of Equity and Inclusion).
- Develop online reporting process and structure.
- Develop training for Bias Response Team members.
- Provide training to the campus community in consultation with the Center for Teaching and Learning.
- Research methods of capturing and reporting data (moved from Priority 2 as requested by SCC).
- Create a bias response website and reporting structure.
 - Define or share examples of bias incidents on website and in training materials.

PRIORITY TWO:

- Add bias response to Institutional Equity Plan and other campus resource materials.
- Establish a message that can be shared with the campus community each semester.
- Provide training resources the campus can utilize to address bias incidents.
- Establish campus and community contacts to assist with bias trainings.
 - Establish “Key Collaborators” Council. These entities are not officially part of the BRT, but work as active engaged resources in working through bias complaints.
Examples:
 - UNITE Center representative
 - Associated Student Government representative
 - Athletics representative
 - DSPS representative
 - Human Resources representative

PRIORITY THREE:

- Establish a broad communication plan.
 - Establish regular campus messaging and timeline for annual report.
 - Identify communities most impacted by bias for targeted training on bias reporting.
 - Consider including bias reporting process during student orientation and/or other outreach opportunities to help ensure that students are aware of this resource.

Appendix

ARC's Institutional Equity Plan

<https://arc.losrios.edu/arc/main/doc/ARC06-About%20Us/ARC-Our-Values/ARC-Equity-and-Diversity/ARC-Institutional-Equity-Plan.pdf>

ARC's Strategic Goals

<https://inside.arc.losrios.edu/pd-guidelines-goals-and-competencies/pd-guidelines-goals-and-competencies/pd-guidelines-goals-and-competencies>

Recommend this document be reviewed to help train the BRT.

Every Student Belongs

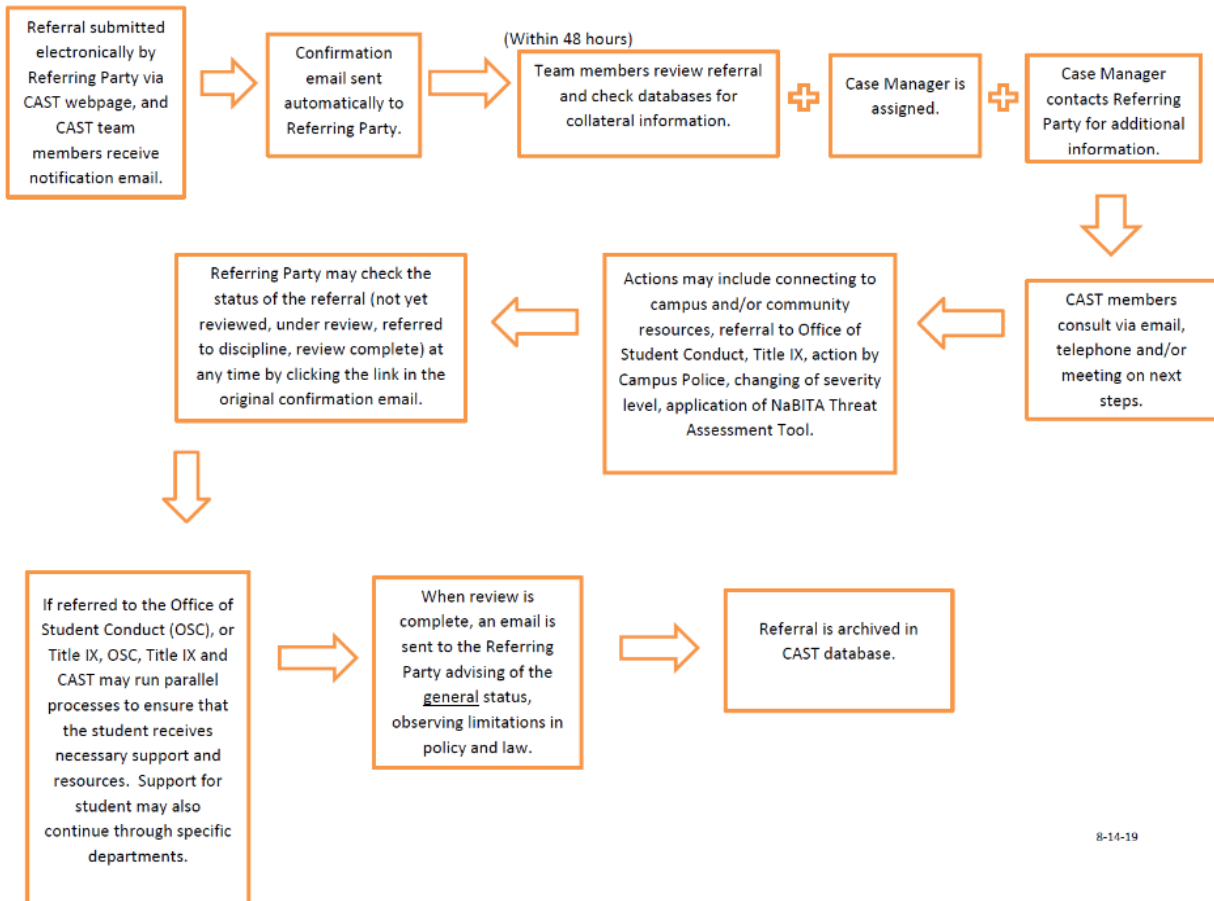
Bias Incident Response Guide

Oregon Department of Education

October 2020

https://drive.google.com/drive/folders/1ge9r6Zk_zbXP5J4FsFNzWhHIFKxGfU

CAST Procedures Flow Chart



8-14-19

CAST Procedures Flow Chart

CAST Case Manager Process*

1. When assigned to be a CM, go into CAST database, assign yourself as CM and include date/time information.
2. CM to contact RP for additional information/support/resources and/or to notify RP that you are reaching out to POC.
3. Update notes following conversation with RP.
4. Review case notes for additional information on POC.
5. Reach out to POC to provide support/resources.
6. Update notes following communication/action with POC.
7. Follow up with POC, RP and/or CAST as needed and continue to update notes.
8. Notify RP once CM is ready to archive to ask if anything else is needed to support POC.
9. CM to make recommendation to close/archive referral when appropriate.
10. CM notifies RP once referral is archived.

*Goal is to respond to each referral ASAP – 24 hours at most. If a CM is unable to respond to referral within 24 hour window please request that another member is asked to serve as CM.

BRT: Best Practices of Other Colleges

Napa Valley College

- The purpose of the NVC Bias Incident Response Team is to support and assist with a campus response to a bias incident or hate crime and to support the college's commitment to provide a "hate free zone." It acts to prevent bias incidents and hate crimes by constantly assessing the climate of the campus community and by recommending educational programs that create awareness and that combat intolerance.
- Developing and recommending response protocols for bias incidents and hate crimes that occur on campus.
- Identifying and recommending partnerships with campus and regional community individuals, groups, and organizations involved in supporting victims and in preventing bias incidents and hate crimes.
- Independent group of campus community members who have received specialized training in the prevention of and response to bias incidents and hate crimes. This team is accountable to the college president and campus police chief.
- Although it's most helpful to know who is making the report, you can remain anonymous. The report you make below will go directly to the Bias Incident Response Team and Campus Police for follow-up. If you prefer to make a report in person, you can go directly to Campus Police (707-256-7777) or you can [contact a member of the Bias Incident Response Team](#).
- What is a hate crime? A "hate crime" is any violation of criminal law motivated by the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability.
- What is a bias incident? An act that is not a violation of criminal law, but that is motivated by bigotry or hate based on the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability. Bias incidents could include violations of College Policy or Codes of Student Conduct. Use of racial slurs or name calling are examples of a bias incident.
- Online form (similar to CAST) for reporting incidents.
- Other content on site:
 - FAQ
 - Available training presentations
 - Team Members
 - Faculty Member, 256-7503
 - ADMJ Coordinator, 256-7710
 - Director CJTC, 256-7705
 - Faculty member, 256-7654
 - Chief of Police, 256-7777
- A lot of info related to Safe Space programs
- A lot of info for LGBTQ community

[Portland State University](#)

The Bias Review Team (BRT), which includes key campus-wide stakeholders, communicates and meets regularly to respond to reported bias incidents, and to assure students, employees, and community members who experience or witness an act of bias receive support and access to resources. The BRT collaboratively works to address bias incidents that affect Portland State University (PSU) students, faculty, staff, and community members.

The goals of the BRT are:

- Enhance communication to promote awareness of bias and the BRT reporting processes
- Develop educational and outreach programs based on data collected from bias reports
- Improve the campus climate by identifying trends and confronting bias incidents
- Any person who has experienced, witnessed, or heard of a bias incident is encouraged to complete the form. Please note that completing this form does NOT initiate an employee discrimination and harassment or a student conduct investigation.
- You may file a [complaint of discrimination](#) against a PSU student, staff, or faculty member who you believe is engaging in discriminatory conduct against you or others. The Office of Equity & Compliance will work with you to determine if an investigation is appropriate.
- If you have a concern relating to a student in crisis, you may also file a [CARE Team Report](#).

BRT composition:

- Chair: Associate Vice President, Global Diversity & Inclusion
 - BRT Coordinator: Equity and Compliance Consultant, Global Diversity & Inclusion
 - Chief of Police
 - Campus Safety - Clery Officer
 - Vice Provost, Student Affairs
 - Dean of Student Life
 - Director of Employee and Labor Relations, Human Resources
 - Director of University Housing and Residence Life
 - Athletics Director
 - Director of Counseling
 - Director of the Queer Resource Center
 - Associate Director, International Student Life, International Affairs
 - Coordinator, [Illuminate](#) (Relationship & Sexual Violence Prevention)
 - Director, Teaching, Learning and Assessment, Office of Academic Innovation
 - Cultural Resource Center Representative, Global Diversity and Inclusion
 - University Communications representative
 - Faculty member representative
 - Student representative
- What Happens After A Person Reports A Bias Incident? When an individual completes a BRT incident report, the person has the option of identifying themselves and asking to

be contacted. The BRT report goes to the [Office of Equity and Compliance \(OEC\)](#) and the OEC team will first determine if the person impacted by the bias should be referred to the [CARE Team](#) or any other campus partner for support and safety planning. Additionally, the OEC team may reach out to the person to obtain additional information to evaluate appropriate follow-up.

- Additionally, the OEC staff evaluates the matter to determine what appropriate actions should occur. The following are examples of immediate responses:
 - If the matter may be a hate crime, it may be referred to the Campus Public Safety Office (CPSO). CPSO can also evaluate whether a person who is not a student or employee should be excluded from PSU's campus.
 - If the reported bias involves a student's conduct, the matter is referred to the Dean of Student Life (DOSL) office, [Student Conduct and Community Standards](#), to determine if there is a violation of the [Student Code of Conduct](#). DOSL may open an investigation into the matter or may meet with the student to provide coaching to stop the conduct. Sanctions cannot be put into place against a student without an investigation and hearing. However, DOSL can put No Contact Orders in place between students without any investigation.
 - If the reported bias involves an employee's conduct, the OEC team will first determine if the matter should be handled as a [discrimination complaint](#). If so, an intake for a discrimination complaint will occur and a determination of whether to conduct a formal investigation is made based on PSU's Prohibited Discrimination and Harassment Policy. Corrective action can only take place if there is a formal investigation. However, if a discrimination complaint will not be investigated, the OEC team will contact the supervisor of the reported employee or the Chair and/or Associate Dean of Academic departments and ask for them to provide coaching to stop the reported conduct.
 - If the reported bias involves a non-PSU student or employee, the OEC team will determine if there is an external entity that can be contacted to address the bias incident. This could include a business on or around PSU's campus, TriMet/Metro, or the City of Portland.
 - University Communications and Global Diversity and Inclusion will continue to provide communications to the campus when bias incidents impact our university. In 2020, the BRT provided a memorandum to PSU's Executive Council and University Communications to request that the BRT is consulted on communications and response when there will be communication or action resulting from a bias incident.
- Students and Staff were, respectively, the largest groups of those who reported bias incidents
- It is worth noting that Other/Unknown (n = 54) includes people not affiliated with PSU, or that there was not enough information provided to accurately identify who the offending party was. Of the accused parties, Faculty (n = 21) was cited the most often followed by Staff (n = 17) and Students (n = 16).
- Most accusations were against those in "other" category.
- They include definitions, which also state how bias is expressed.

University of Maryland

- The primary role of the Hate-Bias Response Team is to review hate-bias incidents, to provide appropriate responses based on the nature of the incident and to work collaboratively to provide educational outreach to the campus.
- The team does not replace any of the current procedures and protocols in place to resolve alleged violations of policies regarding student conduct, discrimination, sexual misconduct, or violations of criminal law. Rather, the team seeks to ensure that there is a more streamlined and effective process for handling hate-bias incidents, including providing support to impacted parties.
- The team does not seek to limit academic freedom, but rather, to foster a campus community where students, faculty and staff of all identities feel welcomed and supported.

The Hate-Bias Response Team is made up of members from the following campus units:

- The Counseling Center
- The Office of Civil Rights and Sexual Misconduct
- The Office of Diversity and Inclusion
- The Office of Resident Life
- The Office of Student Conduct
- The University of Maryland Police Department
- The University Health Center

Key Collaborators (these are not members of the team)

The Hate-Bias Response Team also works closely with various divisions across campus who can provide expertise. These include:

- The Graduate Student Government
- The LGBTQ+ Equity Center
- The Nyumburu Cultural Center
- The Office of Multicultural Involvement & Community Advocacy [MICA]
- The Office of Strategic Communications
- The Student Government Association
- The University Chaplains
- The University of Maryland Department of Fraternity and Sorority Life

This webpage also includes a complaint form regarding accommodations issues.

<https://diversity.umd.edu/uploads/files/BISS-by-the-numbers-2022.pdf>

Princeton University (sample bias reporting website)

<https://inclusive.princeton.edu/addressing-concerns/bias-discrimination-harassment>

Bias, Discrimination, Harassment

[Electronic and Online
Attacks and
Harassment](#)

[Online Harassment
Resources](#)

[Sexual Misconduct](#)

[Disability &
Accessibility](#)

[Freedom of Expression](#)

[Equal Opportunity](#)

[Step by Step Process](#)

[Policies](#)

[FAQs](#)

[Free Expression and
Inclusivity](#)

[Retaliation](#)

Bias, Discrimination, and/or Harassment

Princeton University is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment and allows every member to thrive.

Princeton's [Policy on Discrimination and/or Harassment](#) is guided by federal and state law and protects members of the University community from discrimination and harassment on the basis of protected characteristics including those covered by Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the New Jersey Law Against Discrimination. All members of the University are encouraged to report all acts of bias, discrimination and harassment so that the University can take appropriate action to help improve the campus climate. To learn more about reporting bias, discrimination and harassment generally, visit our [FAQs on Discrimination and/or Harassment](#).

Bias is a broad category of behaviors including discrimination, harassment, and other actions which demean or intimidate individuals or groups because of personal characteristics or beliefs or their expression. Some forms of bias, including discrimination and harassment, including harassment by electronic means, are prohibited under law and/or University policy.

- If you are the target of online or electronic harassment, follow the guidance on [Electronic and Online Attacks and Harassment](#).
- Bias-related incidents involving offensive speech or expression are challenging because the University maintains a [Statement on Freedom of Expression](#). You can learn more about the [intersections of free expression and inclusivity](#) by reviewing our frequently asked questions.

Step by step process on how to get help

Step 1: Who do you talk to?

When you feel that you have been subjected to bias, discrimination and/or harassment or have observed such behavior directed at others, you have many options, including consulting with a Confidential Resource or a non-confidential resource, or formally reporting what happened.

Step 2: What options do you have?

There are several options to submit a report or complaint of bias, discrimination and/or harassment to the University.

Step 3: What to expect next

Knowing what happens after filing a report or complaint of bias, discrimination and/or harassment can help inform your decision-making in terms of whether to respond to what happened informally on your own or to make a formal complaint to the University.

Contact



Cheri Burgess

Director for Institutional Equity and Equal Employment Opportunity

📞 609-258-8504

✉️ clawson@princeton.edu

📍 Office of the Provost, 204B Nassau Hall

Resources

[Policy on Discrimination and/or Harassment](#)

[Confidential Resources](#)

[File a Report](#)

Related Information

[Annual Bias Report](#)

[FAQs](#)

[Definitions](#)

[Electronic and Online Harassment](#)

[Policies](#)

[Rights, Rules, Responsibilities](#)

Napa Valley College (sample bias reporting webpage)

<https://www.napavalley.edu/President/BIRT/Pages/birtincidentform.aspx>

WebAdvisor | Class Schedule | College Catalog | Library | Calendars | Campus Maps | A-Z

NAPA VALLEY COLLEGE

SEARCH...

ABOUT NVC | REGISTRATION | ACADEMICS | COLLEGE GOVERNANCE | STUDENTS | COMMUNITY | FACULTY & STAFF

Bias Incident Response Team

B.I.R.T. Home

About Hate Crimes

Frequently Asked Questions

Available Training Presentations

B.I.R.T. Contact Information

Report a Bias Incident or Hate Crime

Safe Space Program

SAFE SPACE Program

Safe Space Program FAQs

Safe Space Locations

Information For LGBT Students And Staff

Hate Crime

Report a Bias Incident or Hate Crime

Napa Valley College is committed to providing a safe place for students and staff to work and learn. In order to fulfill this commitment, Campus Police and the College Administration need to know when a bias incident or hate crime occurs. You can report a bias incident or hate crime as a witness or a victim.

Although it's most helpful to know who is making the report, you can remain anonymous. The report you make below will go directly to the Bias Incident Response Team and Campus Police for follow-up. If you prefer to make a report in person, you can go directly to Campus Police (707-256-7777) or you can [contact a member of the Bias Incident Response Team](#).

What is a hate crime? A "hate crime" is any violation of criminal law motivated by the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability.

What is a bias incident? A act that is not a violation of criminal law, but that is motivated by bigotry or hate based on the victim's actual or perceived race, ethnicity, nationality, gender, religion, sexual orientation, or disability. Bias incidents could include violations of College Policy or Codes of Student Conduct. Use of racial slurs or name calling are examples of a bias incident.

To make a report, please provide the following information:

Report Form

What is your name (Optional):

What is your phone number? (Optional):

What is your email address? (Optional):

What is your relationship with our campus?:

What is the Date and Time the Incident Occurred?:

Describe the Location of the Incident:

Describe what Happened:

DRAFT REPORT -Employee Onboarding

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

Project Purpose and Scope: The project will consider questions such as:

- How can institutional employee onboarding be structured to foster growth of employees in different locations, different career stages, different job functions, different racial, tribal, and intersectional identities, different constituencies, and who have different learning preferences?
- How can new employee training ensure that incoming hires are not only prepared for their individual job function, but also are prepared to effectively support ARC goals and participate effectively in the ARC college environment?
- How can recommendations of the Institutional Equity Plan related to professional development and the Professional Development and Training Plan be brought to life?
- How can we ensure that training occurs as needed for employees across constituencies?
- Which resources (internal and external) are available and needed to provide a comprehensive, integrated program of professional development?

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

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

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

6. Identify clear priorities for employee onboarding designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students at ARC
7. Develop recommendations that are actionable

Project Deliverables: Draft a recommended employee onboarding model that will do the following:

1. Identify clear priorities for employee onboarding at ARC designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students
2. Identify barriers to effective employee onboarding that currently exist at ARC
3. Develop a common set of information, skills and knowledge expected of all new employees of the college designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students
4. Develop specific sets of information, skills and knowledge required of each constituency group (e.g. classified professionals, faculty, administrators, student help).
5. Recommend specific actions to implement onboarding for each of the constituent groups (e.g. classified professionals, faculty, administrators, student help).

Project Membership:

Kathy Sorensen- Lead- Instructional Dean
Hannah Blodgett- co-lead- Student Services Dean
Asha Wilkerson- co-lead- Faculty
Raquel Arata- Management
Gina Barnard- Faculty
Liz Geisser- Classified
Israeline Grayson- Classified
Kevin Porter- Classified
Caroline Prieto- Faculty
Mary Goodall- Support
Alex Johnson- student
Tiffany Glenn- student

**Jazzie Mugunzo Murphy (management) and Beth Madigan (classified) participated in Spring/Summer, but were unable to participate in Fall 2022.

Meetings:

March 25, 2022
April 8, 2022
April 25, 2022

June 16, 2022 (Classified only)
June 28, 2022 (Classified only)
July 12, 2022 (Classified only)
July 26, 2022 (Classified only)
September 30, 2022
October 14, 2022

After meeting several times in the Spring 2022 semester as a whole group, the group decided to have the classified members meet during the summer and share the results upon returning in the fall semester.

Discussion: After the Spring 2022 meetings, it was clear that the Classified group had the least developed professional development system while the full-time faculty had the most robust professional development. There were many aspects of the Professional Development Plan and Equity Plan that the classified were not familiar with or had limited knowledge of. There was no specific work or discussion regarding Management professional development.

This led to the decision to have separate meetings for the classified over the summer to discuss their particular needs. Kathy Sorensen worked with the Classified group, and Asha Wilkerson worked with the faculty. The Management discussions were not started at this time.

One of the co-leads, Jazzie Muganzo Murphy, left the college for another position over the summer. Also, one of the primary classified participants in the summer meetings, Beth Madigan, left the team as well after the summer meetings.

Deliverables and Recommendations:

1. Identify clear priorities for employee onboarding at ARC designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students.

The team recommends training modules for all constituency groups in the the following areas to help raise awareness about the experience of Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students, and hopefully, lead to reductions in equity gaps for these groups:

- a) Campus Culture- What are the mission/vision/values of American River College? What are our Strategic Goals? What is the role of employees in helping the campus live out its MVV and reach our goals?
- b) Disproportionately Impacted (DI) Populations- Who are our DI populations on the campus? What are the current efforts on the campus to help these students be successful?

- c) Equity at ARC- What role do employees have in helping the campus live into its Equity Plan goals? Where are our Learning Communities (e.g. Umoja, Puente, PRISE, PRIDE) located on campus and how do they help students?

2. Identify barriers to effective employee onboarding that currently exist at ARC

The results from the committee's discussion about barriers can be found here: [How can ensure that Onboarding at ARC is an absolute failure? \(padlet.com\)](#)

The barriers fell into four general categories:

1. Lack of training (and related)- 74% of answers
2. Issues with supervisors/managers- 10% of answers
3. Lack of mentor/accountability- 10% of answers, and
4. Higher Ed/ARC Culture- 7% of answers

3. Develop a common set of information, skills and knowledge expected of all new employees of the college designed to close equity gaps for Black, African American, Latinx/e, Native American, AAPI, and LGBTQIA+ students

Please see Deliverable #1 for this information.

4. Develop specific sets of information, skills and knowledge required of each constituency group (e.g. classified professionals, faculty, administrators, student help).

Recommendations for #4 and #5 are combined in the section below.

5. Recommend specific actions to implement onboarding for each of the constituent groups (e.g. classified professionals, faculty, administrators, student help).

Recommendations for #4 and #5 are combined in the section below.

For all groups:

- 1) **Recognize that there should be four levels of on-boarding occurring for all employees:**
 - a. District-level processes (e.g. Payroll, Benefits)
 - b. ARC- level processes (e.g. Campus Tour, Roles of different areas of campus)
 - c. Position-level processes (e.g. Specific technology training, Supervisor, Mentor)
 - d. Philosophical level (e.g. ARC culture, Mission/Vision/Values, Strategic Goals)

It is imperative that each of these four levels understand their role in the On-Boarding process, who should be providing the training, and when that training should occur.

- 2) **No level of the On-Boarding process should reside with one person.** In an institution the size of American River College, multiple people should know how and when to provide on-boarding for specific processes. Technology should be utilized to make training more accessible and reviewable as needed.
- 3) **Provide an in-person campus orientation/tour** to familiarize new employees with the buildings, resources, key personnel, and key programs (e.g. EOPS, DSPS, etc).
- 4) **Consider using Canvas or other system to hold the material for on-boarding processes so that the process is institutionalized.** The team recognizes that not all employees, particularly within the classified ranks, have regular access to a computer. While Canvas may meet the needs of many employees, there will need to be low or no tech options as well.

For Classified:

- 1) **Provide regularly scheduled orientations that are at least 1-2 days in length.** Focus on higher ed culture and ARC (ARC goals, mission, vision, values, strategic goals), DI populations, acronyms, who are our students, how can we best support our students, etc.
- 2) To assist with training, **have a team of trainers from around the campus.** Consider extra pay for this work.
- 3) **Include Classified Unions and Classified Senate in the on-boarding process.**
- 4) **Provide on-going training during the year and consider a Tech training week** between Spring and Summer sessions for classified employees.
- 5) **On-going training should be mandatory for all groups** (includes all instructional, student services, and facilities staff).
- 6) **Managers need to support this work for all of their classified employees.**

For Faculty:

- 1) **Provide a hybrid (online and in-person) onboarding experience** for new faculty with the online portion made available as early as July 1st.
- 2) **Expand onboarding to include instructional resources as well as an orientation to the campus culture and commitment to equity and social justice.** Faculty are hired as

subject matter experts, but have varying degrees of “teacher training.” At a minimum, faculty should be exposed to education and training about being equitable practitioners.

- 3) **Work with divisions to support new faculty onboarding** and to collectively emphasize the importance of meeting the New Faculty Learning Community requirements.
- 4) **Include Faculty Union and Academic Senate** (local and district-wide) in the onboarding process
- 5) **Work with division deans and chairs in connecting new faculty with a mentor** in their department.

For Managers:

This portion of the work has not been started. Recommendations will be forthcoming soon for this group.

Appendix:

Classified Training Input Doc: [Onboarding Team- Classified input- training - Google Sheets](#)

Faculty Training Input Doc: [Faculty Onboarding Brainstorm - Google Docs](#)

Program Review/IEC Report for Academic Senate 12/8 Meeting

Next Year's Programs:

Business
Center for Leadership Development
DSP&S and LD
Earth Sciences
Electronics Technology
English as a Second Language
Fashion
Health Services
Hospitality Management
Interior Design
Math
Nursing
Pre & Apprenticeship
Printing
Research Offices
Technical Communications
Veterans Resource Center
Welding

2024-2025 Programs

Business and Computer Science Lab
Career and Pathways Support Center
Center for Teaching & Learning
Electrician Trainee Program
Engineering
Honors
Horticulture
Humanities
Instructional Technology (ITC)
Legal Assisting
Philosophy
Recruitment/Outreach
Solar Energy Systems
Technical Theater
Theater Arts

IEC Meeting Updates:

10/17 Meeting

- 1st Reading of the Classified Employee Onboarding Team Report
- Accreditation Update:

ARC's Student Design Team was highly commended!

Four possible recommendations:

1. Opportunities to strengthen our processes regarding the actions for improving the college takes when we fail to meet one of our Institution-Set Standards.
2. How the college ensures regular and substantive interaction occurs in distance education courses.
3. The process by which the Board regularly reviews and updates its policies.
4. How the district delineates college and district roles and responsibilities, and the interface between college-level and district-level governance.

Professional Development Update on how the CTL is working to provide Equity support to the college (for example, working with the Program Review Committee to design and run the Program Review Training)

- We discussed the name change for the CTL Director position on our roster and came to a consensus on Professional Development Faculty Representative
- We discussed eliminating the Classified Programmer position, we are down from 3 programmers to 1. The assistant has worked with this position on the needs of the group, so we decided to make a position called Classified Liaison to assist with these directives.
- Both items were passed with consensus voting

The Chair of the IEC reported that:

Academic Senate has been collaborating with our Program Review team to re-examine the current timelines for Program Review and Annual Unit Planning. While we work on realigning the timeline, we will be excusing your Program Review cohort from Annual Unit Planning this year

Many members of the IEC had issues with this announcement. There was a lot of support for keeping the AUP process in the fall (a change that was on the IEC agenda in February 2020) and concern that this year's very large cohort of programs would be absent from planning and resource reports, including some program who failed to meet department set standards last year. The chair asked the Program Review Chair/Committee for a list of Pros and Cons of moving the AUP process of the Spring.

Here is the list as well as some history from our notes:

Faculty AUP

In February 2020, Program Review brought up the possibility of changing AUP to Fall. Then the pandemic happened, and there was an extension of AUP from Spring 2020 to Fall 2020.

AUP was moved to Fall in 2021 after the IEC reviewed a request from President Dixon (per IEC notes). A fall timeline made more sense for reviewing research and making plans for the academic year (ie. meeting catalog deadlines for curriculum). This was meant to be a permanent change.

Pros for a Fall AUP:

- Timeliness of data; So if you are planning in Fall (enrollment, productivity, DI, DSS), all the data is Fall and Spring data. So if looking at it in Fall, then looking at data from just last semester. If looking at it in the Spring, then the data would be a year old.
- Actions are top of mind if planned in Fall and can be acted on in the next semester. (Curriculum can get put through in time for catalog deadline, resource requests for next fiscal year, or use up budgets.)
- Improvements to make with AUP in Fall: Do AUP training in August; Sufficiently differentiate the goals of AUP and Program Review, as the intents are different; Improve clear communication and precise communication, including a better calendar of dates.
- Allowing programs to skip AUP will cause complications when assessing how our processes are working. It also forgoes an opportunity to ask for needed resources.
- Doing Program Review in the Fall helps Program Reviewing in the Fall because everyone was already familiar with the data. Doing AUP was a way to get an early start on Program Review. Doing Program Review also made the next year's Fall PR very easy to do.

Pros for a Spring AUP:

- One pro of doing AUP in Spring is it gives you the opportunity to do your first AUP at the same time that you are doing Program Review

IEC Report 11/21 Meeting:

The Office of Equity, Institutional Effectiveness, and Innovation are looking to reaffirm all goals of the 2017-2021 Strategic Goals.

- Because of Covid-19 and a shift of priorities, there were uncompleted projects and unmet goals.
- We will close the loop for ARC and then align with LRCCD who will also be working on their Strategic Goals.
- We need to assess with research and analysis to show where we've been and where we're going to complete these Goals in a more timely manner.
- This will be for 2021-2025 timeline, reassessing in 2026-27.
- Will be asking for the extension at the next ELT.

Student Equity and Achievement Program: American River College - Student Equity Plan (2022-25) - Draft

- For 2022-25.
- It is ready to submit to NOVA.

Onboarding Project Team - 2nd reading

Discussed if Program Review presentations should be In-person? We sent out a survey to Program Reviewers.

IEC Role in Program Review

In the Integrated Planning Guide, it says that the IEC "formally accepts the program review reports annually." -Should this be something done by IEC? -How do we want to make sure this is done? -What could this process look like?

Conclusion:

IEC Members should attend Program Review Presentations and discuss them at our May meeting and formally accept them by consensus.

Building a calendar for items IEC oversees throughout each semester or the year.

- Build a calendar in Google Docs that will be shared out with council to add suggestions.
- Once complete, the calendar will be placed in IGOR documents.

Program Review/AUP Updates

Annual unit Plans were due November 30th. Let your Dean know if you plan to turn it in late.

An email was sent to all Program Reviewers to check in on their progress. We will be holding drop-in help sessions during flex.

The Academic Senate is setting up a committee to discuss and revise the Program Review questions and timeline. The committee will be made up of Program Review Committee and Academic Senate members and CTL faculty and faculty and non-faculty researchers.

We have to identify Zero Textbook Cost sections

A districtwide, faculty-led group has been working with DO-IT to develop methods for gathering this information and making sure it is communicated to students and complies with legislation and reporting requirements.



SB-1359 Public postsecondary education: course materials. (2015-2016)

Text	Votes	History	Bill Analysis	Today's Law As Amended	Compare Versions	Sta
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SHARE THIS:

Senate Bill No. 1359

CHAPTER 343

An act to add Section 66406.9 to the Education Code, relating to public postsecondary education.

[Approved by Governor September 13, 2016. Filed with Secretary of State September 13, 2016.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1359, Block. Public postsecondary education: course materials.

The Donahoe Higher Education Act authorizes the activities of the 4 segments of the postsecondary education system in the state. These segments include the 3 public postsecondary segments: the University of California, which is administered by the Regents of the University of California, the California State University, which is administered by the Trustees of the California

Fall 2022 Class Search Results

12 results for:

Class availability accurate as of 03:15:15 PM PST.

ARC ✕

Free Textbook ✕

engwr 300 ✕

Clear All Filters ✕

ENGWR 300 College Composition

American River College – Main Campus



3 units

Full Term (August 20 to December 15)

CLASS

MODE

DAY/TIME

INSTRUCTOR

LEC 11688

Fully Online

Asynchronous – no scheduled meeting times

Jesus D. Valle

 Closed

ENGWR 300 College Composition

American River College – Main Campus



3 units

Full Term (August 20 to December 15)

CLASS

MODE

DAY/TIME

INSTRUCTOR

LEC 11749

Fully Online

Asynchronous – no scheduled meeting times

Jesus D. Valle

 Closed

Old method (comply with SB 1359)

Varies by campus

- SCC, CRC, FLC: Faculty report via a Google form
- ARC: Bookstore sends us spreadsheets
- Lots of data wrangling in order to make it usable
- Lots of manual data entry by the ISAs
- Process took weeks at minimum



ZTC Data requirements for MIS reporting (2022)

New method (complies with SB 1359 & Data requirements for MIS reporting)

1. A faculty-led, district wide team worked with DO-IT to create PeopleSoft eForm (accessible from Employee Self-Service) for faculty to enter their ZTC data for each section
2. ZTC symbol will go **directly** into the class schedule (eServices and website)



publicdomainvectors.org

Faculty Resources

- We are asking instructional deans to help remind faculty
- We've created a how-to and FAQ website:
 - [Faculty ZTC eForm](#) (under [Office of the Vice President of Instruction](#))
 - [ZTC eForm video instructions](#) or look at the [slideshow with step-by-step instructions](#) for more information.
- We will continue to seek faculty input on improvements!



Which Textbook Cost Designation should I choose?

Definitions and questionnaire are included in form

The ZTC definition applies only to textbooks, homework systems, and other learning materials. Supplies such as calculators, paintbrushes, or lab goggles are not counted when determining if a course has zero textbook costs

My Textbook is not free

Textbook or homework system that students have to purchase are required

Free Textbook-No Text Required



No texts or homework systems are required for my course. This can include instructor-created materials.

Free Textbook-OER



My course requires resources that are freely available online (no Los Rios login required). Examples include:

- Open Educational Resources (e.g. OpenStax, LibreText)
- Open homework systems (e.g. MyOpenMath or ADAPT)
- Other free materials that are legally available to all (e.g. YouTube videos, Khan Academy, Poetry Foundation)

Free Textbook-College Supplied



My course requires one or more of the following:

- **Library-licensed materials** such as streaming videos, ebooks, or articles
- A set of print books that was purchased by my department, the college library, or another college entity
- Software or homework systems licensed by my department or the college

Please still submit textbook adoptions in Follett Discover (even if ZTC)

1. This ZTC eForm only displays the symbol
2. [Course Materials Adoptions](#) website
3. Ideally faculty will do the eForm and the bookstore adoptions as early as possible so students can know their course materials costs when choosing classes

LOS RIOS COMMUNITY COLLEGE BOOKSTORE

Course Materials

1 Not Yet Determined

Print List

PayPal Buy now, pay later. [Learn more](#)

American River College / Spring 2023

1 LIBR / 318 / 11481

Course Materials have not been determined. Check back soon for updates.

Get an email notification when materials are available online.

EMAIL ME →

Still working on:

- Adding information about both adoption methods (Follett and eForm) to as many places as possible (Canvas, Websites...)
- Seeing if it's possible to get eForm data to Follett (problem is the eForm does not include any actual textbook info e.g. OpenStax)
- More outreach to students about ZTC. Currently “Zero Textbook Costs” website for students under “Admissions” > “Enroll in Classes” > “[Zero Textbook Costs](#)”

Questions?

- Sarah Lehmann LehmanS@arc.losrios.edu
- Kate Williamson williak2@arc.losrios.edu

Operations Council Notes: Nov. 22, 2022

What are the current safety concerns and plans?

LRPD is understaffed. Captain Day is splitting duties between FLC and ARC. "Members in Black" are covering Natomas & McClean, 8am-8pm. Sargent Olson is the contact person covering for Captain Day when he is not on shift.

There was discussion about the CRC lock down and some of the logistical challenges of unlocking rooms during the shelter in place orders.

ARC Student got stuck in STEM elevator on Nov. 18; Fire Dept. showed up but could not pry the doors open because of new smoke safety mechanisms. Elevator company could not open the doors, so FD found another way to open the elevator doors to get the student out.

What is the status of the facilities projects?

Construction to start on baseball field project in Jan. 23. To have streaming capabilities, it's projected that it will take three-month to complete.

ARC Turf reduction & irrigation improvement project is a campuswide construction to start late Nov. 22 with a targeted completion date in March 23, weather permitting.

Sand volleyball 5-court project to start May 23 (draft version) and construction to March 24.

Boiler project is complete.

Mobilization (fencing & other prep work) for the Natomas phase II & II to start Dec. 22 and break ground a few months later. Parking W. of Natomas building to be completed Dec. 22.

Tech Ed. modernization building is in process; Nov. 24 is the projected target date for completion.

Veterans Resource Center drawings have not started.

Pool project is in the bidding process, the cost more significant than originally thought. To be paid for with HERF monies. Trying to identify methods to reuse pool water when it gets drained.

Main gym needs to get instructional cameras/wires, wiring is needed.

- There are no more pigeons in the library.
- No updates on the consultants hired by DO to recommend new food vendor.
- Signage for art is ready for installation. A meeting with Operations and the Art Dept. will happen for further discussion.

Student Success Council
Tuesday, December 6, 2022

- Two items for discussion
 - On-ground vs Online Course Success Rates at ARC (updated version) by Dean Jen Laflam & Yuj Shimizu (Faculty Researcher).
 - This was a request from Frank Kobayashi, VPI to get a snap shot of where we are as a campus.
 - Office of research provided an updated version (see attachment). Hope this will initiate more questions of inquiry.
 - Learning Communities - Priority Registration Faculty Coordinator David Austin.
 - What is the possibility for this to occur at ARC? Other Community Colleges do this for their Learning Communities. Thus there is precedent. This might be an opportunity to make these community feel welcomed. Discussion on this topic will continue regarding what would it take to make happen and to understand what this might look like



On-ground vs Online Course Success Rates at ARC (Spring 21, Fall 21, & Spring 22 Combined)¹

Executive Summary

On-ground vs Online course success rates² at ARC were analyzed by comparing these rates by instructional modality (Face-to-Face, Hybrid, Fully Online—Synchronous³, and Fully online – Asynchronous), and disaggregating by race/ethnicity, gender, and department (subject code).

The analyses revealed that ***overall, course success rates tended to be higher for On-ground modalities vs Online modalities, particularly for students from ARC's traditionally disproportionately impacted populations. In addition, course success rates tended to be highest for the Face-to-Face modality. However, this pattern of higher course success rates for On-ground modalities vs Online modalities held for only about 2/3's of all departments (subject codes) in which there were enrollments in both On-ground and Online modalities (min 25 enrollments each). Notable exceptions included ENGWR, MATH, and STAT. For these subject codes (and for 1/3 of all departments (subject codes) in which there were enrollments in both On-ground and Online modalities), course success rates were higher for Online modalities. For ENGWR and MATH, course success rates were highest for the Asynchronous Fully Online modality.***

Below are some key findings:

- Overall, course success rates were slightly higher for On-ground modalities (74%) vs Online modalities (71%). On-ground modalities included Face-to-Face (76%) and Hybrid (72%). Online modalities included Synchronous (73%) and Asynchronous (71%) (*excludes Public Safety and Apprenticeship*⁴)
- For ARC students from ARC's traditionally disproportionately impacted populations (African American, Latinx, and Native American student populations), course success rates were higher for On-ground modalities vs Online modalities. In addition, the course success rates were the highest for the Face-to-Face modality (by 5-8 percentage points) over the other 3 modalities (which only differed by 2-4 percentage points)
- Course success rates were higher for On-ground modalities vs Online modalities for all genders. In addition, course success rates were the highest for the Face-to-Face modality for all genders (tied with Synchronous Online for female students). *Data suggest that ARC's Non-Binary students are disproportionately impacted, particularly for the Online modalities* (between 12 & 15 percentage points lower than the average success rate in each online modality)
- Amongst departments (subject codes) in which there were enrollments in both On-ground and Online modalities (min 25 enrollments in both modalities), course success rates were highest amongst one of the On-ground modalities (either Face-to-Face or Hybrid) in 65% of these departments (subject codes). Course success rates were highest amongst one of the Online modalities (either Synchronous or Asynchronous) in 35% of these departments.
- Notably, course success rates were higher for Online modalities vs On-ground modalities for the ENGWR (64% vs 58%), MATH (70% vs 59%), and STAT (61% vs 55%) subject codes.

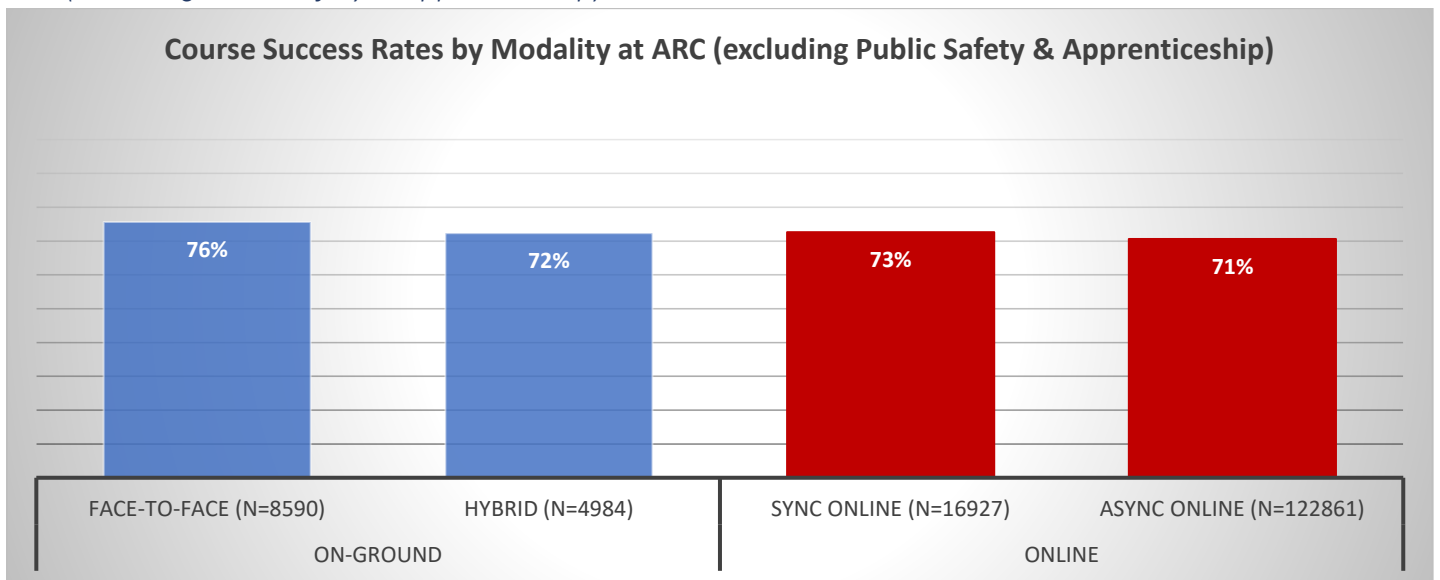
¹ An earlier version of this report contained two errors (Incorrect % for Native American students and an error in describing results for Male, Female, & Non-Binary students) in the descriptions. All data presented in the graphs related to these errors were correct.

² Course success rates are calculated as the percentage of A, B, C, Cr, and Pass grade notations divided by all grade notations, including Ws and EWs.

³ The Fully Online—Synchronous instruction mode was not implemented across Los Rios until Summer of 2021. Therefore, it is only included in 2 of the 3 semesters combined in this report.

⁴ All or nearly all enrollments in Public Safety and Apprenticeship were face-to-face, and the course success rates associated with these two areas radically alter the overall ARC average for face-to-face success rates (from 76% without to 90% with these two areas). As such, all comparisons in this report exclude Public Safety and Apprenticeship.

ARC (Excluding Public Safety & Apprenticeship)

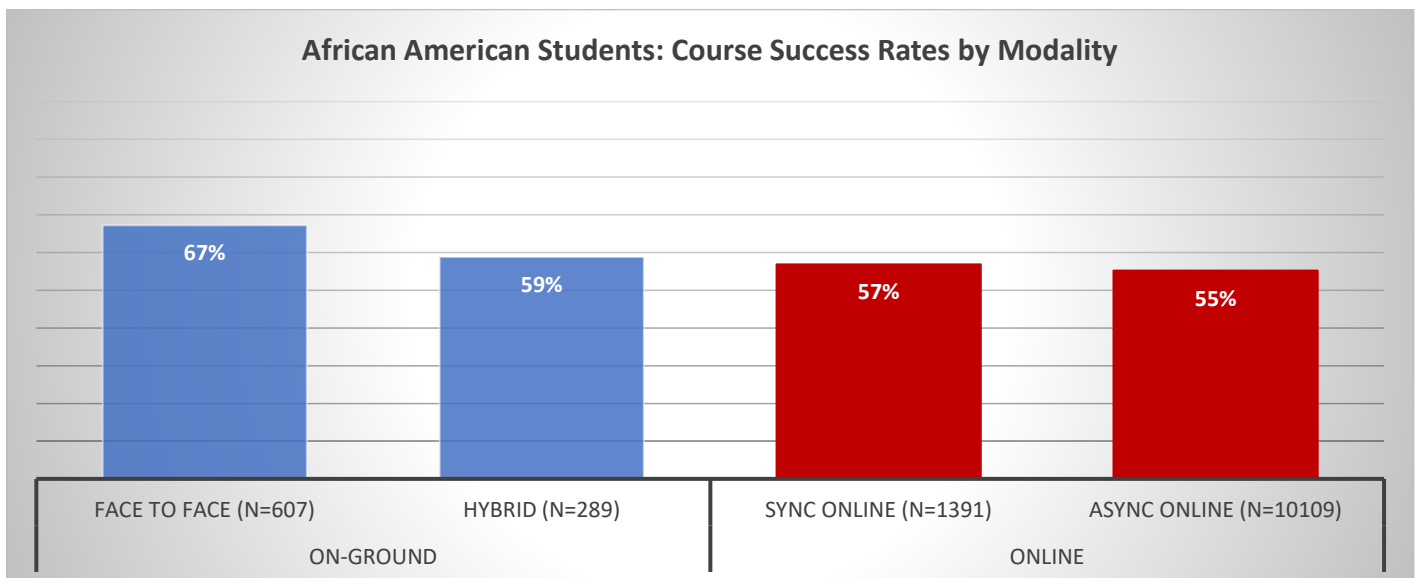


Overall, course success rates were slightly higher for On-ground modalities (74%) vs Online modalities (71%). On-ground modalities included Face-to-Face (76%) and Hybrid (72%). Online modalities included Synchronous (73%) and Asynchronous (71%) (excludes Public Safety and Apprenticeship)

ARC's Traditionally Disproportionately Impacted Student Populations

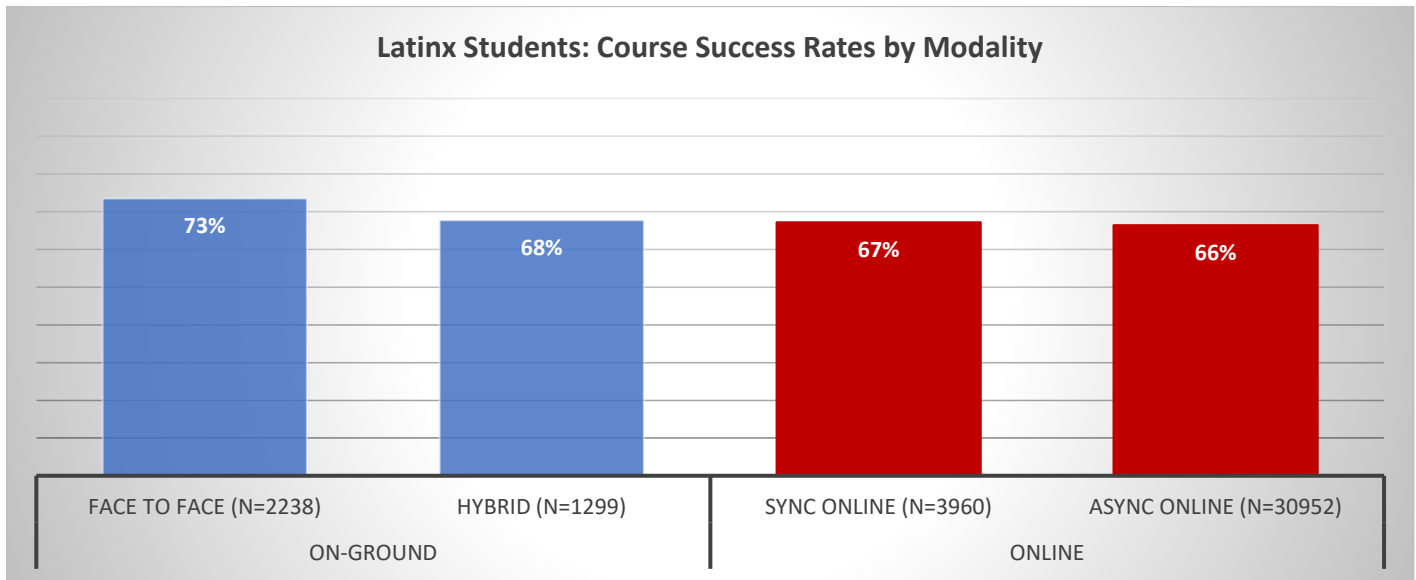
For ARC students from ARC's traditionally disproportionately impacted populations (African American, Latinx, and Native American student populations), course success rates were higher for On-ground modalities vs Online modalities. In addition, the course success rates were the highest for the Face-to-Face modality (by 5-8 percentage points) over the other 3 modalities (which only differed by 2-4 percentage points)

ARC's African American Students



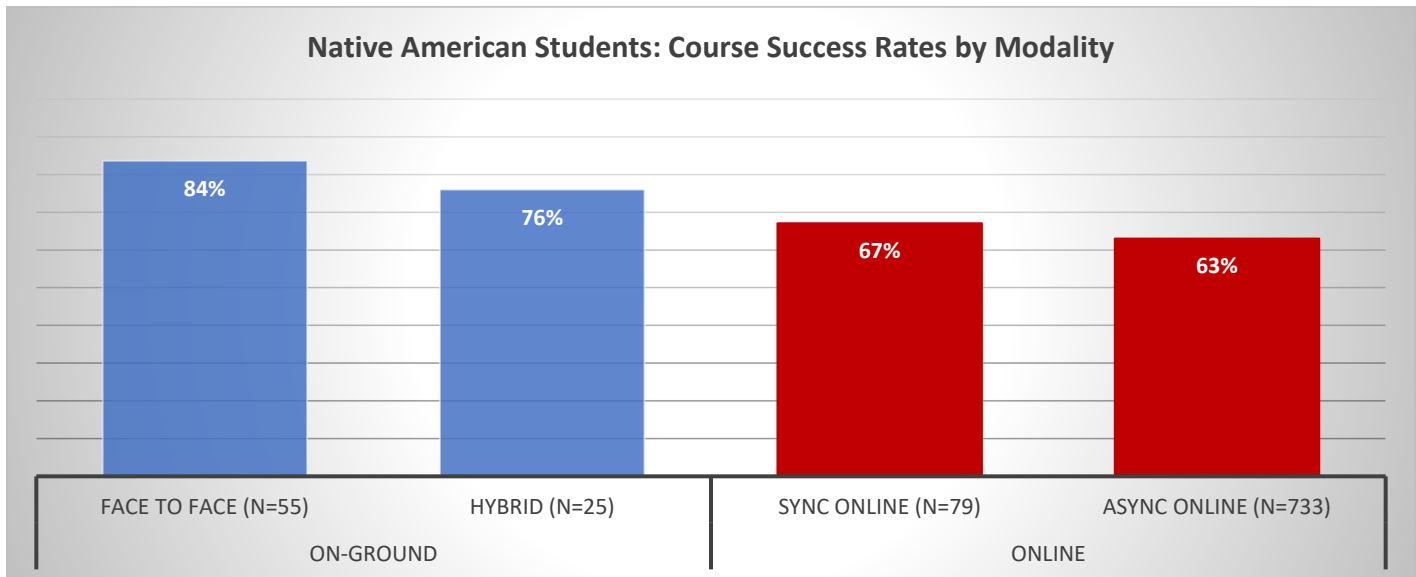
For ARC's African American students, course success rates were higher for On-ground modalities (65%) vs Online modalities (55%). Specifically, course success rates were highest for Face-to-Face (67%), followed by Hybrid (59%), Synchronous Online (57%), and Asynchronous Online (55%).

ARC's Latinx Students



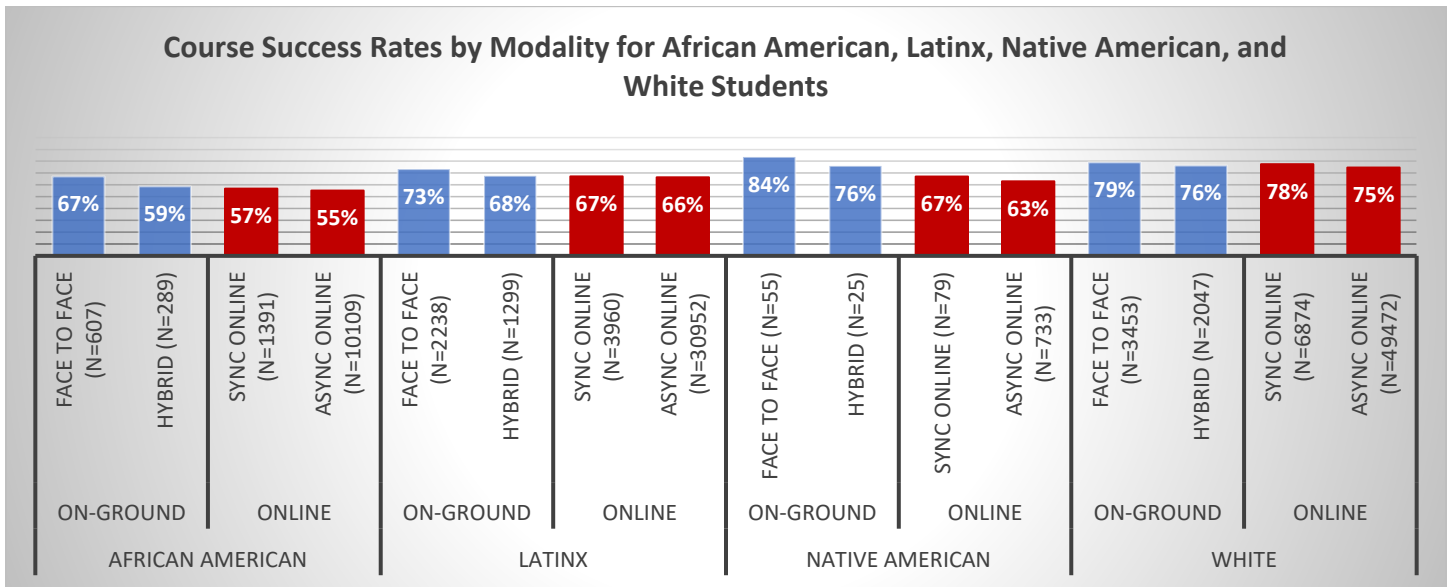
For ARC's Latinx students, course success rates were higher for On-ground modalities (71%) vs Online modalities (67%). Specifically, course success rates were highest for Face-to-Face (73%), followed by Hybrid (68%), Synchronous Online (67%), and Asynchronous Online (66%).

ARC's Native American Students



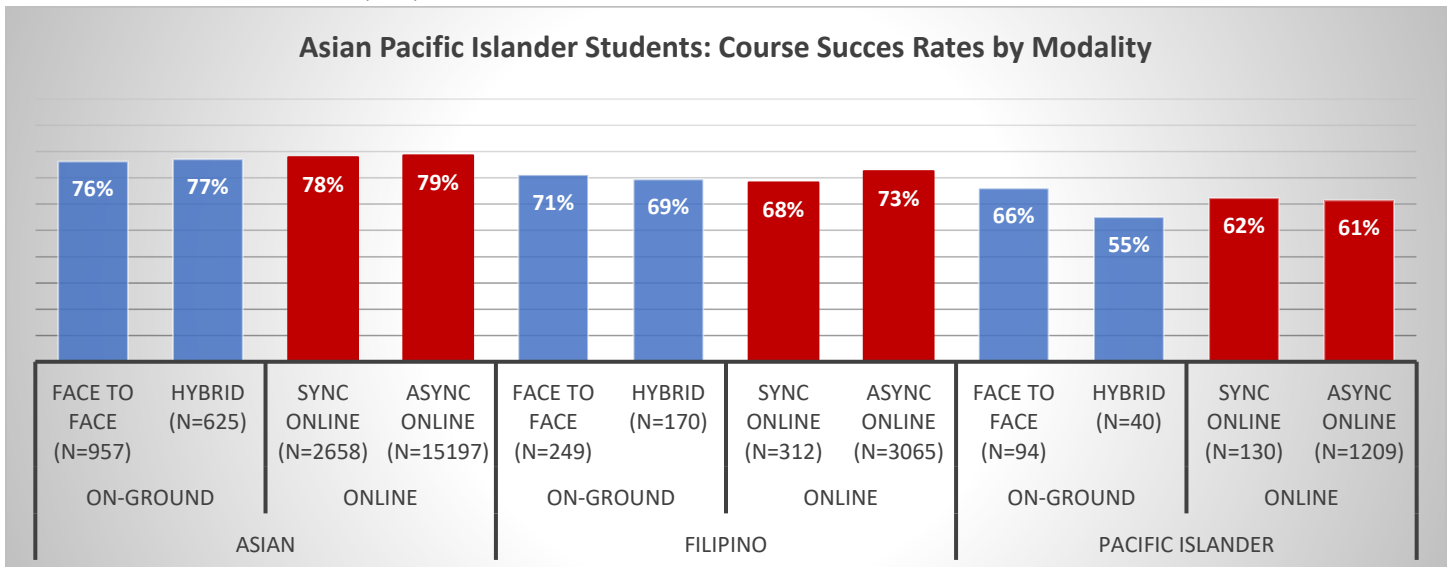
For ARC's Native American students, course success rates were higher for On-ground modalities (81%) vs Online modalities (63%). Specifically, course success rates were highest for Face-to-Face (84%), followed by Hybrid (76%), Synchronous Online (67%), and Asynchronous Online (63%).

Comparison of ARC’s Traditionally Disproportionately Impacted Student Populations with ARC’s White Students



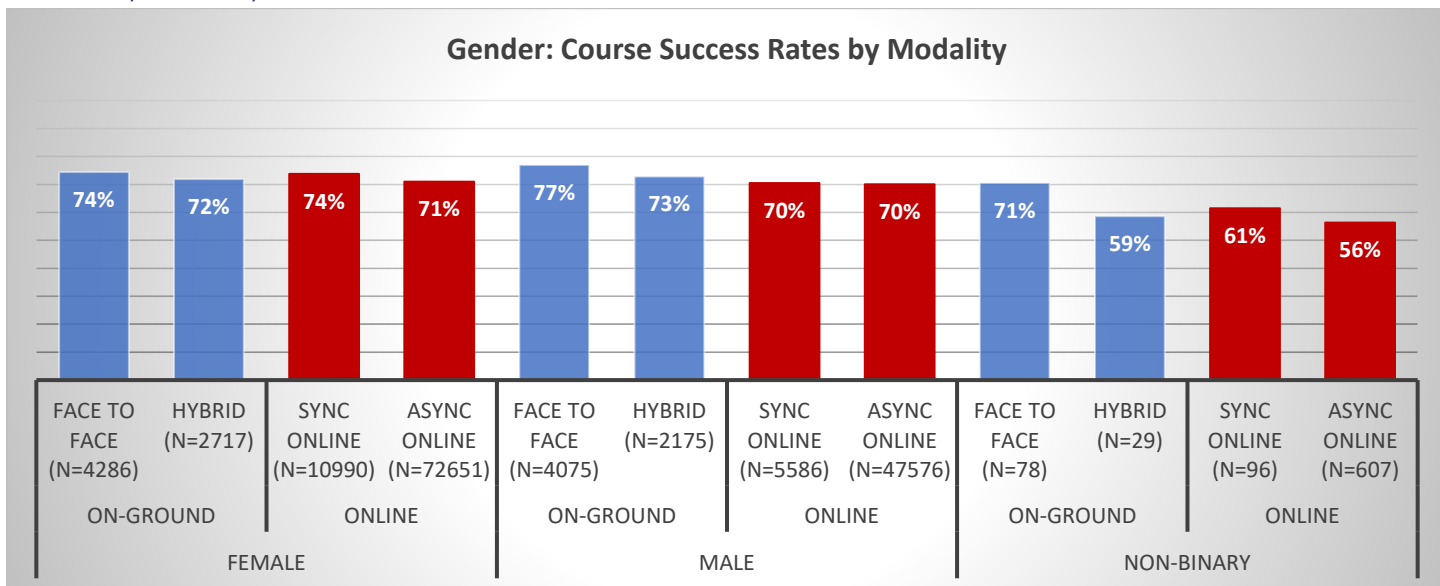
For ARC’s White students, course success rates were higher for On-ground modalities (78%) vs Online modalities (75%). Specifically, course success rates were highest for Face-to-Face (79%), followed by Synchronous Online (78%), Hybrid (76%), and Asynchronous Online (75%).

ARC’s Asian Pacific Islander (API) Students



For ARC’s Asian-Pacific Islander student population, the results varied. For ARC’s Asian students, course success rates were slightly higher for Online modalities (78%) vs On-ground modalities (77%). Similarly, for ARC’s Filipino students, course success rates were slightly higher for Online modalities (72%) vs On-ground modalities (70%). For both groups, course success rates were highest for Asynchronous Online (Asian = 79%, Filipino = 73%). By contrast, for ARC’s Pacific Islander students, course success rates were highest for the Face-to-Face modality (66%), but lowest for Hybrid (55%) with the online modalities in between (Synchronous = 62% and Asynchronous = 61%).

Gender by Modality



Course success rates were higher for On-ground modalities vs Online modalities for all genders. For ARC's Female students, course success rates were slightly higher for On-ground modalities (73%) vs Online modalities (71%). Similarly, for ARC's Male students, course success rates were higher for On-ground modalities (76%) vs Online modalities (70%). For ARC's Non-Binary students, course success rates were higher for On-ground modalities (67%) vs Online modalities (57%). For all groups, course success rates were highest for the Face-to-Face modality (Female = 74% (tied with Sync Online), Male = 77%, & Non-Binary = 71%).

A comparison across genders suggests that *ARC's Non-Binary students are disproportionately impacted for course success, particularly for the Online modalities⁵* (between 12 & 15 percentage points lower than the average success rate in each online modality)

⁵ Using the California Community Colleges Chancellor's Office Percentage Point Gap with Margin of Error methodology, these results meet the threshold for disproportionate impact.

Subject Code by Modality

Amongst departments (subject codes) in which there were enrollments in both On-ground and Online modalities (min 25 enrollments in both modalities), course success rates were highest amongst one of the On-ground modalities (either Face-to-Face or Hybrid) in 65% of these departments (subject codes). Course success rates were highest amongst one of the Online modalities (either Synchronous or Asynchronous) in 35% of these departments (subject codes).

Notably, course success rates were higher for Online modalities vs On-ground modalities for the ENGR (64% vs 58%), MATH (70% vs 59%), and STAT (61% vs 55%) subject codes.

In the table below, subject codes are highlighted in green where course success rates were highest in one of the On-ground modalities (min 25 enrollments in at least one On-ground modality and one Online modality). Subject codes are highlighted in yellow where course success rates were highest in one of the Online modalities (min 25 enrollments in at least one On-ground modality and one Online modality). Subject codes that did not have at least 25 enrollments in at least one On-ground modality and one Online modality are included in the table below but are not highlighted or included in the 65% vs 35% comparison noted above.

Subject Code	Enrollments	Successful Enrollments	Success Rate	Modality
ACCT	11	9	82%	Face-to-Face
ACCT	3622	2827	78%	Async Online
ACT	9	7	78%	Face-to-Face
ACT	114	89	78%	Hybrid
ACT	44	35	80%	Async Online
ADAPT	88	73	83%	Face-to-Face
ADAPT	68	33	49%	Async Online
ADMJ	17	14	82%	Sync Online
ADMJ	1218	904	74%	Async Online
AH	1746	1383	79%	Async Online
ANTH	46	32	70%	Face-to-Face
ANTH	78	36	46%	Hybrid
ANTH	133	99	74%	Sync Online
ANTH	3530	2587	73%	Async Online
ART	449	376	84%	Face-to-Face
ART	3	3	100%	Hybrid
ART	17	15	88%	Sync Online
ART	1566	1138	73%	Async Online
ARTH	8	6	75%	Face-to-Face
ARTH	53	53	100%	Sync Online
ARTH	1510	974	65%	Async Online
ARTNM	10	8	80%	Face-to-Face
ARTNM	244	192	79%	Sync Online
ARTNM	969	681	70%	Async Online
ARTPH	3	1	33%	Face-to-Face
ARTPH	418	257	61%	Async Online
ASTR	917	476	52%	Async Online
AT	280	211	75%	Face-to-Face
AT	227	171	75%	Hybrid
AT	6	6	100%	Sync Online
AT	612	406	66%	Async Online

BIOL	456	297	65%	Face-to-Face
BIOL	886	615	69%	Hybrid
BIOL	757	494	65%	Sync Online
BIOL	3263	2283	70%	Async Online
BIOT	34	22	65%	Face-to-Face
BIOT	21	15	71%	Sync Online
BIOT	92	70	76%	Async Online
BUS	48	33	69%	Face-to-Face
BUS	46	30	65%	Hybrid
BUS	57	31	54%	Sync Online
BUS	4311	2764	64%	Async Online
BUSTEC	573	422	74%	Async Online
CHEM	821	463	56%	Face-to-Face
CHEM	144	72	50%	Hybrid
CHEM	696	399	57%	Sync Online
CHEM	1943	1243	64%	Async Online
CISA	9	7	78%	Face-to-Face
CISA	25	12	48%	Hybrid
CISA	32	15	47%	Sync Online
CISA	2066	1324	64%	Async Online
CISC	10	7	70%	Face-to-Face
CISC	16	9	56%	Sync Online
CISC	1324	941	71%	Async Online
CISN	540	403	75%	Async Online
CISP	518	334	64%	Sync Online
CISP	1218	780	64%	Async Online
CISS	761	568	75%	Async Online
CISW	271	203	75%	Async Online
DANCE	50	35	70%	Face-to-Face
DANCE	151	104	69%	Async Online
DCDT	124	121	98%	Face-to-Face
DCDT	38	35	92%	Hybrid
DCDT	19	14	74%	Sync Online
DCDT	74	62	84%	Async Online
DEAF	2	2	100%	Face-to-Face
DEAF	40	28	70%	Sync Online
DEAF	1125	739	66%	Async Online
DESGN	105	88	84%	Face-to-Face
DESGN	23	16	70%	Sync Online
DESGN	392	280	71%	Async Online
ECE	25	21	84%	Face-to-Face
ECE	146	119	82%	Hybrid
ECE	118	90	76%	Sync Online
ECE	2846	2074	73%	Async Online
ECON	2	1	50%	Face-to-Face
ECON	2677	1935	72%	Async Online

ELTRN	117	80	68%	Hybrid
ELTRN	49	29	59%	Sync Online
ELTRN	90	74	82%	Async Online
EMT	66	49	74%	Face-to-Face
EMT	276	128	46%	Hybrid
EMT	77	74	96%	Async Online
ENERGY	7	6	86%	Hybrid
ENERGY	16	10	63%	Sync Online
ENERGY	42	33	79%	Async Online
ENGCW	1	1	100%	Face-to-Face
ENGCW	293	180	61%	Async Online
ENGED	27	21	78%	Face-to-Face
ENGED	28	25	89%	Hybrid
ENGED	136	116	85%	Async Online
ENGLT	833	563	68%	Async Online
ENGR	116	93	80.2%	Face-to-Face
ENGR	23	18	78%	Hybrid
ENGR	410	327	79.8%	Async Online
ENGRD	62	42	68%	Face-to-Face
ENGRD	20	13	65%	Sync Online
ENGRD	1753	1098	63%	Async Online
ENGWR	321	198	62%	Face-to-Face
ENGWR	182	93	51%	Hybrid
ENGWR	191	105	55%	Sync Online
ENGWR	11597	7411	64%	Async Online
ESL	74	64	86%	Hybrid
ESL	1116	901	81%	Sync Online
ESL	1090	880	81%	Async Online
ESLG	828	719	87%	Sync Online
ESLG	625	546	87%	Async Online
ESLL	95	81	85%	Face-to-Face
ESLL	602	526	87%	Sync Online
ESLL	533	480	90%	Async Online
ESLLAB	278	203	73%	Sync Online
ESLR	19	13	68%	Face-to-Face
ESLR	66	51	77%	Sync Online
ESLR	66	61	92%	Async Online
ESLW	41	32	78%	Face-to-Face
ESLW	124	98	79%	Sync Online
ESLW	138	126	91%	Async Online
ET	12	12	100%	Face-to-Face
ET	44	31	70%	Hybrid
ET	65	45	69%	Sync Online
ET	885	579	65%	Async Online
FASHN	79	57	72%	Face-to-Face
FASHN	80	44	55%	Hybrid

FASHN	540	321	59%	Async Online
FITNS	442	374	85%	Face-to-Face
FITNS	40	38	95%	Hybrid
FITNS	2489	2006	81%	Async Online
FSE	110	100	91%	Face-to-Face
FSE	160	141	88%	Sync Online
FSE	458	363	79%	Async Online
FT	918	745	81%	Async Online
GENSCI	189	148	78%	Hybrid
GENSCI	461	372	81%	Async Online
GEOG	75	61	81%	Face-to-Face
GEOG	158	113	72%	Sync Online
GEOG	1930	1491	77%	Async Online
GEOL	34	26	76%	Face-to-Face
GEOL	42	28	67%	Sync Online
GEOL	894	660	74%	Async Online
GERM	242	166	69%	Async Online
GERON	14	12	86%	Face-to-Face
GERON	16	12	75%	Sync Online
GERON	342	243	71%	Async Online
HCD	9	8	89%	Hybrid
HCD	453	319	70%	Sync Online
HCD	1723	1334	77%	Async Online
HCI	108	100	93%	Hybrid
HCI	19	13	68%	Sync Online
HCI	113	100	88%	Async Online
HEED	42	40	95%	Face-to-Face
HEED	25	15	60%	Sync Online
HEED	606	390	64%	Async Online
HIST	85	55	65%	Face-to-Face
HIST	32	20	63%	Hybrid
HIST	148	87	59%	Sync Online
HIST	6282	4132	66%	Async Online
HM	536	415	77%	Face-to-Face
HM	992	667	67%	Async Online
HORT	33	26	79%	Face-to-Face
HORT	77	66	86%	Hybrid
HORT	294	183	62%	Sync Online
HORT	380	256	67%	Async Online
HSER	65	61	94%	Face-to-Face
HSER	15	12	80%	Hybrid
HSER	518	420	81%	Sync Online
HSER	338	259	77%	Async Online
HUM	94	61	65%	Sync Online
HUM	1192	765	64%	Async Online
IDES	36	30	83%	Sync Online

IDES	791	579	73%	Async Online
INTRP	165	146	88%	Face-to-Face
INTRP	109	83	76%	Hybrid
INTRP	63	54	86%	Sync Online
INTRP	160	144	90%	Async Online
IS	11	11	100%	Face-to-Face
IS	36	32	89%	Sync Online
IS	32	28	88%	Async Online
ITAL	80	54	68%	Sync Online
ITAL	195	136	70%	Async Online
JOUR	5	4	80%	Face-to-Face
JOUR	19	15	79%	Sync Online
JOUR	349	203	58%	Async Online
KINES	39	28	71.8%	Face-to-Face
KINES	16	9	56%	Hybrid
KINES	329	236	71.7%	Async Online
LA	68	57	84%	Face-to-Face
LA	3	2	67%	Hybrid
LA	986	794	81%	Sync Online
LA	711	554	78%	Async Online
LIBR	128	85	66%	Async Online
LRC	55	51	93%	Hybrid
LRC	40	36	90%	Sync Online
MATH	590	351	59%	Face-to-Face
MATH	1451	944	65%	Sync Online
MATH	8466	6014	71%	Async Online
MATHS	63	45	71%	Face-to-Face
MATHS	47	22	47%	Sync Online
MATHS	627	366	58%	Async Online
MGMT	562	353	63%	Async Online
MKT	2	0	0%	Face-to-Face
MKT	548	331	60%	Async Online
MUFHL	1	1	100%	Face-to-Face
MUFHL	106	61	58%	Sync Online
MUFHL	2713	1999	74%	Async Online
MUIVI	106	78	74%	Face-to-Face
MUIVI	87	54	62%	Sync Online
MUIVI	299	189	63%	Async Online
MUP	45	43	96%	Face-to-Face
MUP	141	121	86%	Hybrid
MUP	96	81	84%	Async Online
MUSM	118	93	79%	Face-to-Face
MUSM	17	13	76%	Hybrid
MUSM	80	54	68%	Sync Online
MUSM	465	315	68%	Async Online
NATR	98	83	85%	Face-to-Face

NATR	52	33	63%	Hybrid
NATR	89	60	67%	Sync Online
NATR	190	130	68%	Async Online
NURSE	36	29	81%	Face-to-Face
NURSE	461	399	87%	Hybrid
NURSE	63	49	78%	Sync Online
NURSE	57	46	81%	Async Online
NUTRI	35	27	77%	Face-to-Face
NUTRI	45	28	62%	Hybrid
NUTRI	697	479	69%	Sync Online
NUTRI	2006	1464	73%	Async Online
PACT	113	93	82%	Face-to-Face
PACT	24	18	75%	Sync Online
PACT	42	36	86%	Async Online
PHIL	74	63	85%	Face-to-Face
PHIL	4	2	50%	Hybrid
PHIL	141	96	68%	Sync Online
PHIL	1295	936	72%	Async Online
PHYS	196	151	77%	Face-to-Face
PHYS	212	129	61%	Hybrid
PHYS	229	180	79%	Sync Online
PHYS	1152	943	82%	Async Online
PMED	12	4	33%	Face-to-Face
PMED	37	29	78%	Hybrid
PMED	68	30	44%	Async Online
POLS	163	132	81%	Face-to-Face
POLS	163	118	72%	Sync Online
POLS	2478	1886	76%	Async Online
PROPTX	204	161	79%	Async Online
PSYC	33	24	73%	Face-to-Face
PSYC	274	199	73%	Hybrid
PSYC	803	560	70%	Sync Online
PSYC	7853	5799	74%	Async Online
RC	53	53	100%	Face-to-Face
RC	49	37	76%	Hybrid
RC	66	56	85%	Sync Online
RC	18	18	100%	Async Online
RE	36	28	78%	Sync Online
RE	994	646	65%	Async Online
RECR	3	2	67%	Face-to-Face
RECR	10	10	100%	Hybrid
RECR	104	74	71%	Async Online
RUSS	482	437	91%	Async Online
SJS	16	12	75%	Hybrid
SJS	87	56	64%	Sync Online
SJS	37	27	73%	Async Online

SLPA	36	35	97%	Face-to-Face
SLPA	182	169	93%	Sync Online
SLPA	297	260	88%	Async Online
SOC	309	204	66%	Sync Online
SOC	2069	1478	71%	Async Online
SPAN	43	21	49%	Hybrid
SPAN	453	280	62%	Sync Online
SPAN	1543	993	64%	Async Online
SPEECH	2215	1698	77%	Sync Online
SPEECH	1586	1281	81%	Async Online
SPORT	900	836	93%	Face-to-Face
SPORT	418	384	92%	Async Online
STAT	338	189	56%	Face-to-Face
STAT	33	14	42%	Hybrid
STAT	197	123	62%	Sync Online
STAT	3344	2024	61%	Async Online
TA	223	173	78%	Face-to-Face
TA	75	46	61%	Sync Online
TA	249	172	69%	Async Online
TAFILM	75	52	69%	Sync Online
TAFILM	1381	1079	78%	Async Online
TAP	70	69	99%	Face-to-Face
TAP	25	25	100%	Async Online
TECCOM	24	12	50%	Async Online
TMACT	48	41	85%	Face-to-Face
WELD	6	3	50%	Face-to-Face
WELD	515	432	84%	Hybrid
WELD	251	182	73%	Async Online
WEXP	74	61	82%	Face-to-Face

For any questions about this report, please contact [ARC's Office of Institutional Research](#).

Fall 2019 DAS Resolution: Creating Accountability for Collegial Consultation on Academic and Professional Matters

WHEREAS, on January 14, 2019, the four college Senate Presidents, the LRCCD Academic Senate President, the LRCCD Chancellor, and the LRCCD Vice Chancellor of Education and Technology engaged in a facilitated discussion using the Interest Based Approach (IBA), and in doing so agreed upon specific ways of improving collegial consultation processes based on AB 1725, which requires that faculty make recommendations to the local board or designee with regard to academic and professional matters (otherwise known as the “10+1”), and Title 5 regulations, as codified in LRCCD Board Policies¹ and Regulations², which contain specific language delineating how collegial consultation with faculty regarding academic and professional matters should occur;

WHEREAS, for some academic and professional matters, local boards should “rely primarily upon” faculty, such that “the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the Academic Senate, shall promptly communicate its reasons in writing to the Academic Senate”² For the remaining academic and professional matters outlined in the 10+1, local boards and Academic Senates need to “reach mutual agreement,” and if they fail to reach mutual agreement, “existing policy shall remain in effect except in cases of legal liability or fiscal hardship. The local board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons”³;

WHEREAS, the LRCCD Academic Senate is very concerned that the voices from the Governor’s office, the legislature, and the state chancellor’s office have been having a much more powerful effect on our district-level decision-making processes than the voices of the Los Rios Community College District (LRCCD) Academic Senate or our local college Senates, and that the LRCCD Chancellor’s Office has not consistently been engaging in collegial consultation with the LRCCD Academic Senate as outlined by Title 5 and LRCCD Board Policies and Regulations;

RESOLVED, the LRCCD Academic Senate expresses to the LRCCD Chancellor, the Vice Chancellor of Education and Technology, and the Los Rios Community College District Board of Trustees its ongoing commitment to the collegial consultation process regarding academic and professional matters;

RESOLVED, the LRCCD Academic Senate urges the LRCCD Chancellor, the Vice Chancellor of Education and Technology, and the LRCCD Board of Trustees to work with the LRCCD Academic Senate to jointly reaffirm in writing our legal, ethical, and values-driven commitment to collegial consultation on academic and professional matters; and

¹ LRCCD Board Policy P-3412, http://www.losrios.edu/general_counsel/Policies/P-3000/P-3412.pdf

² LRCCD Board Regulation R-3412, http://www.losrios.edu/general_counsel/Regulations/R-3000/R-3412.pdf

³ Title 5 § 53203(d)(2)

RESOLVED, the LRCCD Academic Senate urges the LRCCD Chancellor and Vice Chancellor of Education and Technology to continue to work with the LRCCD Academic Senate to develop and implement a system of mutual accountability with clear and measurable criteria to ensure that collegial consultation on academic and professional matters is occurring consistently; and

RESOLVED, the LRCCD Academic Senate recommends that the LRCCD Academic Senate Executive Council, using the above-stated mutually agreed upon criteria, provide a report at least once a semester to the District Academic Senate documenting the status of collegial consultation between the LRCCD Chancellor's Office and the LRCCD Academic Senate.

DAS 2019 Collegial Consultation Resolution Report

RESOLVED, the LRCCD Academic Senate urges the LRCCD Chancellor and Vice Chancellor of Education and Technology to continue to work with the LRCCD Academic Senate to develop and implement a system of mutual accountability **with clear and measurable criteria** to ensure that collegial consultation on academic and professional matters is occurring consistently; and

RESOLVED, the LRCCD Academic Senate recommends that the LRCCD Academic Senate Executive Council, using the above-stated mutually agreed upon criteria, provide a report at least once a semester to the District Academic Senate documenting the status of collegial consultation between the LRCCD Chancellor's Office and the LRCCD Academic Senate.

(District) Issue	Connection to 10 +1	Communication Method	Outcome (if applicable)	Assessment
Convocation F22 modality	#8. Policies for faculty professional development activities	DAS President initiated phone calls with Deputy Chancellor during summer	Modality changed from mandatory on-ground to a remote option	No formal consultation
District Strategic Plan	#10 Processes for institutional planning	Presentation of materials & discussions at Chancellor's Cabinet	Ongoing	Moderate
Strategic Enrollment Management Plan	#10 Processes for institutional planning	Informed through BOT reports	Ongoing	No consultation
Dual Enrollment Regulation draft	#4 Educational program development & #5 Standards or policies regarding student preparation & success	Collaboration with a DESC sub-committee, vetting with DESC, Presentations & discussion at DAS, College Academic Senate vetting, recommendation sought at Chancellor's Cabinet	At the November Chancellor's Cabinet, additional time was requested and granted for recommendation of draft regulation. Will return to Dec Cabinet seeking recommendation. DAS voted unanimously to support draft R-2212 on 12/6	Good consultation
Practices regarding the reporting (or not)	?#5 Standards or policies regarding student	unknown	unknown	No consultation

of hate speech/graffiti on campuses	preparation & success			
Process for Interim President Appointments	#10 Processes for institutional planning	Verbal discussion with AS leadership and Chancellor	Faculty are not required to be included in impressions for interim college presidents	Minimal consultation
Faculty Hiring allocations	Within faculty hiring & #10 Processes for institutional planning & budget development	Information disseminated verbally from Deputy Chancellor to AS Presidents	0 allocations for faculty in 2022-23. Critical hiring can be done as needed according to narrowly defined categories:1) outside accreditation, 2) program continuance	No consultation
CRC emergency remote instruction decision	#5 Standards or policies regarding student preparation & success	unknown	CRC moved to entirely remote for 4 academic/business days	No consultation
Faculty Diversity Internship Program Discontinuation?	Within faculty hiring	unknown	unknown	No consultation

Pilot Professional Learning Rubric

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

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

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

Instructions: Reflect on each professional learning activity by applying this rubric to determine whether the activity meets the criteria for Equity-minded Faculty Learning. Learning activities that you assess as “agree” or “strongly agree” on one or more topics qualify as meeting the criteria of an Equity-Minded Faculty Learning activity.

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

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

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

The professional learning activity,

Topics	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
Addressed racial equity equal access to opportunity as it relates to racial membership				
Addressed intersectional equity equitable access to opportunities as it relates to membership in two or more identities (e.g., ability, gender identity, language, religion, sexual orientation)				
Demonstrated awareness of underrepresentation, or of differential experiences of particular groups related to equitable access to opportunity				
Addressed beliefs, values and/or attitudes related to equity equitable access to opportunity				
Recognized and analyzed power structures, privilege, bias, prejudice, and/or discrimination				
Challenged the status quo (de-centered whiteness)				
Identified conclusions with supporting data and information				
Suggested applications of concepts related to relevant theories and data				

Provided time for collaborative learning				
Provided equity strategies for enhancing equitable access to opportunity that can be implement in or outside of classroom				
As the learner,				
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I can remember or understand the content				
I can apply the content to my work				
I can use the content to evaluate my practice				
I can implement the content by creating changes to my practice				
I can assess changes I make to my practice				
I can engage in ongoing critical reflection				

Critical Reflection Questions

1. How did the training/content make you feel?

2. What new, if any, awareness did it create or stimulate?
3. How were you inspired to make changes to your practice or work norms?