

Academic Senate Reports to the LRCCD Board of Trustees Respectfully submitted by the Academic Senate Presidents June 8, 2022

District Academic Senate (DAS) President, Alisa Shubb, Reports:

- The District Academic Senate has not met since the last Board Report. New leaders are being oriented to their roles.

For information about academic senate activities at the district, college, or state level please use the following links:

- [District Academic Senate \(DAS\)](#)
- [ARC Academic Senate](#)
- [CRC Academic Senate](#)
- [FLC Academic Senate](#)
- [SCC Academic Senate](#)
- [Academic Senate of California Community Colleges \(ASCCC\)](#)

ARC Academic Senate President, Carina Hoffpaur, Reports:

- Academic Senate Past President Alisa Shubb submitted her annual year-end report to faculty on May 18th, 2022. A copy is included for your review.

CRC Academic Senate President, Scott Crosier, Reports:

- With a successful and beautiful outdoor commencement ceremony, CRC faculty begin preparing for Summer and Fall semesters.

FLC Academic Senate President, Eric Wada, Reports:

- No report

SCC Academic Senate President, Sandra Guzman, Reports:

- No report

California Title 5 §53200 "10+1" 1. Curriculum, including establishing prerequisites 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. College governance structures, as related to faculty roles 7. Faculty roles and involvement in the accreditation process 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon.

Los Rios CCD Academic Senate Call to Action

Approved Tuesday November 17, 2020

The four Los Rios Colleges and the District Academic Senate support the Academic Senate of California Community Colleges (ASCCC) Fall 2019 Plenary Resolution "[Support Infusing Anti-Racism/No Hate Education in Community Colleges](#)". Specifically, to the following Resolved statements from that resolution:

- denounce racism for its negative psychological, social, educational, and economic effects on human development throughout the lifespan;
- take steps to not only strive for a greater knowledge about and the celebration of diversity but also to support deeper training that reveals the inherent racism embedded in societal institutions in the United States, including the educational system, and asks individuals to examine their personal role in the support of racist structures and the commitment to work to dismantle structural racism; and
- infuse Anti- Racism/No Hate Education in all its activities and professional development opportunities to the degree that doing so is feasible.

To achieve this, our Academic Senates are committed to:

1. Include a discussion of anti-racism/no-hate education on agendas. Remembering that we do not have to have an answer to start a conversation.
2. Prioritize culturally responsive curricular redesign with our curriculum committees.
3. Acknowledge, without assigning blame, that the structure of our colleges houses the biases and prejudices of their founding times. Those biases have privileged some and disadvantaged others, particularly African American and LatinX communities.
4. Prioritize the evaluation of hiring and evaluation processes with an equity lens.
5. Request services from the ASCCC about any of these topics if needed.
6. Evaluate our academic senates and find the voices among our faculties missing in governance. Find ways to empower those voices.
7. Work with our administrations, classified professional colleagues, and students to find constructive ways students can express themselves about structural and historical biases that exist.

Academic Senate President's Year End Report to Faculty - 2021-2022

Resolutions:

- [Resolution on Equity in Curriculum](#)
- [Resolution on Research Support for Program Review](#)

Decisions:

- Supported the ARC ISER (Accreditation) Report
- Supported proposed revisions to Los Rios Regulation 5123 (Equivalency)
- Supported FLC Resolution in support of increased adjunct college service compensation
- Supported academic freedom for individual faculty to choose flexible classroom participation ("Syncflex") as an optional instructional format
- Supported Guided Pathways scale of adoption report

Actions

- Revised Faculty Hiring Prioritization Process by
 1. establishing a consistent timeline: <https://inside.arc.losrios.edu/collegewide/office-of-the-vice-president-of-instruction/faculty-prioritization-process-timeline>
 2. creation of new webform application requesting information about student demand, connection to other programs, addressing disproportionate impact, accreditation/outside agency requirements, difficulties hiring/retaining adjuncts, department workload, changes to discipline,
 3. inviting managers to listen to faculty presentations
 4. using both ranked voting and tiered voting to prioritize requests in order to compare results
- Established online Faculty Resource Guide: <https://inside.arc.losrios.edu/remote-resources/faculty-resource-guide>
- Published statement of support for Afghan student on special immigration visas
- Worked with Library to increase ease and transparency of textbook/learning material ordering
- Piloting project to clarify student expectations through use of schedule notes
-

Items of continued discussion

- Academic Senate Statement of Values:
 - The Academic Senate values thoughtful discourse and deliberation and centers its work on inclusion, diversity, equity, accessibility, anti-racism, and student success.
- Establishing community guidelines for Academic Senate meetings
- Inclusive Academic Senate practices

- Addressing ASCCC Anti-Racism Paper adopted Fall 2020
- Academic & Professional impacts as related to Covid-19

Received and responded to reports on the following items:

- MESA
- Transfer Center
- Los Rios Strategic Plan Reaffirmation Report
- Open Educational Resources/Textbook Affordability Faculty Project
- UNITE Center
- Dual Enrollment
- Math, AB705, and the CCCCCO Memo regarding scheduling below-transfer-level math courses
- Accreditation
- HomeBase Resource Panel Report
- Equity Training Workgroup Report
- District Educational Technology (DETC) and District Curriculum (DCCC) “Hyflex Report
- Los Rios Colleges Online Report
- Black Faculty and Staff Association of LRCCD letter of demands
- All-gender restroom project
- ARC Climate Survey
- Progress on alignment with ARC’s Professional Development & Training Plan
- Associated Student Body Resolutions:
 - 220429 Holding Spaces
 - 220429 Mandatory Equity Training
 - Sustainability
- Regular Council Reports:
 - Student Success Council, *representative Carina Hoffpauir*
 - Operations Council, *representative Aracelli Badilla*
 - Institutional Effectiveness Council, *representative Janay Lovering*

Academic Senate Standing Committee Reports:

- [Affordable Learning Materials](#), *Chair Kate Williamson*
- [Curriculum Community](#), *Chair Roxanne Morgan*
- [Faculty Professional Development](#), *Chair David Merson*
- [Professional Standards Type A/B Leaves](#), *Chair Daniel Slutsky*
- [Program Paths](#), *Chair Bill Simpson*
- [Program Review](#), *Chair Janay Lovering*
- [SLO Assessment](#), *Chair Corinne Arrieta*

2022-23 Officers:

- Academic Senate President – Carina Hoffpauir
- Academic Senate Vice President – Brian Knirk
- Academic Senate Secretary – Veronica Lopez
- Academic Senate Past President – Alisa Shubb

Respectfully submitted by Alisa Shubb, Academic Senate President 2021-22

ARC Academic Senate Resolution on Equity in Curriculum

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

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

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

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

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

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

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

¹ [Commitment to Social Justice and Equity](#)

² [Our Values: Equity and Diversity](#)

³ [Strategic Goals 2017-21](#)

⁴ [Institutional Equity Plan](#)

⁵ [African-American DI Team Report](#)

⁶ [Asian Pacific Islander DI Team Report](#)

⁷ [Latinx DI Team Report](#)

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

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

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

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

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

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

⁸ [LGBTQIA+ DI Team Report](#)

⁹ [Native American DI Team Report](#)

¹⁰ [Anti-Racism Education in California Community Colleges](#)

¹¹ [California Community Colleges Family Letter June 5, 2020](#)

¹² [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)

ARC Academic Senate Resolution on the Need for Institutional Support for Faculty Program Review

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

Whereas, the Inquiry Guides which were established within the Integrated Planning Guide to support use of a data-informed approach, recommend Program-level initiated research through a process by which “additional data can be requested through the ARC Research Office.” Such requests include:

- New data collection: submit a request for assistance with surveys, focus groups, or other collection methods
- Existing data: submit a request to pull existing data which is not available in standard reports (e.g., different time frame or more detailed data)
- Research support: submit a request for guidance or assistance with a specific line of inquiry

Whereas, the Inquiry Guide for Instructional Units states that “analysis of available data is the starting point for assessment of the planning unit’s effectiveness”, and suggest the following program-level data be considered:

- 5-Year Trends Report (provides a wide variety of program-level metrics including headcount/enrollment, demographics, success/retention, FTES, productivity)
- 5-Year Trends by Modality (same metrics, but segmented by Face-to-Face, Online, and Hybrid modalities)
- Course Offering History (provides offering history with cancellation rates and other relevant data)
- 3-Year Subject-Level Success Rates (headcount, course/section count, FTES, success, and withdrawal; overall rates and breakdown by modality)
- 3-Year Subject-Level Success Rates by Equity (headcount, success, withdrawal with breakdown by race/ethnicity, age, gender, and special populations; may include intersection of factors such as race/ethnicity and gender)
- 3-Year Course-Level Success Rates (similar to subject level above)
- 3-Year Course-Level Success Rates by Equity (similar to subject level above)
- Degree and Certificate Trends (trends by degree/certificate with award count and student count; may include equity breakdowns at either summary or specific award level depending on volume of awards)

Whereas, the Inquiry Guide for Student Service Units also states that “analysis of available data is the starting point for assessment of the planning unit’s effectiveness”, and suggest the following program-level data be considered:

- 5-Year Service Review Report - applies to any service that is not accessed by all students
 - 5-year trend of participants (headcount) in the specific service
 - Demographics of participants compared to the entire student population
 - Milestones of participants compared to the entire student population (e.g., 15 units, 30 units)
 - Persistence rates of students using this service vs. not using this service
 - Persistence rates of students using this service and at least one other service vs. this service alone vs. no services
 - Demographics of participants who did not persist compared to all participants
 - Rates of use of other services (% of participants who are using 1 other service, 2 other services, 3 other services, etc.)
 - Completion rates of participants compared to the entire student population or subpopulation
 - Service usage rates for those services that collect usage data (e.g., tutoring)
 - Phone activity reports (if data is available on call volume, length of calls, dropped calls, etc.)
 - Custom report designed for each service that includes metrics based on the specific function
- SSO Assessment Reports

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

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

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

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

Affordable Learning Materials Committee Academic Senate Annual Report Spring 2022

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

No changes have been made:

- I. Mission: For American River College students to have equitable and increased opportunities to succeed by reducing material costs, while increasing their quality.
- II. Functions: The Affordable Learning Materials Committee works with faculty, students, and staff in programs across the campus to:
 - Promote no cost learning materials for faculty selection.
 - Facilitate the creation of open education resources.
 - Identify alternative strategies to reduce textbook and course material costs for students.
 - Educate faculty about strategies to reduce textbook and course material costs and its benefit to student equity and success.
 - Make recommendations that address textbook affordability and accessibility, while respecting academic freedom and the professional rights and responsibilities of faculty to determine the planning and presentation of course material.
 - Work with college and district groups in initiatives dealing with affordable textbooks and course materials.
 - Develop objectives and timelines to accomplish actionable goals.

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

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

	Instructional Faculty	Adrienne Avila
	Instructional Faculty	Glenn Jaecks
	Instructional Faculty	<i>Open</i>

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

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

Committee members gave input and feedback on the following long standing resources from this project including:

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

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

- [Creating a Zero Textbook Costs website for students](#)

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

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

The committee does not have any at this time.

5. Overall summary assessment of committee's work

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

ARC Curriculum Community Year End Report 2021-22

In the last year, the committee has undergone a number of structural changes that have allowed us to focus more on larger issues, such as Equity, reducing barriers, anti-racism and increasingly new legislation coming down the pike.

Function of our Committee

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

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

CURRICULUM COMMITTEE MEMBERSHIP 2021-2022

DIVISION	REPRESENTATIVE	ALTERNATE
Faculty Chair	Roxanne Morgan	
Faculty Vice Chair (BSS)	Rolf Gaudard	
Faculty Past Chair	Valarie Rose	
Management Co-Chair (AVP Instruction)	Kate Jaques*	Adam Windham*
Articulation Officer	Megan Bevens*	Connie Ayala*

AMERICAN RIVER COLLEGE ACADEMIC SENATE 2021-22 YEAR END REPORT

Management: Instructional Dean		Kale Braden
VP Instruction	Frank Kobayashi	
AVP Workforce	Derrick Booth	Jan DeLapp*
AVP Student Services	Chad Funk	
Distance Ed Coordinator	Pamela Bimbi	
Behavioral & Social Sciences		
Business & Computer Science	Iraj Sabzevary*	Heidi Bennett
Counseling/Student Services	Joe Rust	
English		
Fine & Applied Arts		
Health & Education	Yeny Pena-Grafton	
Humanities	Margaret Travis	
Kinesiology & Athletics	Tim Finnecey	
Learning Resources (interim)	Alice Dieli	
Math	Sonya Reichel	Andrew Halseth*
Science & Engineering	Lori Smith	
Admin. of Justice/Homeland Security/Safety	Teresa Huerta	
Tech Ed	Al Ahmadi	
Work Experience	Vivian Dillon	

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

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

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

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

Chair Notes:

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

We decided to try out the system we use in Tech Review. All CORs would be uploaded to a shared GoogleDocs folder and Curriculum members would make their suggested edits on the docs BEFORE the Curriculum meeting, then the GoogleDocs would be sent to the developer

after the meeting. This created greater flexibility and support of our developers who could and couldn't attend the meeting: 1) we have a number of very small departments, where the sole person responsible for Curriculum is juggling a million things, and possibly teaching on Wednesdays at 3pm; 2) there were no discrepancies in note-taking between the chair and the developer; 3) this created an online repository of information that could be referred back to later on (which has proven invaluable).

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

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

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

GOING FORWARD

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

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

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

Year-End Report

Faculty Professional Development Committee

April 21, 2022

David Merson, Chair of ARC Campus Faculty Professional Development Committee

1. Our function

The following is a condensed version of our stated function on the [Professional Development Committee's website](#), under the "Function" section.

- A. We meet twice each semester to evaluate funding requests from full-time and adjunct faculty members interested in attending professional development events, including conferences, workshops, symposiums, retreats, etc. We award funding according to our established committee operating procedures and priorities, as well as our funding availability.
- B. Encourage attendance at events of interest to faculty in collaboration with Faculty Senate, Center for Teaching and Learning, and other groups.
- C. Disseminate information regarding upcoming professional development funding periods and submission deadlines.
- D. Serve as a resource and liaison to representative area faculty seeking support.
- E. Maintain a website with our committee's functions, membership, minutes, application guidelines and evaluation information.
- F. Represent faculty professional development on related PD committees' campus and district-wide.

Changes to—and questions—about our function

For years, our website has stated the following as part of our function:

As a voting member, participate in the Professional Development Coordinating Committee's responsibility to develop a strategic plan for the college's professional development and to allocate professional development resources to the professional development committees, the Center for Teaching and Learning, and the Instructional Technology Center.

My understanding is that the Coordinating Committee has been disbanded, so I'd like to remove this paragraph from our website. Does the Senate have any advice on this matter?

2. Members

I could use your help clarifying who the members should be for this committee.

The committee make-up, according to our website, works this way:

Membership Composition = Total of 17 members

- **3 Managers + 1 ex-officio**
- **14 Faculty (1 member from each instructional area, plus Learning Resources and Counseling)**

Current Managers

Student Services: Kolleen Ostgaard

Natomas Center: VACANT (Roger Davidson just retired)

Vice President / Dean of Equity: BJ Snowden

(Koue Vang has helped us a lot after Nick Daily left)

“Ex-officio” (Chair): David Merson

Faculty representatives:

1. Behavioral & Social Sciences: Chen Chiuping
2. Business & Computer Science: Lingling Zhang
3. Counseling: **VACANT**
4. English: Denise Engler
5. Fine & Applied Arts:
6. Health and Education: Kristina Zajic
7. Humanities: Thoeung (Mim) Montgomery
8. Kinesiology and Athletics: Timothy Finnecy
9. Learning Resource Center: Araceli Badilla
10. Mathematics: Leonel DeLeon
11. Science & Engineering: **VACANT**
12. Technical Education: Christopher Moore

Either I am unaware of two areas that should be in the list above, or the official make-up of our committee should be 12, not 14, faculty.

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

A significant amount of our funding goes to faculty attending professional development events related to equity, reducing barriers, and anti-racism.

It's hard to point to a "major accomplishment" beyond our intrinsic role of funding faculty toward this goal.

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

1. **We need clarification as to how many committee members we really should have:**

- a. 12 or 14 faculty members?
- b. Do the three managers need to be from any offices in particular?

2. **The chair of this committee needs release time from teaching.**

Since COVID, I've found the job increasingly taxing, especially with shifting campus organization and personnel. To do this job well, I need to spend many, many hours in contact with applicants.

The lockdown itself is part of the problem. Because faculty were so isolated, I became the point person for faculty. The area reps and administrative assistants weren't supporting faculty as much as usual—probably because faculty weren't in the offices as usual to ask questions.

For example, our website needs a big overhaul. I don't think anyone has time to do this while also teaching full time.

3. **The committee needs a bigger budget**

Prior to COVID, the committee was routinely running out of money to fund professional development events.

We typically had about \$12k or less each semester to distribute to faculty.

As a rule, we fund each faculty member a maximum of \$800 per year (down from \$900 about 10 years ago). In the last two years before COVID, we had to sometimes ration funds to \$400 per faculty member.

Almost any event that requires travel, either in- or out-of-state, costs faculty over \$1,000.

In short, travel and registration costs are going up, but we fund faculty less and less.

4. **Does the name of this committee need to change?**

Given the preponderance of "Professional Development" offices, maybe our title should be "Faculty Professional Development Funding Committee"?

The committee members do not see themselves as *promoting* particular professional development events, though we are discussing giving priority to equity- and diversity-related events.

I do wonder, however, if this committee could somehow work with other committees on other Los Rios campuses to encourage faculty attendance *en masse* (and with registration discounts) to targeted professional development events. But maybe such promotion and coordination are the job of the CTL?

Overall summary assessment of committee's work

I am proud of the committee's sustained work during the lockdown and shifting campus organization. In some ways, our work got lighter during the lockdown (as there have been fewer applications for funding). But recently the work has gotten heavier and has required quite thoughtful work by the committee members. We've been trying to show flexibility and generosity to faculty to fund their events.

Professional Standards Type A/B Leaves Committee Report

· Function of the Committee

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

· Members of the Committee

Current Members include:

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

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

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

· Major Accomplishments of the Committee

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

Getting to see the amazing ideas presented by our colleagues and helping them to reach those goals is a very rewarding experience.

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

· Recommendations for the Committee

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

There is one issue that is unresolved at the moment.

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

· Overall Summary of the Committee

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

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

Summary of work done this academic year:

Program Maps:

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

Areas of Interest:

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

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

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

What is Program Review?

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

What is Annual Unit Planning?

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

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

Faculty Classified Administrative

(Co-chair)

Janay Lovering
(AS VP 2022-2023)

Governance Liaison

Mary Goodall

Admin (co-chair)

Jen Laflam

Faculty Researcher(ex-officio)

Yuj Shimizu

Researcher

Chris Olson

AVP

BJ Snowden

Equity Instruction

Corinne Arrieta

Research

Transfer Faculty

Kristina

Research

Casper-Denman

Lab Faculty

Janet Hanstad

IT

Ryan Bonomo

Counseling Faculty

Amanda Aranda

SS/Equity

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

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

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

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

5. Overall summary assessment of committee's work

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

SLOAC End of the Year Report to ARC Academic Senate

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

- The function of the Student Learning Outcomes Assessment Committee (SLOAC) is well summarized by our welcome on the SLOAC webpage:

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

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

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

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

- Vacancies:
 - Equity Student Services
 - Student Services Administrator
 - Equity: Faculty
 - CTE Faculty
 - ASB Appointment

- Leadership: The SLOAC will bring on an Assistant Faculty Coordinator for the 2022-23 academic year who will become Faculty Coordinator in 2023-24.
 - The job description is currently in development, and we recommend that it include a coordinator with research experience.
- 3. Major accomplishments this academic year specifically related to equity, reducing barriers for disproportionately impacted students, anti-racism
 - The ISLO survey is analyzed and disaggregated by race, gender, and ethnicity and has been used to inform professional development. More needs to be done to make data informed decisions from this survey analysis. This is one of the major goals of the committee for the upcoming year.
 - SSO Revisions: plans are underway in collaboration with the CTL and the Office of Equity, Institutional Effectiveness, and Innovation to revise the SSOs using an equity lens.
- 4. Any recommendations for improvement and/or proposed changes to the committee scope, processes, membership, or additional resources required to accomplish the work of the committee
 - ISLO Survey: The ISLO survey has both a quantitative and quantitative section. The quantitative analysis is completed by the researcher on the committee. This upcoming year, the data analysis needs to be completed on the qualitative section and the data needs to be shared where it will be helpful in informing change and improving assessment practices. The current faculty coordinator in conjunction with the incoming coordinator (if they have research experience) could complete this analysis.
 - Student Services Outcomes Revisions: Student Services will be collaborating with the SLOAC and the CTL to employ an equity lens in rewriting the Student Services Outcomes. They will revise the outcomes this summer to use in the 2022-23 academic year.
 - Departmental Course to Program SLO Maps: Continue to make improvements to the new Program SLO Linguistic Analysis tool. This tool needs to be moved over to the ITC and maintained by the college as it is currently a pilot and is housed in the Design Lab.
- 5. Overall summary assessment of committee's work
 - The following description and graphics from [the SLOAC Official Handbook](#) describe the scope of the formal SLO/SSO Assessment program at ARC. The purpose of the SLO Committee is to assist departments and student service units with their formal documentation of assessment activities with the goal of improving student learning. This process is practiced with shared governance in mind and meets or exceeds accreditation standards. For instructional programs, the committee relies on the expertise of the faculty and integrates existing processes

currently in use in their assessment of student outcomes. The process aims to respect faculty workload and is flexible enough to address the needs of a large college. Each department and student service unit undergoes a regular and systematic process of assessment, review, planning, and implementation that is integrated in the planning processes of the college (p. 1).

What is the scope of our formal SLO/SSO Assessment Program?

This graphic shows the range of information with which the SLOAC provides oversight to the instructional programs’ SLO development and assessment activities:

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

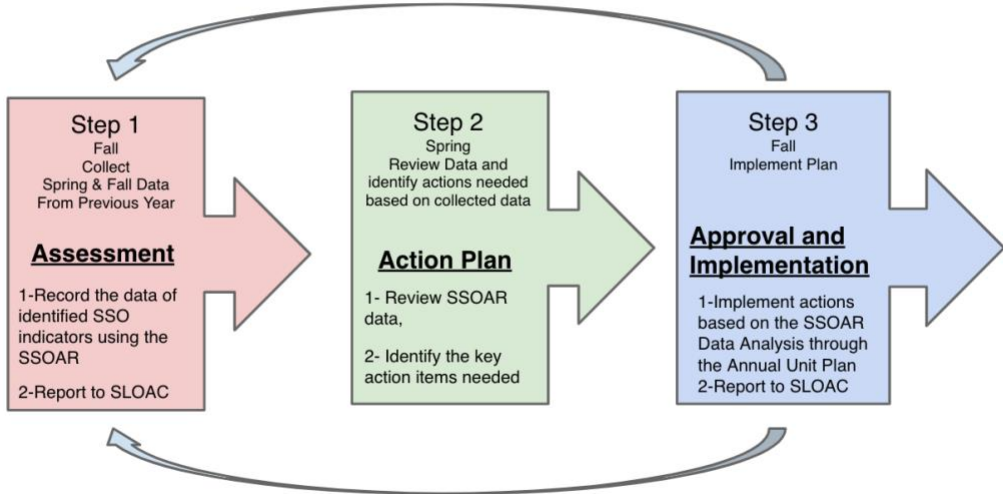
These activities fall into three broad categories:

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

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

Overview of SSO Assessment Cycle at American River College

completed in a three step cycle and integrated into the planning process



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