



*In accordance with California's Code of Regulation, Title 5*

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

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

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

*(2) degree and certificate requirements;*

*(3) grading policies;*

*(4) educational program development;*

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

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

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

*(8) policies for faculty professional development activities;*

*(9) processes for program review;*

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

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

**11/19/20**

**3:00 P.M.**

**<https://cccconfer.zoom.us/j/96212849461>**

**Password = 10+1**

## 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**

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

7. Critical Hiring, Nursing (First Reading)
8. Resolution: Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners (First Reading)

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

9. Actionable Equity Series – *Pam Chao & Jennifer Laflam*
10. Student Success Council – *Carina Hoffpauir*

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

11. Addressing Academic Dishonesty in the Online Environment
12. Antiracism & Antiracist Curriculum
13. Instructional Faculty Preparation for Spring 2021
14. Report Back: (5-10 minutes per item)
  - a. Community Principles for Academic Senate task group
  - b. Reviewing LRCCD Policy & Regulations with an equity perspective
15. Report Out: District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
  - a. District Ed Tech (DETC): Zoom camera use
  - b. Degree Planner & Program Maps
  - c. Academic Freedom
  - d. District Curriculum Coordinating Committee (DCCC): CSU Area F Ethic Studies
16. Items from College Areas for Academic Senate Consideration

### **Upcoming Meetings and Events**

1. District Academic Senate Meeting: Tuesday Dec 1<sup>st</sup> , 3:00pm  
Meeting ID 943-1304-6533
2. ARC Academic Senate Meeting: Thursday Dec 10<sup>th</sup> , 3:00pm, Meeting ID 962-1284-9461 password 10+1
3. LRCCD Board of Trustees Meeting: Wednesday Dec 16<sup>th</sup> 5:30pm  
<https://cccconfer.zoom.us/j/91513113440#success>
4. ARC President Thomas Greene Farewell Gathering: Tuesday Dec 15<sup>th</sup> 3-4pm

# ARC Academic Senate

## Approved Minutes: November 19, 2020

### ***Preliminaries***

1. Call to Order: Called to order at 3:00pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: Jan DeLapp (Dean of Health and Education), Adrienne Avila, Jennifer Laflam, Dr. Sandra Wyrick (Director of Nursing Programs), Dr. Derrick Booth (Interim Associate Vice President of Workforce Development), Lori Hokerson, Psychology faculty), Sara Smith (History), Veronica Lopez, Pam Chao, Frank Kobayashi, LaQuisha Beckum
5. Public Comment Period:

Veronica Lopez asked for support for the LRCFT Social Justice Caucus Resolution Against Placerville's use of nooses, the hanging mannequin, and "Old Hangtown." (See supporting materials "Resolution Against Nooses, the Hanging Mannequin, and 'Old Hangtown'")

Sara Smith reminded the senate that the union is holding a union election and that all positions are up for election. There are five people running for the three positions available at ARC.
6. President's Report:
  - Report to Board of Trustees:

President Shubb reported to the Board of Trustees on impressions groups for college president and vice president of instruction and the offerings from ARC's Center for Teaching and Learning, including the Actionable Equity series and Data Literacy workshops. (See supporting materials "Nov 18th, 2020 LRCCD Board of Trustees Report")
  - Faculty Professional Development Liaisons:

There are 4 liaison positions available at 0.2 FTE reassigned time each. (See supporting materials "Faculty PD Liaisons")
  - Faculty Trainer Positions:

There are 2 faculty trainer positions available for Spring 2021 for 0.2 FTE reassigned time each. One position is for a specific focus on practitioner development for Black/African American student success and the other is for a specific focus on practitioner development for Latinx student success. (See supporting materials "Faculty Trainer With Specific Focus on Practitioner Development...")
  - Proposed Calendar for Spring 2023:

The results of the Spring Break Survey are as follows:  
Faculty: 50.7% of respondents said they support the change

Students: 71% of respondents said they support the change  
The District would like the colleges to move forward with permanently fixing Spring Break between the 8W1 and 8W2 sessions starting in Spring 2023.

- Institutional Research Accessibility Survey:  
Please complete the survey as it is coming from Los Rios Institutional Research (IR@losrios.edu). Here is a [link to the survey](#).
- Instructional Faculty Data & Development Opportunities:  
Nick Daily will send an email with information on supporting faculty as they understand their Instructor Equity Reports and the Department Disproportionate Impact Reports.

## **Consent Items**

none

## **Decision**

### 7. Critical Hire: Nursing (First Reading)

If a replacement for the head of the program is not hired, the program must shut down. The area is asking for 4 total positions; 3 retired at the end of Spring 2020. The area would like to advertise and interview during Spring 2021 for a Fall 2021 start.

See supporting materials:

- “American River College: Faculty Positions Request for Fall 2021: Tenured Track Certified Nursing Assistant / Home Health Aide Faculty Positions”
- “Certified Nursing Assistant/Home Health Aide (Registered Nurse - RN) Full-Time Tenured Assistant Professor - Department Chair”
- “Nursing (Registered Nurse - RN) Assistant Professor Medical Surgical area focus - 3 Positions”
- “American River College: Faculty Positions Request for Spring 2021: Four Tenured Track Nursing Faculty Positions”
- “Nursing (Registered Nurse - RN) Assistant Professor Pediatric Specialty focus”

### 8. Resolution: Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners (First Reading)

The goal is to create a districtwide body to determine class size on the course level. Send corrections, additional references, or resources to Tressa Tabares or Ricardo Caton. (See supporting materials “Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners (DRAFT)”

## **Reports**

### 9. Actionable Equity Series – Pam Chao & Jennifer Laflam

(See supporting materials: “Spring 2021 Actionable Equity Professional Development Series”)

The four-session series to provide faculty practical knowledge to apply the equity framework will be offered:

- Tuesdays during FLEX week and the first week of the semester: 12:00-4:30pm on January 12 & 19
- Fridays in January & February: 9:00-11:00am on January 29, February 5, 19, and 26
- Mondays in April: 1:00-3:00pm on April 5, 12, 19, and 26

10. Student Success Council – Carina Hoffpauir

(See supporting materials: “Student Success Council Report 11/17/20”)

Highlights include:

- Actionable Equity Series
- Update from API project team
- AB-705 Project Team Follow-up Discussion

## ***Discussion***

11. Addressing Academic Dishonesty in the Online Environment

(See supporting materials: “DRAFT - Possible Academic Senate Statements on Academic Honesty - DRAFT”)

Discussion included:

Should faculty assume responsibility for explaining what academic honesty and integrity is, its importance in relation to the course objectives, and fostering a class environment conducive to its practice? Is it enough to say that faculty are not responsible for honesty and integrity? Students who need something to achieve a goal are less likely to cheat. A connection between assessment and goal decreases dishonest behavior. Perhaps there could be an integrity statement in a pop-up in Canvas. Our current statement (in catalog) reads: “Academic integrity and responsibility mean acting honestly, conscientiously, and honorably in all academic endeavors. Students are accountable for all that they say and write. Since trust is the foundation of an intellectual community, and since student work is the basis for instructors to evaluate student performance in courses, students should not misrepresent their work nor give or receive unauthorized assistance.” Perhaps students should be convened to see how well this statement resonates with them? Turnitin is a good resource for several disciplines. Math is interested in something similar to help ensure that the work students turn in really is their work.

The draft document will be shared out with constituents for feedback and input.

12. Antiracism and antiracist curriculum

(See supporting materials: “Anti-racism Series: PART 1: Definition and Significance” for reference only)

It is not up to the curriculum committee to decide what is anti-racist and what is not; the content is up to the authors of the curriculum. It might not make sense to have antiracism as an SLO in a particular class; rather it is integral to the practice in the classroom. Attendees identified two ARC websites with curated information on anti-racism: link to [ARC Library collection “Antiracism: Ebooks and Videos”](#); link to [ARC’s Anti-Racism Resources](#).

13. Instructional Faculty Preparation for Spring 2021

To help faculty prepare for Spring 2021, the senate plans to develop recommendations for early communication with students (introductory email, syllabus, etc). If faculty are

teaching asynchronously, they should strive to find ways to set exams that don't take students away from their synchronous (scheduled) instruction.

14. Report Back:

- a. Community Principles for Academic Senate task group  
No volunteers have been identified to work on this group, so it will not be moving forward.
- b. Reviewing LRCCD Policy & Regulations with an equity perspective  
If there are any additional district policies or regulations faculty would like to revisit, please let President Shubb know.

15. Report Out: District Academic Senate ([link to district website](#))

- a. District Ed Tech (DETC): Zoom camera use  
(See supporting materials: "Recommendations for Web-cam Best Practices")  
One suggestion has been forwarded to the committee: Option 2: change "material" to "outcome."  
If you have feedback, please send it to Alisa soon as these are planned to be published quickly.
- b. Degree Planner & Program Maps  
(link to [ARC Degrees Available in Degree Planner](#))  
(See supporting materials: "Programs Available in Degree Planner")  
There will be a phase-in of degrees. The college will need to decide how to prioritize and what to do in the situation of multiple degrees. The academic senate will be advocating for all degrees that have been mapped to be programmed into Degree Planner.
- c. Academic Freedom
- d. District Curriculum Coordinating Committee (DCCC): CSU Area F Ethnic Studies  
Please send Alisa names of faculty who are teaching or have qualifications to teach Ethnic Studies

16. Items from College Areas

Meeting adjourned 4:58pm

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

1. District Academic Senate Meeting: Tuesday, Dec 1, 3:00pm; Meeting ID 943-1304-6533
2. ARC Academic Senate Meeting: Thursday, Dec 10, 3:00pm; Meeting ID 962-1284-9461
3. LRCCD Board of Trustees Meeting: Wednesday, Dec 16, 5:30pm;  
<https://cccconfer.zoom.us/j/91513113440#success>
4. ARC President Thomas Greene Farewell Gathering: Tuesday, Dec 15, 3:00-4:00pm

<b>ARC Academic Senate Roster</b>		<b>Updated</b>	<b>2020-11-30</b>	
<b>Area</b>	<b>Senator</b>	<b>Adjunct/FT</b>	<b>Term End</b>	
Behavioral & Social Scier	Ellen Bowden	Adjunct	2021	Present
Behavioral & Social Scier	Kristina Casper-Denman	Full-time	2023	Absent
Behavioral & Social Scier	<i>Unfilled</i>	Full-time	2023	
Behavioral & Social Scier	Ricardo Caton	Full-time	2022	Present
Behavioral & Social Scier	Laurinda Reynolds	Alternate Full-Tin		Present
Behavioral & Social Scier	N/A	Alternate Adjunc		
Business & Computer Sc	<i>Unfilled</i>	Full-time	2021	
Business & Computer Sc	Damon Antos	Full-time	2022	Present
Business & Computer Sc	Kahkashan Shaukat	Full-time	2021	Present
Business & Computer Sc	SyInovie Merchant	Adjunct	2022	Absent
Business & Computer Sc	Marc Condos	Alternate Full-Tin		
Business & Computer Sc	N/A	Alternate Adjunc		
Counseling	Jessica Nelson	Full-time	2022	Absent
Counseling	Jennie Econome	Adjunct	2021	Absent
Counseling	Reyna Moore	Full-time	2023	Absent
Counseling	Carmelita Palomares	Full-time	2022	Present
Counseling	Kim Herrell	Alternate Full-Tin		
Counseling	<i>Unfilled</i>	Alternate Adjunc		
English	Catalina Carapia-Aguillor	Adjunct	2023	Absent
English	Robyn Borcz	Full-time	2023	Present
English	Shannon Pries	Full-time	2021	Present
English	Carina Hoffpauir	Full-time	2022	Present
English	N/A	Alternate Full-Tin		
English	Anthony Robinson	Alternate Adjunc		
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present
Fine & Applied Arts	Jodie Hooker	Full-time	2021	Present
Fine & Applied Arts	Diane Lui	Adjunct	2023	Absent
Fine & Applied Arts	Craig Martinez	Full-time	2022	Absent
Fine & Applied Arts	Linda Gelfman	Alternate Full-Tin		
Fine & Applied Arts	N/A	Alternate Adjunc		
Health & Education	Cheri Garner	Full-time	2023	Present

<b>ARC Academic Senate Roster</b>		<b>Updated</b>	<b>2020-11-30</b>	
<b>Area</b>	<b>Senator</b>	<b>Adjunct/FT</b>	<b>Term End</b>	
Health & Education	John Coldiron	Full-time	2022	Present
Health & Education	Diana Johnston	Full-time	2021	Present
Health & Education	Jen Kirkman	Adjunct	2022	Absent
Health & Education	N/A	Alternate Adjunct		
Health & Education	N/A	Alternate Full-Time		
Humanities	Corinne Arrieta	Full-time	2023	Present
Humanities	David Austin	Full-time	2021	Present
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Kim Walters	Adjunct	2022	Absent
Humanities	Erik Haarala	Alternate Full-Time		
Humanities	N/A	Alternate Adjunct		
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	Absent
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2022	
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2021	
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023	
Kinesiology & Athletics	N/A	Alternate Full-Time		
Kinesiology & Athletics	N/A	Alternate Adjunct		
Library/Learning Resources	Leslie Reeves	Full-time	2021	Present
Library/Learning Resources	Araceli Badilla	Full-time	2023	Present
Library/Learning Resources	David McCusker	Alternate Full-Time		Present
Mathematics	Deborah Gale	Adjunct	2021	Present
Mathematics	Joe Caputo	Full-time	2023	Present
Mathematics	Andy Halseth	Full-time	2021	Present
Mathematics	Matthew Register	Full-time	2022	Present
Mathematics	Lana Anishchenko	Alternate Full-Time		Present
Mathematics	N/A	Alternate Adjunct		
Sacramento Regional Public	Lonetta Riley	Full-time	2021	Absent
Sacramento Regional Public	<i>Unfilled</i>	Adjunct	2022	
Sacramento Regional Public	Charissa Gorre	Alternate Full-Time		Absent
Sacramento Regional Public	N/A	Alternate Adjunct		

<b>ARC Academic Senate Roster</b>		<b>Updated</b>	<b>2020-11-30</b>	
<b>Area</b>	<b>Senator</b>	<b>Adjunct/FT</b>	<b>Term End</b>	
Science & Engineering	<i>Unfilled</i>	Adjunct	2021	
Science & Engineering	Glenn Jaecks	Full-time	2022	Present
Science & Engineering	Charles Thomsen	Full-time	2021	Present
Science & Engineering	Marcella Woolsey	Full-time	2020	Absent
Science & Engineering	N/A	Alternate Full-Tim		
Science & Engineering	N/A	Alternate Adjunc		
Student Support Service:	Judith Valdez	Full-time	2021	Absent
Student Support Service:	Michelle Kientz	Adjunct	2020	Absent
Student Support Service:	Arthur Jenkins	Alternate Full-Tim		
Student Support Service:	N/A	Alternate Adjunc		
Technical Education	Frank Beaushaw	Full-time	2021	Absent
Technical Education	Patrick Boling	Adjunct	2020	Absent
Technical Education	Jordan Meyer	Full-time	2023	Absent
Technical Education	Craig Weckman	Full-time	2022	Absent
Technical Education	N/A	Alternate Full-Tim		
Technical Education	N/A	Alternate Adjunc		
Officers	Alisa Shubb		President	Present
Officers	Janay Lovering		Vice President	Present
Officers	Amy Gaudard		Secretary	Present
Officers	Tressa Tabares		Past President	Present
Liaison	Dan Crump		ASCCC Liaison	Present
Liaison	Kate Williamson		Open Education	
<b>Total Senate Seats Available (without Officers)</b>			<b>50</b>	
<b>Unfilled Seats</b>			<b>7</b>	
<b>Total Filled Seats</b>			<b>43</b>	
<b>Quorum (25% of filled seats)</b>			<b>11</b> (round 0.5 up)	
<b>Guests--Please print your name for the minutes</b>				
Jan DeLapp, Dean of Health and Education				
Adrianne Avila				



<b>ARC Academic Senate Roster</b>		<b>Updated</b>	<b>2020-11-30</b>	
<b>Area</b>	<b>Senator</b>	<b>Adjunct/FT</b>	<b>Term End</b>	
	Jennifer Laflam			
	Dr. Sandra Wyrick, Director of Nursing Programs			
	Dr. Derrick Booth, Interim Associate Vice President of Workforce Development			
	Lori Hokerson, Psychology faculty			
	Sara Smith, History			
	Veronica Lopez			
	Pam Chao			
	Frank Kobayashi			
	LaQuisha Beckum			

## **Resolution Against Nooses, the Hanging Mannequin, and “Old Hangtown”**

*The following resolution was passed on 10/21/2020 by the LRCFT's Executive Board*

**Whereas**, the seal for the city of Placerville contains the image of a tree with a noose and the city's nickname “Old Hangtown.” The city seal is on city buildings, vehicles, and stationary. The words “Old Hangtown” are on the city's welcome sign. A larger than life sized mannequin hangs outside a privately owned building on public display on Main street; and

**Whereas**, more than 6,500 Black/African American people have been hanged primarily by white people in the history of the U.S. and the history is well documented; and

**Whereas**, researchers have documented over 350 instances of lynching, primarily committed against Mexican Americans, Native Americans, and Asian Americans, in the state of California between 1850 and 1935; and

**Whereas**, Placerville's history and legacy does not exist in a vacuum and cannot logically be divorced from U.S. history; therefore, claims of history and legacy and nonracist origins, which are made by those in favor of maintaining current images, do not work to assuage the trauma inflicted on Black/African American, Latinos/Mexican Americans, Native American, and Asian American people due to the presence of images of nooses; and

**Whereas**, due to the prominent presence of the noose, the hanging mannequin, and the nickname “Old Hangtown,” students, faculty, and staff of color have repeatedly stated their discomfort with attending classes and working in Placerville at the El Dorado Center, which is part of Folsom Lake College and Los Rios Community College District; and

**Whereas**, students in Sacramento City College's Umoja program, a Black Student Success group, directly experienced the way in which the City of Placerville and leaders from tourism organizations deracialize Placerville's history of lynching and make light of the nickname “Hangtown”; and

**Whereas**, as indicated in strategic plans, leaders' public communication, and current initiatives, Los Rios Community College District, Folsom Lake College, and Los Rios College Federation of Teachers stand against racism, actively engage in anti-racist work and commit to making individual and systematic changes to remove barriers for faculty, staff, and students of color; and

**Whereas**, city ordinances against harmful signage and imagery displayed in public are commonplace. On July 14, 2020 Placerville's City Council considered whether to remove the noose from the city seal. After over an hour of public comments, the City Council postponed the vote until January, 2021.

**Therefore, be it resolved**, that LRCFT's Executive Board condemn racism and actively work to create an environment where all members of our campus feel safe and supported.

**Be it further resolved**, that LRCFT's Executive Board honor the concerns of students, faculty, and staff and oppose the use of the noose and the nickname “Old Hangtown” on Placerville's city seal, the city's welcome sign, the city's annual parade, on various shops and businesses on

Main Street and throughout the city, and the allowance of the mannequin hanging for public display on a privately owned building in the city.

**Be it further resolved,** that a copy of this resolution be sent to a LRCFT representative at each LRCCD campus, LRCFT's Executive Board, and members of both the Academic Senate and Student Senate at the college and district level.

**Be it finally resolved,** that LRCFT submit a letter, before the January 2021 Placerville City Council meeting, to the Placerville mayor and city council, urging the removal of the noose and the name "Old Hangtown" from the city seal and the city's welcome sign, and from common use within the city, especially where it is endorsed or directly used by city officials. A copy of the letter be forwarded to LRCCD's college presidents, LRCCD's Chancellor, and members of the LRCCD Board of Trustees.

## **Nov 18<sup>th</sup>, 2020 LRCCD Board of Trustees Report ARC Academic Senate President, Alisa Shubb, Reports:**

- Academic Senate Leadership has been hosting the faculty impressions sessions for College President, and Vice President of Instruction, representing the college at the ASCCC plenary session, reviewing Credit for Prior Learning policy & regulations, learning about Competency Based Education, and addressing curricular adaptations around the new CSU Area F Ethnic Studies requirement.
- The ARC Center for Teaching and Learning (<https://inside.arc.losrios.edu/training/center-for-teaching-and-learning>) under direction of Faculty Professional Development Coordinators Pam Chao and Jennifer Laflam in association with Dean of Equity & Inclusion Nick Daily continues to provide quality professional development opportunities with targeted focus on different development levels from Introductory through Action/Skill. This Spring Faculty leaders will be enrolling in the Actionable Equity Faculty Series series at the Action/Skill Development level - designed specifically for faculty in leadership roles who want practical knowledge they can use to apply the equity framework and lens to their leadership work, teaching, and use of data in college processes. Learning outcomes for this 8 hour series are:
  - apply the equity framework and lens
  - explain and apply knowledge related to closing the opportunity gap
  - talk about race and racial terms, sovereignty terms, gender and orientation terms, and intersectionality, specifically, African American/Black, Native American, and Latinx, Asian and Pacific Islander American, and LGBTQIA+
  - reflect on the role of your position and identity and your personal and historical identity group relationship to our African American/Black, Native American, Latinx, Asian and Pacific Islander American, and LGBTQIA+ students and faculty you are working with
  - explain racial disparities with critical consciousness rather than deficiency model thinking
  - consider how to strategically use power to advocate and to support efforts of self-advocacy based on institutional, position, and personal values and goals/objectives
  - examine disaggregated institutional data at the department and course level
  - use data effectively to tell a compelling, equitable, and accurate story
  - make data-informed decisions and adjustments as equitable leaders and practitioners
  - use culturally responsive and learner-centered andragogy/pedagogy/heutagogy
  - seek out data to guide equity-minded innovation and process improvement
  - actively participate in program review, institutional self-evaluation, and other ARC-sponsored methods <https://inside.arc.losrios.edu/training/center-for-teaching-and-learning>
- At the Introductory Level, the Center for Teaching and Learning is holding workshops focused on the ARC Professional Development Competency, Data Literacy. These workshops are designed to support faculty as they engage in an inquiry process that begins with their individual course success data. Workshop participants will examine

narratives behind student success data, explore limitations and potential of data inquiry, learn how to read the data, and analyze and discuss the data and its relationship to equity. Workshop participants will have the opportunity to examine their individual course success data. Faculty can access their individual equity data on the ARC Integrated Planning Portal. This workshop is also recommended as a precursor to participation in Inquiry Groups.

## FACULTY PD LIAISONS

Faculty PD Liaison (4 positions)

.2 FTE each for each position for Spring 2021 only

Dear Full- and Part-time Faculty Members:

ARC is preparing to offer professional development with specific focus on practitioner development and data inquiry in Spring 2021. The Office of Equity & Inclusion is in need of four Faculty PD liaisons. These positions are currently open to full- and part-time ARC faculty for .2 reassigned time for each position for spring 2021 semester.

Faculty PD Liaisons are responsible for co-creating and co-facilitating professional development, including data inquiry workshops and [inquiry group series](#), in spring 2021. Faculty PD Liaisons will also participate in professional development during the semester, including a daylong department retreat/training, the Actionable Equity series, a data workshop, and an [Applied Allyship series](#). PD Liaisons will be supported by the Office of Equity & Inclusion and the Center for Teaching and Learning. The position description and preferred qualifications are listed below.

Interested candidates should submit a letter of interest and resume to Nick Daily, Interim Dean of Equity & Inclusion by **Friday, November 20, 2020 at 11:59 P.M.**

Applications will be reviewed by Dean Nick Daily, President Thomas Greene or designee, Academic Senate President Alisa Shubb or designee, Equity Action Institute Coordinator Pam Chao, and Center for Teaching and Learning Director Jennifer Laflam.

Position Description:

- Coordinate with PD coordinators to design and plan professional development with special emphasis on closing disproportionate impact for Black/African American, Native American, Latinx, Asian and Pacific Islander American, and LGBTQIA+ groups.
- Coordinate with PD coordinators to design and plan professional development with special emphasis on equity, including workshops on interpreting institutional data through an equity lens
- Coordinate with PD coordinators to design inquiry group curriculum, and create inquiry group schedule
- Facilitate inquiry groups where institutional and classroom disproportionate impact data provide context for faculty to critically reflect on their perceptions and practices, how to change these practices to be more equitable, and evaluating the effectiveness of changes for our Black/African American, Native American, Latinx, Asian and Pacific Islander American, and LGBTQIA+ students
- Facilitate community building among inquiry group participants
- Facilitate professional development workshops
- Serve as on-call peer mentor for professional development

- Work with PD coordinators to schedule PD events, series, and workshops
- Meet with coordinators and facilitation team to assess programming and facilitation for future planning
- Design and plan professional development to support inquiry work around core concepts including:
  - ARC Equity,
  - equity consciousness,
  - racial consciousness,
  - best practitioners,
  - inquiry,
  - personal identity in the learning process, and
  - social identity and positionality.

Preferred Qualifications:

- Experience in equity and social justice program development
- Ability to speak to historical and contemporary context for disproportionate impact specifically in Black/African American, Native American, Latinx, Asian and Pacific Islander American, and LGBTQIA+, and intersections
- Completion of the ARC Equity Action Institute or other intensive equity learning program
- Experience analyzing and interpreting quantitative and qualitative data with an equity lens
- Facilitation skills and experience in facilitating equity related topics in/for diverse groups
- Experience teaching concepts of power, privilege, and intersectionality (race, religion, sexual orientation, gender, abilities, socioeconomic class, etc.)
- Experience analyzing and interpreting quantitative and qualitative data with an equity lens
- Complex understanding of and an ability to hold dialogues on systemic and institutional racism and privilege
- Ability to work as a member of a collaborative team and with rotating co-facilitators.
- Flexibility to meet the diverse needs of employees in a changing environment
- Ability to balance short- and long-term goals
- Ability to maintain confidentiality and a safe and supportive learning environment
- Demonstrated interest in faculty professional development and community college student equity

FACULTY TRAINER WITH SPECIFIC FOCUS ON PRACTITIONER DEVELOPMENT FOR  
BLACK/AFRICAN AMERICAN STUDENT SUCCESS

and

FACULTY TRAINER WITH SPECIFIC FOCUS ON PRACTITIONER DEVELOPMENT FOR  
LATINX STUDENT SUCCESS

Faculty trainer with Specific Focus on Practitioner Development for Black/African American Student Success (2 positions)

Faculty trainer with Specific Focus on Practitioner Development for Latinx Student Success (2 positions)

.2 reassigned time for each position for Spring 2021 only for Faculty

Dear Full- and Part-time Faculty Members:

ARC is preparing to offer professional development with specific focus on practitioner development for Black/African American and Latinx student success in Spring 2021. The Office of Equity & Inclusion is in need of two faculty trainers with a focus on Black/African American student success and two faculty trainers with a focus on Latinx student success. These positions are currently open to full- and part-time ARC faculty for .2 reassigned time for each position for spring 2021 semester.\*

Trainers are responsible for co-creating and co-facilitating spring 2021 professional development, which may follow the [ARC Practitioner Training in Applied Allyship](#) model. Trainers will also create and facilitate other equity-focused training. The work of trainers will be supported by the Office of Equity & Inclusion and the Center for Teaching and Learning. The position description and preferred qualifications are listed below.

Interested candidates should submit a letter of interest and resume to Nick Daily, Interim Dean of Equity & Inclusion by **Friday, November 20, 2020 at 11:59P.M.**

Applications will be reviewed by Dean Nick Daily, President Thomas Greene or designee, Academic Senate President Alisa Shubb or designee, Equity Action Institute Coordinator Pam Chao, and Center for Teaching and Learning Director Jennifer Laflam.

**Timeline:**

Program development prior to mid-February 2021 (tentatively)

Begin training by February 2021 (tentatively)

**Position Description:**

- Design and plan professional development around core concepts including:
  - ARC Equity,



- equity consciousness,
- racial consciousness,
- best practitioners,
- inquiry,
- personal identity in the learning process,
- social identity and positionality,
- foundational knowledge of factors (historical and present-day) that influence the success of Black/African American, Native American, and Latinx students at ARC,
- systemic barriers to success at ARC for students from Black/African American or Latinx communities, and
- existing models and frameworks for academic success as well as best practices developed by people in Black/African American or Latinx communities.
- Work closely with a team of facilitators and rotate between training teams to schedule and facilitate professional development
- Meet with coordinators and facilitation team to assess programming and facilitation for future planning

Preferred Qualifications:

- Experience in equity and social justice program development
- Diversity and facilitation skills
- Demonstrated ability to facilitate on race, ethnicity, and sovereignty including concepts of power, privilege, positionality, and intersectionality (race, religion, sexual orientation, gender, abilities, socioeconomic class, etc.)
- Demonstrated ability to describe the nuanced experiences of Black/African American and/or Latinx people and apply this ability to the serving the specific needs of Black/African American and/or Latinx student racial identity and educational development.
- Complex understanding of and an ability to hold dialogues on systemic and institutional racism and privilege
- Demonstrated interest in employee professional development and community college student equity
- Knowledge of foundational equity concepts used at ARC
- Demonstrated experience working with Black/African American and /or Latinx students
- Ability to work as a member of a collaborative team
- Flexibility to meet the diverse needs of employees in a changing environment
- Confidentiality and the ability to maintain a safe and supportive learning environment

\*We are currently working to create opportunities for our classified professionals to participate as trainers in the future.

American River College: Faculty Positions Request for Fall 2021  
Tenured Track Certified Nursing Assistant / Home Health Aide Faculty  
Positions

**Instructions for Completing Faculty Position Request:** [link to instructions](#)

**Area and Department Information:**

Area: HEED

Department: Nursing

Requested Position: Tenured Track Certified Nursing Assistant / Home Health Aide  
Faculty Position

*New Growth Position*

*Replacement Position*  
(**retirement**/resignation/deceased/terminated)  
within the previous, official one-year cycle

*Repeated Request for Replacement*  
(previous request not selected by ARC/LRCCD Administration)  
Indicate year of initial request \_\_\_\_\_  
Indicate number of years requested \_\_\_\_\_

*Delayed Replacement*  
(retirement/resignation/deceased/terminated)  
NOT requested within the previous, official one-year cycle

*Vacancy*

NURSE/AH	Fall 2016*	Fall 2017*	Fall 2018*	Fall 2019*	Fall 2020** (as of 9/17/20)
	Enrollment	399	397	419	519
Productivity <sup>2</sup>	301	285	292	287	
FT/PT FTEF <sup>1</sup>	13.96/2.67	11.68/7.40	14.66/2.75	15.60/3.14	15.31/4.46
FT/PT Ratio (% FTEF) <sup>1</sup>	84:16	61:39	84:16	83:17	77:23
# of Class Offerings	12	20	13	17	
Avg. Class Size (incl. online)	33	20	32	31	

\* Note: F16, F17, F18, and F19 values reflect entire semesters' activity (End-of-Sem perspective). \*\* F20 values reflect activity at Census (see resource document)

<sup>1</sup> FTEF shown here sourced from Crystal's Class Size Census report. <sup>2</sup> Productivity = WSCH divided by total FTEF. See Definition of Terms in resource doc.

## Justification for Request:

### Department Profile:

- The current CNA HHA faculty/department chair is retiring in May 2021.
- This position is replacing the tenured faculty/dept chair who retires in May 2021.
- The California Department of Public Health (CDPH) requires that a satisfactory number of full-time faculty teach in the program to maintain quality and consistency of student outcomes. Specifically, we are required to have a licensed Registered Nurse who has been in practice for a minimum of 2 year with 1 year of experience as a licensed RN providing care and services to chronically ill or elderly patients in an acute care hospital, skilled nursing facility, intermediate care facility, home care, hospice care, or other long-term care setting
- This program is taught by one faculty who also serves as Department Chair.
- Without the replacement of this position the program will have to close.
- If the CNA /HHA programs close, we will have to re-apply for program approval through the CDPH governing agent.
  - The program will also lose their RUPE grant and would have to return the unused awarded funding.
- The CNA HHA are entry level nursing programs which is the beginning pathway to our Associate Degree Nursing program at ARC as well as other nursing program RN and LVN programs throughout the Sacramento area.
- Since the Covid pandemic started seven months ago, there is a high demand for Certified Nurse Assistants and Home Health Aides to help ser our communities elderly and aging communities.
- This position is very difficult to fill as it requires many minimum qualifications per CDPH and the non-competitive salary for educators versus working as a clinician, which makes it important for us to start our hiring process immediately; if approved.

### Availability of Adjuncts:

- Adjuncts are not permitted to teach theory content or become Department Chairs per the CDPH, ARC, and BRN mandates. Thus, they are utilized for clinical/lab only.
- Finding qualified adjunct faculty has become extremely difficult. Nurses in the community make in excess of \$70/hour so it is almost impossible to get them to work here for the pay they receive with a LVN or RN Nursing degree. This also makes

faculty hiring extremely difficult. Only tenured track positions with benefits attract the serious candidates looking for a career in nursing education.

Anticipated Growth and Demand:

- The CNA and HHA programs enrollment has stabilized at twenty students per semester. The program is limited in growth beyond this due to lab space and the need for an adjunct faculty to help with the student clinical rotations which can only be a 10 student to 1 faculty ratio per the clinical facility mandates. Demand is such that we usually receive up to 60 applications in the Fall and in the Spring to fill 15 student seats. Therefore, the growth is already present.

Viability of program:

- The nursing program receives grant money to support the admission of CNA students with the RUPE grant. Without a faculty – department chair replacement the program would close and we would lose the grant.
- The students will begin to suffer as there are not many CNA HHA programs in the LosRios District colleges and class sizes in these programs are small with up to only 15 students per cohort.
- The geriatric community population needing CNA and HHA caregivers will also begin to see this ripple effect.
- If the program closes it could take up to a year to re-apply for CDPH approval.

# Certified Nursing Assistant /Home Health Aide (Registered Nurse - RN) Full-time Tenured Assistant Professor - Department Chair

---

## Posting Details

---

### Position Information

**Job Posting Title** Certified Nursing Assistant/ Home Health Aide (Registered Nurse - RN) Assistant Professor- Department Chair

**Location** Los Rios Community College District (American River College)

**Department Location** Health and Education

**Posting Number**

### The Institution

#### About

Founded in 1955, American River College (ARC) is one of the largest institutions of higher education in the Sacramento region, serving about 30,000 diverse students each fall and spring at its main campus and centers.

#### Our Strengths

The college has an outstanding record for academic quality and is among the top community colleges in the state for transferring students to the University of California and California State University systems. The College offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals. ARC also has a strong reputation for its wide array of career programs, in areas such as Healthcare, Hospitality, Human Services, Business & Computer Science, Public Safety, Applied Arts, Advanced Transportation and Manufacturing and Apprenticeship.

#### Our Vision

Our vision is to transform the future of all students and our community through inclusive, equitable education. The college seeks individuals who share our mission of placing students first by providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

#### Our Commitment to Social Justice & Equity

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community. The college seeks candidates who are committed to culturally inclusive practices and serving ARC's student population. Faculty and staff are encouraged to engage in ongoing development of their professional skills. The college thus supports employee engagement in a broad range of trainings, workshops and activities such as the Equity Action Institute, the New Faculty Academy, and the Classified Leadership Academy. In addition, faculty and staff regularly participate in trainings offered through the college's Center for Teaching and Learning and its Instructional Technology Center.

### Position Summary

#### General Responsibilities:

The faculty member/ Department Chair shall be responsible for the following: the oversight of the CNA and Home Health Aide (HHA) program, hiring adjunct faculty for the CNA program, development and maintenance of course curriculum, teaching

assigned classes under the supervision of the Nursing Program Director; helping students fulfill their maximum potential in mastering course content; assessing student learning outcomes; maintaining a thorough and up-to-date knowledge in their regular teaching field; continuing professional development; utilizing current technology in the performance of job duties; maintaining standards of professional conduct and ethics appropriate to the professional position; assisting with articulation and curriculum development and review; serving on college committees and participating in faculty governance including accreditation and student co-curricular activities; assuming other responsibilities as assigned by the area dean; fulfilling other duties and responsibilities of a full-time faculty member as outlined in the college faculty handbook. Maintaining standards of professional conduct and ethics appropriate to the professional position: possess the knowledge and willingness to implement and monitor student activities related to the rules and regulations of the California Department of Public Health (CDPH) Title 22 regulations, and American River College curriculum requirements for both programs. Maintains student files as required by the CDPH. Willing to serve on college committees and participate in faculty governance and student co-curricular activities, as well as assume other responsibilities as assigned by the Director of Nursing Programs; fulfilling other duties and responsibilities as outlined in the college faculty handbook.

The college is hiring a tenured position Registered Nurse (RN) Certified Nursing Assistant / Home Health Aide Faculty -Department Chair.

The department maintains a focus on:

Basic caregiving and nursing skills, assisting students to correlate classroom content with the practical realities of the clinical setting and increase students' ability to problem-solve clinical issues as a member of the health care team.

Adhering to California Department of Public Health (CDPH) guidelines.

### **Assignment Responsibilities**

Reporting to the Director of Nursing Program and area Dean, this role is responsible for:

- The Department Chair RN is responsible for the general supervision of the CNA and HHA program. The general supervision should include, but is not limited to oversight of instructors, curriculum, verification of student training, and signing of CDPH 283B after the student successfully completes the NATP (attesting that all state and federal training requirements are met).
  - Planning, conducting, teaching and supervising classroom and clinical activities including practical demonstration of procedures in accordance with approved program standards.
  - Identifying student needs for education and instruction and helping to coordinate the development of a plan to address these needs.
  - Clinical preparation and clinical coordination
  - Teaching assignment may include day, evening, on-line, hybrid, weekend, and/or off campus.
  - Completing student records in a timely manner during the course and at completion.
  - Reporting to the Nursing Program Director students whose work performance does not conform to the program policies and procedures.
  - Developing and maintaining the Student Handbook in collaboration with the Nursing Program director.
  - Reviewing the ARC, CDPH, and Nursing Assistant Training Program (NATP) policies and procedures on an annual basis or as needed regarding program curricula and making appropriate updates and recommendations for changes.
  - Completing the Annual RUPE grant application.
  - Submitting semester and annual reports to the CDPH and NATP
- Performing other duties as assigned.

## Minimum Qualifications

1. Have a bachelor's degree AND two years of occupational and/or professional experience directly related to the assignment being taught; OR, the equivalent.

\* All degrees must be from an accredited institution.

2. Hold and maintain an active unencumbered current California license as a Registered Nurse, by July 1, 2021

3. Must hold/obtain and maintain the necessary licenses, certificates, etc., as needed for external agency(ies) accreditation.

4. The California Department of Public Health (CDPH) requires either of the following to serve as a NATP instructor:

Two (2) years of nursing experience as a Licensed Registered Nurse (RN)

One (1) year of experience as a licensed RN providing care and services to chronically ill or elderly patients in an acute care hospital, skilled nursing facility, intermediate care facility, home care, hospice care, or other long-term care setting

AND

Must have ONE of the following:

5. [Verifiable] completion of a course in teaching adults; OR
  - Completion of a 24-hour course in "Planning, Implementing and Evaluating Educational Programs in Nursing" satisfies this requirement.
  - Completion of a course approved by the Board of Registered Nursing (BRN) or by an accredited educational institution satisfies this requirement.
  - A BRN continuing education course certificate used to meet this requirement must comply with the requirements found in 16 CCR, §§1450 et seq.
6. [Verifiable] experience in teaching adults; OR
7. [Verifiable experience] supervising nurse aides.

8. Have an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles; and successfully foster and support an inclusive educational and employment environment.

## Application Instructions

Applicants applying to this position are REQUIRED to complete fully and submit:

1. Los Rios Community College District Faculty Application
2. Unofficial transcripts of college/university work
3. Resume
4. Two letters of recommendation
5. Letter of Interest

### NOTES:

- Applications submitted without all required documents, listed above, will be disqualified. Applicants indicating “see resume” on the online application will be disqualified.
- Graduate advising documents and grade reports will not be accepted as unofficial transcripts.
- Los Rios employees are also required to submit unofficial copies of transcripts.
- Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees and other relevant documents.
- A foreign transcript evaluation is required any time foreign course work is used to meet minimum qualifications and/or salary placement even if the foreign transcript has been accepted by a college or university in the United States.
- Foreign transcript evaluations are ONLY accepted from AICE (Association of International Credential Evaluations, Inc.) or NACES (The National Association of Credential Evaluation Services) agencies or evaluators. [Foreign Degree Transcript Evaluations clickhere](#)

Do not submit additional materials that are not requested.

## Physical Demands

### Salary

Initial maximum salary placement is based on academic degree, upper/graduate level units earned, and/or related professional occupational experience per the Los Rios College Federation of Teachers ([LRCFT contract](#)) Article 2 (The initial maximum placement is Class V, Step 8). The Department Chair earnings are higher and in addition to the teaching salary. Additional earnings may be available for summer, overload, and stipends. [LRCCD Salary Schedules](#)

### Additional Salary Information

Entering annual salary within a given range varies, depending upon units/degrees completed at accredited colleges/universities and experience. Candidates holding a master's degree may start at a salary higher than posted above.

## Posting Detail Information

### Posting Date

1/18/2021

### Closing Date

2/28/2021

### Open Continuously

No

### Beginning and/or Ending Dates

Full-Time, Tenure-Track Position  
Beginning on or about August 18, 2021.

## How and where to apply

Please visit our [Frequently Asked Questions](#) for complete information on how to apply online with our District. Application services are available between 8:00 a.m. and 5:00 p.m., Monday through Friday, at the Los Rios Community College District Human Resources Office located at 1919 Spanos Court, Sacramento, CA 95825-3981. If you need assistance with any phase of the application process, please call (916) 568-3112 or come in during our business hours.

After hours inquiries should be emailed to [hr@losrios.edu](mailto:hr@losrios.edu). Submission of applications are by 11:59 p.m. of the posting closing date.



## Conditions

All Positions: Offers of employment are contingent upon the successful clearance from a criminal background check, freedom from tuberculosis, and proof of identity and eligibility to work in the United States prior to the first day of work. The District may select additional qualified candidates should unexpected vacancies or needs occur during this recruitment/selection process. When education is a requirement for the position, official academic transcripts from the accredited college/university must be submitted within 60 days of hire.

Administrative/Executive/Faculty Positions: Contingent on funding and eligibility, successful candidates selected for an interview may be eligible to apply for partial reimbursement of travel expenses, up to a maximum of \$250. [Candidate Travel Reimbursement click here](#)

## Quicklink

<http://jobs.losrios.edu/postings/>

---

## Supplemental Questions

---

Required fields are indicated with an asterisk (\*).

1. \* Criminal History Verification and Release: I acknowledge and agree that I understand that by answering the question below, I certify that the information provided by me is true, correct and complete to the best of my knowledge and belief. I authorize investigation of all statements contained herein, and on the P-881 (if applicable and submitted), and I release from liability all persons and organizations furnishing such information. I understand that any misstatements, omissions or misrepresentation of facts on this form, my application, and, if applicable, the P-881 or attachment(s) may be cause for disqualification or dismissal. If you have ever been convicted of an offense other than a minor traffic violation you are required to complete the form "Arrests Which Led to Convictions for Crime", P-881 (you must disclose convictions that have been dismissed pursuant to Penal Code Section 1203.4; Ed. Code 87008). If needed, copy and paste the provided link, for the form <a href="http://wserver.losrios.edu/hr/forms/P-881,10-2013.pdf" target="\_blank">http://wserver.losrios.edu/hr/forms/P-881,10-2013.pdf</a> and attach the completed form to your application.
  - Yes, I acknowledge and agree
  - No, I do not acknowledge or agree
2. \* Can you perform the essential functions of this position?
  - Yes
  - No
3. \* Please indicate how you meet the minimum qualifications for this position. Select the appropriate answer.
  - I possess the minimum qualifications for this discipline as listed on the job announcement. (Attach unofficial transcripts from an accredited college/university and/or evidence of job experience.)
  - I possess a valid California Community College Credential for this discipline. (Attach a copy of appropriate credential with application.)
  - I possess qualifications equivalent to those listed and have attached evidence. (To review Equivalency Process.)
  - I have previously been granted equivalency to teach this discipline by the Los Rios Community College District. (Attach the Equivalency Determination Form P-38 and transcripts.)
4. \* Considering this specific position that you are applying to – where/how did you learn about this position?
  - College Department
  - CareerBuilder
  - Chronicle of Higher Ed (Vitea.com)
  - Community College Registry Job Fair: Oakland
  - Community College Registry Job Fair: Los Angeles
  - Community College Registry Online Job Board
  - Community Outreach (ex. Festivals, etc.)
  - CommunityCollegeJobs
  - Craigslist
  - EdJoin
  - Facebook (Campaign)
  - Facebook (Los Rios Page)
  - Glassdoor
  - Greater Sacramento Urban League
  - HigherEdJobs
  - Indeed
  - Instagram
  - Job Sites
  -

Job Journal

- Latina Leadership Network of the California Community Colleges

- LinkedIn
- Los Rios Community College District
- Employee Los Rios Community College
- District Website Professional Networks
- Sacramento Black Chamber of
- Commerce Sacramento Asian Chamber
- of Commerce Sacramento Builders
- Exchange
- Sacramento Hispanic Chamber of
- Commerce Sacramento Rainbow Chamber
- of Commerce SacramentoWorks
- Twitter
- YouTube
- ZipRecruiter

---

## Applicant Documents

---

### Required Documents

1. Resume/Curriculum Vitae
2. Letter of Interest
3. Unofficial Transcript 1
4. Letter of Recommendation 1
5. Letter of Recommendation 2
6. Licenses/Certification

### s Optional Documents

1. P-881 Report of Arrests Which Led To Convictions For Crime Document
2. Equivalency Determination Letter (P-38 or Equivalency Request Statement)
3. Unofficial Transcript 2
4. Unofficial Transcript 3
5. Foreign Transcript Evaluation
6. Unofficial Transcript 4
7. Unofficial Transcript 5



# Nursing (Registered Nurse - RN) Assistant Professor Medical Surgical area focus- 3 Positions

---

## Posting Details

---

### Position Information

**Job Posting Title** 3 Positions; Nursing (Registered Nurse - RN) Assistant Professor Medical Surgical focus

**Location** Los Rios Community College District (American River College)

**Department Location** Health and Education

**Posting Number**

### The Institution

#### About

Founded in 1955, American River College (ARC) is one of the largest institutions of higher education in the Sacramento region, serving about 30,000 diverse students each fall and spring at its main campus and centers.

#### Our Strengths

The college has an outstanding record for academic quality and is among the top community colleges in the state for transferring students to the University of California and California State University systems. The College offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals. ARC also has a strong reputation for its wide array of career programs, in areas such as Healthcare, Hospitality, Human Services, Business & Computer Science, Public Safety, Applied Arts, Advanced Transportation and Manufacturing and Apprenticeship.

#### Our Vision

Our vision is to transform the future of all students and our community through inclusive, equitable education. The college seeks individuals who share our mission of placing students first by providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

#### Our Commitment to Social Justice & Equity

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community. The college seeks candidates who are committed to culturally inclusive practices and serving ARC's student population. Faculty and staff are encouraged to engage in ongoing development of their professional skills. The college thus supports employee engagement in a broad range of trainings, workshops and activities such as the Equity Action Institute, the New Faculty Academy, and the Classified Leadership Academy. In addition, faculty and staff regularly participate in trainings offered through the college's Center for Teaching and Learning and its Instructional Technology Center.

### Position Summary

#### General Responsibilities:

The faculty member shall be responsible for the following: teaching assigned classes under the supervision of the area dean; helping students fulfill their maximum potential in mastering course content; assessing student learning outcomes; maintaining a thorough and up-to-date knowledge in their regular teaching field; continuing professional development; utilizing current technology in the performance of job

duties; maintaining standards of professional conduct and ethics appropriate to the professional position; assisting with articulation and curriculum development and review; serving on college committees and participating in faculty governance including accreditation and student co-curricular activities; assuming other responsibilities as assigned by the area dean; fulfilling other duties and responsibilities of a full-time faculty member as outlined in the college faculty handbook.

The college is hiring a three (3) Registered Nurse (RN) Nursing faculty member assigned to the medical-surgical nursing area.

The department maintains a focus on:

- The specialty areas of pediatrics; obstetrics and medical-surgical background a plus
- Adhering to the Board of Registered Nursing guidelines.

## Minimum Qualifications

1. Have a master's degree from an accredited institution, completed by July 1, 2021 in Nursing; OR, have a bachelor's degree from an accredited institution, completed by July 1, 2021 in Nursing, AND have a master's degree in Health Education or Health Science.
2. Direct patient care experience within the previous five years in the nursing area which can be met by A or B below:
  - (A) One year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in medical surgical nursing;OR
  - (B) One academic year of registered nurse level clinical teaching experience in medical surgical nursing or its equivalent that demonstrates clinical competency;AND
3. Completion of at least one year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.
4. Hold and maintain a current California license as a Registered Nurse, by March 1, 2021
5. Must hold/obtain and maintain the necessary licenses, certificates, etc., as needed for external agency(ies) accreditation.
6. Have an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles; and successfully foster and support an inclusive educational and employment environment.

## Application Instructions

Applicants applying to this position are REQUIRED to complete fully and submit:

1. Los Rios Community College District Faculty Application
2. Unofficial transcripts of college/university work
3. Resume
4. Two letters of recommendation
5. Letter of Interest

### NOTES:

- Applications submitted without all required documents, listed above, will be disqualified. Applicants indicating “see resume” on the online application will be disqualified.
- Graduate advising documents and grade reports will not be accepted as unofficial transcripts.
- Los Rios employees are also required to submit unofficial copies of transcripts.
- Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees and other relevant documents.
- A foreign transcript evaluation is required any time foreign course work is used to meet minimum qualifications and/or salary placement even if the foreign transcript has been accepted by a college or university in the United States.
- Foreign transcript evaluations are ONLY accepted from AICE (Association of International Credential Evaluations, Inc.) or NACES (The National Association of Credential Evaluation Services) agencies or evaluators. [Foreign Degree Transcript Evaluations clickhere](#)

Do not submit additional materials that are not requested.

## Physical Demands

### Salary

**\$43,495 to \$80,125** annually. Additional earnings may be available for summer, overload, and stipends. [LRCCD Salary Schedules](#)

### Additional Salary Information

Entering annual salary within a given range varies, depending upon units/degrees completed at accredited colleges/universities and experience. Candidates not holding a master's degree may start at a salary lower than posted above.

## Posting Detail Information

### Posting Date

1/18/2021

### Closing Date

2/28/2021

### Open Continuously

No

### Beginning and/or Ending Dates

Full-Time, Tenure-Track Position  
Beginning on or about August 18, 2021.

## How and where to apply

Please visit our [Frequently Asked Questions](#) for complete information on how to apply online with our District. Application services are available between 8:00 a.m. and 5:00 p.m., Monday through Friday, at the Los Rios Community College District Human Resources Office located at 1919 Spanos Court, Sacramento, CA 95825-3981. If you need assistance with any phase of the application process, please call (916) 568-3112 or come in during our business hours.

After hours inquiries should be emailed to [hr@losrios.edu](mailto:hr@losrios.edu). Submission of applications are by 11:59 p.m. of the posting closing date.

## Conditions

All Positions: Offers of employment are contingent upon the successful clearance from a



criminal background check, freedom from tuberculosis, and proof of identity and eligibility to work in the United States prior to the first day of work. The District may select additional qualified candidates should unexpected vacancies or needs occur during this recruitment/selection process. When education is a requirement for the position, official academic transcripts from the accredited college/university must be submitted within 60 days of hire.

Administrative/Executive/Faculty Positions: Contingent on funding and eligibility, successful candidates selected for an interview may be eligible to apply for partial reimbursement of travel expenses, up to a maximum of \$250. [Candidate Travel Reimbursement click here](#)

Quicklink

<http://jobs.losrios.edu/postings/>

---

## Supplemental Questions

---

Required fields are indicated with an asterisk (\*).

1. \* Criminal History Verification and Release: I acknowledge and agree that I understand that by answering the question below, I certify that the information provided by me is true, correct and complete to the best of my knowledge and belief. I authorize investigation of all statements contained herein, and on the P-881 (if applicable and submitted), and I release from liability all persons and organizations furnishing such information. I understand that any misstatements, omissions or misrepresentation of facts on this form, my application, and, if applicable, the P-881 or attachment(s) may be cause for disqualification or dismissal. If you have ever been convicted of an offense other than a minor traffic violation you are required to complete the form "Arrests Which Led to Convictions for Crime", P-881 (you must disclose convictions that have been dismissed pursuant to Penal Code Section 1203.4; Ed. Code 87008). If needed, copy and paste the provided link, for the form <a href="http://wserver.losrios.edu/hr/forms/P-881,10-2013.pdf" target="\_blank">http://wserver.losrios.edu/hr/forms/P-881,10-2013.pdf</a> and attach the completed form to your application.
  - Yes, I acknowledge and agree
  - No, I do not acknowledge or agree
2. \* Can you perform the essential functions of this position?
  - Yes
  - No
3. \* Please indicate how you meet the minimum qualifications for this position. Select the appropriate answer.
  - I possess the minimum qualifications for this discipline as listed on the job announcement. (Attach unofficial transcripts from an accredited college/university and/or evidence of job experience.)
  - I possess a valid California Community College Credential for this discipline. (Attach a copy of appropriate credential with application.)
  - I possess qualifications equivalent to those listed and have attached evidence. (To review Equivalency Process.)
  - I have previously been granted equivalency to teach this discipline by the Los Rios Community College District. (Attach the Equivalency Determination Form P-38 and transcripts.)
4. \* Considering this specific position that you are applying to – where/how did you learn about this position?
  - College Department
  - CareerBuilder
  - Chronicle of Higher Ed (Vitea.com)
  - Community College Registry Job Fair: Oakland
  - Community College Registry Job Fair: Los Angeles
  - Community College Registry Online Job Board
  - Community Outreach (ex. Festivals, etc.)
  - CommunityCollegeJobs
  - Craigslist
  - EdJoin
  - Facebook (Campaign)
  - Facebook (Los Rios Page)
  - Glassdoor
  - Greater Sacramento Urban League
  - HigherEdJobs
  - Indeed
  - Instagram
  - Job Sites
  - Job Journal
  - Latina Leadership Network of the California Community Colleges

- LinkedIn
  - Los Rios Community College District Employee
  - Los Rios Community College District Website
  - Professional Networks
  - Sacramento Black Chamber of Commerce
  - Sacramento Asian Chamber of Commerce
  - Sacramento Builders Exchange
  - Sacramento Hispanic Chamber of Commerce
  - Sacramento Rainbow Chamber of Commerce
  - SacramentoWorks
  - Twitter
  - YouTube
  - ZipRecruiter
- 

## Applicant Documents

---

### Required Documents

1. Resume/Curriculum Vitae
2. Letter of Interest
3. Unofficial Transcript 1
4. Letter of Recommendation 1
5. Letter of Recommendation 2
6. Licenses/Certifications

### Optional Documents

1. P-881 Report of Arrests Which Led To Convictions For Crime Document
2. Equivalency Determination Letter (P-38 or Equivalency Request Statement)
3. Unofficial Transcript 2
4. Unofficial Transcript 3
5. Foreign Transcript Evaluation
6. Unofficial Transcript 4
7. Unofficial Transcript 5

# American River College: Faculty Positions Request for Spring 2021 Four Tenured Track Nursing Faculty Positions

**Instructions for Completing Faculty Position Request:** [link to instructions](#)

## **Area and Department Information:**

Area: HEED  
 Department: Nursing  
 Requested Position: Four Tenured Track Nursing Positions

\_\_\_\_\_ *New Growth Position*

*Replacement Position*  
 (**retirement**/resignation/deceased/terminated)  
 within the previous, official one-year cycle

\_\_\_\_\_ *Repeated Request for Replacement*  
 (previous request not selected by ARC/LRCCD Administration)  
 Indicate year of initial request \_\_\_\_\_  
 Indicate number of years requested \_\_\_\_\_

\_\_\_\_\_ *Delayed Replacement*  
 (retirement/resignation/deceased/terminated)  
 NOT requested within the previous, official one-year cycle

\_\_\_\_\_ *Vacancy*

NURSE/AH	Fall 2016*	Fall 2017*	Fall 2018*	Fall 2019*	Fall 2020** (as of 9/17/20)
Enrollment	399	397	419	519	
Productivity <sup>2</sup>	301	285	292	287	
FT/PT FTEF <sup>1</sup>	13.96/2.67	11.68/7.40	14.66/2.75	15.60/3.14	15.31/4.46
FT/PT Ratio (% FTEF) <sup>1</sup>	84:16	61:39	84:16	83:17	77:23
# of Class Offerings	12	20	13	17	
Avg. Class Size (incl. online)	33	20	32	31	

\* Note: F16, F17, F18, and F19 values reflect entire semesters' activity (End-of-Sem perspective). \*\* F20 values reflect activity at Census (see resource document)

<sup>1</sup> FTEF shown here sourced from Crystal's Class Size Census report. <sup>2</sup> Productivity = WSCH divided by total FTEF. See Definition of Terms in resource doc.

## Justification for Request:

### Department Profile:

- Three tenured faculty positions were first approved for hire in Fall 2019, with hiring to occur in Spring 2020 to replace faculty who retired.
- Due to the LosRios District hiring freeze last spring, our three already approved fulltime tenured track med surge and pediatric specialty faculty positions were placed on hold last spring due to the Covid pandemic.
- These four positions are replacing the four tenured faculty who retired in May 2020 and May 2021.
- The Board of Registered Nursing (BRN) requires that a satisfactory number of full-time faculty teach in the program to maintain quality and consistency of student outcomes. Specifically, we are required to have a content expert in each of the following areas; medical surgical, geriatrics, obstetrics, pediatrics, and psychiatric nursing. Without meeting these requirements the ARC nursing program could be subject to probation or closure.
- Currently, and for the past several years, we have not had a pediatrics specialty faculty. One of our tenured faculty is teaching both pediatrics and obstetrics as overload until we are able to hire new faculty members.
- Three faculty members retired in May 2020. Each of these three faculty held a 1.0 FTE, teaching in a lecture/ seminar for 0.1FTE and Clinical/Lab for 0.9FTE. Each of the four teams of nursing faculty is made up of three full-time tenured faculty serving forty to fifty students in each class.
- To add to this number, there is an impending retirement of a N430 medical surgical tenured faculty retiring May 2021 increasing our need from three to four FT tenured faculty for Fall 2021.
- The four retired and retiring faculty leave gaps in required BRN numbers of fulltime tenured faculty the BRN requires to maintain compliance of our Associate Degree Nursing BRN approved program.
- Additionally, one of our fourth semester N430 medical surgical faculty is out on medical leave that started in Fall 2020 with no certain return date. She teaches 1.0 FTE Medical Surgical seminar and labs including off-site clinical.
- With this faculty on medical leave it puts the nursing program with five fewer FT faculty in Spring 2021; violating compliance of our BRN approved program.
- We currently have adjunct faculty and two LTT full time faculty for Fall 2020 to fill two of the fulltime positions; none of our current LTT's are approved by the BRN to teach pediatric specialty content.
  - In the second semester N410 class, we have no full-time tenured faculty to fill this position. A tenured faculty member is currently teaching on overload to meet the needs of the didactic pediatric content and OB content with adjunct faculty helping in clinical/labs.
- Nursing has consistently needed LTTs to fill our faculty needs. Due to the cancelation of the tenured track interviews in spring 2020, we received an emergency hire for three LTT positions for Fall 2020. We were able to hire two LTT positions of the three needed positions for Fall 2020.
- By Fall 2021 the LTT positions will need to be filled with a FT tenured track faculty to meet the BRN requirements as listed above. *The District wide hiring freeze put a pause on hiring our previously approved FT tenured track positions*
- Historically, LTT position postings do not generate an adequate qualified candidate pool.

- The LTT positions rarely get filled due to the noncompetitive compensation gap for Registered Nurses holding Master degrees or higher working in a clinical setting. These nurses are looking for a permanent fulltime position and not usually willing to take a gamble and give up their fulltime permanent position for a LTT position that has no guarantee of permanency.

#### Availability of Adjuncts:

- Adjuncts are not permitted to teach theory content per the BRN mandates. Thus, they are utilized for clinical/lab only.
- The nursing program receives grant money to support the admission of ten students beyond the traditional thirty students each semester. We also receive grant support to have an LVN to RN cohort in the summer that transitions into our second year of the program. Therefore, there are up to fifty students in the second year nursing classes.
- Finding qualified adjunct faculty has become extremely difficult. Nurses in the community make in excess of \$80/hour so it is almost impossible to get them to work here for the pay they receive with a Master's degree (or BSN with two years of experience) which are BRN requirements. This also makes faculty hiring extremely difficult- especially for a specialty trained position such as pediatrics. Only tenured track positions with benefits attract the serious candidates looking for a career in nursing education.

#### Anticipated Growth and Demand:

- Nursing enrollment has stabilized at forty students per semester during the first year and the additional ten LVN to RN students go into the second year. However, the full-time faculty ratio is based on thirty students per semester. Therefore, the growth is already present. Demand is such that we receive 400-500 applications in the Fall and in the Spring to fill 40 student seats.
- The nursing program works closely with the healthcare organizations to respond to the need of nurses in the community. Grant money is awarded to Nursing at times in response to those demands. We are currently offering specialty training for Emergency Department nurses that is funded by a Strong Workforce grant.

#### Viability of program:

- The program and thus students will begin to suffer from the lack of consistent, qualified faculty.
- The program has had four tenured faculty retire in 2020-2021 and has one additional tenured faculty on a medical leave indefinitely.
- This request is to fill vacant positions in the First, Second, and Fourth semesters, including needs for all of the nursing specialties; OB, Pediatric, Geriatric, Mental Health, and Medical Surgical nursing that are currently being taught with LTTs, and pre-retirement faculty.

# Nursing (Registered Nurse - RN) Assistant Professor Pediatric Specialty focus

---

## Posting Details

---

### Position Information

**Job Posting Title** Nursing (Registered Nurse - RN) Assistant Professor Pediatric focus

**Location** Los Rios Community College District (American River College)

**Department Location** Health and Education

**Posting Number**

### The Institution

#### About

Founded in 1955, American River College (ARC) is one of the largest institutions of higher education in the Sacramento region, serving about 30,000 diverse students each fall and spring at its main campus and centers.

#### Our Strengths

The college has an outstanding record for academic quality and is among the top community colleges in the state for transferring students to the University of California and California State University systems. The College offers education and support for students to strengthen basic skills, earn associate degrees and certificates, transfer to other colleges and universities, and achieve career as well as other academic and personal goals. ARC also has a strong reputation for its wide array of career programs, in areas such as Healthcare, Hospitality, Human Services, Business & Computer Science, Public Safety, Applied Arts, Advanced Transportation and Manufacturing and Apprenticeship.

#### Our Vision

Our vision is to transform the future of all students and our community through inclusive, equitable education. The college seeks individuals who share our mission of placing students first by providing an academically rich, inclusive environment that inspires critical thinking, learning and achievement, and responsible participation in the community.

#### Our Commitment to Social Justice & Equity

American River College strives to uphold the dignity and humanity of every student and employee. We are committed to equity and social justice through equity-minded education, transformative leadership, and community engagement. We believe this commitment is essential to achieving our mission and enhancing our community. The college seeks candidates who are committed to culturally inclusive practices and serving ARC's student population. Faculty and staff are encouraged to engage in ongoing development of their professional skills. The college thus supports employee engagement in a broad range of trainings, workshops and activities such as the Equity Action Institute, the New Faculty Academy, and the Classified Leadership Academy. In addition, faculty and staff regularly participate in trainings offered through the college's Center for Teaching and Learning and its Instructional Technology Center.

### Position Summary

#### General Responsibilities:

The faculty member shall be responsible for the following: teaching assigned classes under the supervision of the area dean; helping students fulfill their maximum potential in mastering course content; assessing student learning outcomes; maintaining a thorough and up-to-date knowledge in their regular teaching field; continuing professional development; utilizing current technology in the performance of job duties; maintaining standards of professional conduct and ethics appropriate to the

professional position; assisting with articulation and curriculum development and review; serving on college committees and participating in faculty governance including accreditation and student co-curricular activities; assuming other responsibilities as assigned by the area dean; fulfilling other duties and responsibilities of a full-time faculty member as outlined in the college faculty handbook.

The college is hiring a Registered Nurse (RN) Nursing faculty member assigned to the Pediatric nursing area.

The department maintains a focus on:

- The specialty areas of pediatrics; obstetrics and medical-surgical background a plus
- Adhering to the Board of Registered Nursing guidelines.

## Minimum Qualifications

1. Have a master's degree from an accredited institution, completed by July 1, 2021 in Nursing; OR, have a bachelor's degree from an accredited institution, completed by July 1, 2021 in Nursing, AND have a master's degree in Health Education or Health Science.
2. Direct patient care experience within the previous five years in the nursing area which can be met by A or B below:
  - (A) One year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in pediatric nursing;

OR

  - (B) One academic year of registered nurse level clinical teaching experience pediatric nursing or its equivalent that demonstrates clinical competency;

AND
3. Completion of at least one year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.
4. Hold and maintain a current California license as a Registered Nurse, by March 1, 2021
5. Must hold/obtain and maintain the necessary licenses, certificates, etc., as needed for external agency(ies) accreditation.
6. Have an equity-minded focus, responsiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles; and successfully foster and support an inclusive educational and employment environment.



## Application Instructions

Applicants applying to this position are REQUIRED to complete fully and submit:

1. Los Rios Community College District Faculty Application
2. Unofficial transcripts of college/university work
3. Resume
4. Two letters of recommendation
5. Letter of Interest

### NOTES:

- Applications submitted without all required documents, listed above, will be disqualified. Applicants indicating “see resume” on the online application will be disqualified.
- Graduate advising documents and grade reports will not be accepted as unofficial transcripts.
- Los Rios employees are also required to submit unofficial copies of transcripts.
- Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees and other relevant documents.
- A foreign transcript evaluation is required any time foreign course work is used to meet minimum qualifications and/or salary placement even if the foreign transcript has been accepted by a college or university in the United States.
- Foreign transcript evaluations are ONLY accepted from AICE (Association of International Credential Evaluations, Inc.) or NACES (The National Association of Credential Evaluation Services) agencies or evaluators. [Foreign Degree Transcript Evaluations clickhere](#)

Do not submit additional materials that are not requested.

## Physical Demands

### Salary

**\$43,495 to \$80,125** annually. Additional earnings may be available for summer, overload, and stipends. [LRCCD Salary Schedules](#)

### Additional Salary Information

Entering annual salary within a given range varies, depending upon units/degrees completed at accredited colleges/universities and experience. Candidates not holding a master's degree may start at a salary lower than posted above.

## Posting Detail Information

### Posting Date

1/18/2021

### Closing Date

2/28/2021

### Open Continuously

No

### Beginning and/or Ending Dates

Full-Time, Tenure-Track Position  
Beginning on or about August 18, 2021.

## How and where to apply

Please visit our [Frequently Asked Questions](#) for complete information on how to apply online with our District. Application services are available between 8:00 a.m. and 5:00 p.m., Monday through Friday, at the Los Rios Community College District Human Resources Office located at 1919 Spanos Court, Sacramento, CA 95825-3981. If you need assistance with any phase of the application process, please call (916) 568-3112 or come in during our business hours.

After hours inquiries should be emailed to [hr@losrios.edu](mailto:hr@losrios.edu). Submission of applications are by 11:59 p.m. of the posting closing date.

## Conditions

All Positions: Offers of employment are contingent upon the successful clearance from a

criminal background check, freedom from tuberculosis, and proof of identity and eligibility to work in the United States prior to the first day of work. The District may select additional qualified candidates should unexpected vacancies or needs occur during this recruitment/selection process. When education is a requirement for the position, official academic transcripts from the accredited college/university must be submitted within 60 days of hire.

Administrative/Executive/Faculty Positions: Contingent on funding and eligibility, successful candidates selected for an interview may be eligible to apply for partial reimbursement of travel expenses, up to a maximum of \$250. [Candidate Travel Reimbursement click here](#)

Quicklink

<http://jobs.losrios.edu/postings/>

---

## Supplemental Questions

---

Required fields are indicated with an asterisk (\*).

1. \* Criminal History Verification and Release: I acknowledge and agree that I understand that by answering the question below, I certify that the information provided by me is true, correct and complete to the best of my knowledge and belief. I authorize investigation of all statements contained herein, and on the P-881 (if applicable and submitted), and I release from liability all persons and organizations furnishing such information. I understand that any misstatements, omissions or misrepresentation of facts on this form, my application, and, if applicable, the P-881 or attachment(s) may be cause for disqualification or dismissal. If you have ever been convicted of an offense other than a minor traffic violation you are required to complete the form "Arrests Which Led to Convictions for Crime", P-881 (you must disclose convictions that have been dismissed pursuant to Penal Code Section 1203.4; Ed. Code 87008). If needed, copy and paste the provided link, for the form <a href="http://wserver.losrios.edu/hr/forms/P-881,10-2013.pdf" target="\_blank">http://wserver.losrios.edu/hr/forms/P-881,10-2013.pdf</a> and attach the completed form to your application.
  - Yes, I acknowledge and agree
  - No, I do not acknowledge or agree
2. \* Can you perform the essential functions of this position?
  - Yes
  - No
3. \* Please indicate how you meet the minimum qualifications for this position. Select the appropriate answer.
  - I possess the minimum qualifications for this discipline as listed on the job announcement. (Attach unofficial transcripts from an accredited college/university and/or evidence of job experience.)
  - I possess a valid California Community College Credential for this discipline. (Attach a copy of appropriate credential with application.)
  - I possess qualifications equivalent to those listed and have attached evidence. (To review Equivalency Process.)
  - I have previously been granted equivalency to teach this discipline by the Los Rios Community College District. (Attach the Equivalency Determination Form P-38 and transcripts.)
4. \* Considering this specific position that you are applying to – where/how did you learn about this position?
  - College Department
  - CareerBuilder
  - Chronicle of Higher Ed (Vitea.com)
  - Community College Registry Job Fair: Oakland
  - Community College Registry Job Fair: Los Angeles
  - Community College Registry Online Job Board
  - Community Outreach (ex. Festivals, etc.)
  - CommunityCollegeJobs
  - Craigslist
  - EdJoin
  - Facebook (Campaign)
  - Facebook (Los Rios Page)
  - Glassdoor
  - Greater Sacramento Urban League
  - HigherEdJobs
  - Indeed
  - Instagram
  - Job Sites
  - Job Journal
  - Latina Leadership Network of the California Community Colleges

- LinkedIn
- Los Rios Community College District Employee
- Los Rios Community College District Website
- Professional Networks
- Sacramento Black Chamber of Commerce
- Sacramento Asian Chamber of Commerce
- Sacramento Builders Exchange
- Sacramento Hispanic Chamber of Commerce
- Sacramento Rainbow Chamber of Commerce
- SacramentoWorks
- Twitter
- YouTube
- ZipRecruiter

---

## Applicant Documents

---

### Required Documents

1. Resume/Curriculum Vitae
2. Letter of Interest
3. Unofficial Transcript 1
4. Letter of Recommendation 1
5. Letter of Recommendation 2
6. Licenses/Certifications

### Optional Documents

1. P-881 Report of Arrests Which Led To Convictions For Crime Document
2. Equivalency Determination Letter (P-38 or Equivalency Request Statement)
3. Unofficial Transcript 2
4. Unofficial Transcript 3
5. Foreign Transcript Evaluation
6. Unofficial Transcript 4
7. Unofficial Transcript 5

# Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners

(DRAFT)

Whereas, American River College (ARC) is committed to becoming a more equitable institution, and equitable education requires building relationships with students and providing individualized learning experiences to meet diverse needs; and

Whereas, quality learning experiences and effective teaching strategies in online and face-to-face classes require active and interactive learning opportunities and multiple, diverse measures for assessing student learning; and

Whereas, there is a relationship between class size and/or instructor:student ratio and instructor ability to implement these best practices in equitable, effective and quality education; and

Whereas, despite Los Rios Community College District (LRCCD) Regulation 7131, 2.1 stating “Each College of the Los Rios Community College District shall determine the optimum class size for each course or subject area based on effectiveness of instruction and efficiency of operation”, class size appears to be determined in an arbitrary, inconsistent, non-transparent manner, resulting in inequitable and inconsistent educational experiences for students across different Los Rios Community College District (LRCCD) institutions and classes;

Resolved, that the American River College Academic Senate requests, pursuant to Los Rios Community College District Policy 7131 authorizing the Chancellor or designee “to develop Administrative Regulations for setting class size guidelines for all area classes within a division”, that a task force be convened to develop recommendations for establishing a standing governance body whose purpose shall be to set guidelines for determining optimum class sizes on a course level basis.

Resolved, that the resulting governance body includes representatives from the Academic Senates, Los Rios College Federation of Teachers (LRCFT), and administration from all four Los Rios colleges as well as appropriate district administrative leadership.

Resolved, that the resulting governance body develops processes and practices to establish and regularly evaluate criteria for setting and reviewing class sizes on a foundation of equity based decision making, with an emphasis on faculty ability to implement best practices in equitable, effective education.

## References

ARC [Mission](#), [Commitment to Social Justice](#) and [Strategic Goals](#)

[ARC Institutional Equity Plan](#)

ARC Disproportionate Impact (DI): African American, LatinX, Native American Project Team  
[Executive Summary](#)

Linton, C. (2011). Equity 101: The Equity Framework. Thousand Oaks, CA: Corwin Press.

Association of College and University Educators (ACUE) [Effective Practice Framework](#)

The American Council on Education Course in Effective Teaching Practices

California Community Colleges Online Education Initiative, [Course Design Rubric](#), April 2020.

Horning, Alice. "The Definitive Article on Class Size." WPA. Writing Program Administration, vol. 31, no. 1-2, Council of Writing Program Administrators, 2007, p. 11–.

J J Arias & Douglas M. Walker, 2004. "Additional Evidence on the Relationship between Class Size and Student Performance," The Journal of Economic Education, Taylor & Francis Journals, vol. 35(4), pages 311-329, October.

LRCCD [Policy 7131](#) and [Regulation 7131](#): Class Size

[LRCCD Collective Bargaining Agreement with LRCFT \("Contract"\) Article 4.5.1](#)

Strategic Enrollment Management Project Team. [Schedule Development Guidelines](#). February 2020

Academic Senate for California Community Colleges (ASCCC). [Setting Course Enrollment Maximums: Process, Roles, and Principles](#). Spring 2012.

# Spring 2021 Actionable Equity Series

Practical knowledge to apply equity framework and lens to leadership work

ARC PD Competencies: Equity-minded Service and Data Literacy

Four two-hour sessions

Three cohorts:

Tuesdays during Flex week and the first week of the semester: 12:00–4:30 P.M. on January 12 and 19 (includes a half-hour break)

Fridays Jan. 29, Feb. 5, 19, 26 9:00–11:00 A.M.

Mondays in April: 1:00–3:00 P.M. on April 5, 12, 19, and 26

# Sessions 1 and 2

## **Session I**

Actionable Equity Framework

Basic Knowledge

## **Session II**

Personal and Professional Equity

DI and Anti-Racism in Our Work

# Sessions 3 and 4

## **Session III**

Data and Culture

## **Session IV**

Student Ready Action! Disproportionate Impacted Student Populations and a Transformational Experience at ARC.



# Learning Outcome Highlights

- Explain disproportionate impact context, findings, and recommendations for ARC's disproportionately impacted populations, particularly for Black/African American, Native American, and Latinx students using our DI Team Reports
- Explain racial and other group disparities without deficiency model thinking
- Consider how to use power strategically to advocate for and support equity
- Use data effectively to tell a compelling, equitable, and more accurate story
- Make data-informed decisions and adjustments as equitable leaders and practitioners

# Learning Outcome Highlights

- Focus on culturally responsive and learner-centered andragogy/pedagogy/heutagogy
- Actively participate in program review and other ARC-sponsored methods using an equity lens
- Understand why anti-racism and sovereignty are connected to our equity consciousness

## Spring 2021 Actionable Equity Professional Development Series

### Description

This four-session series is designed for faculty who want practical knowledge they can use to apply the equity framework and lens to their leadership work, teaching, and use of data in college processes. This series is offered at the level of Action/Skill Development and is designed for all faculty and faculty leaders. This series meets ARC Strategic Goals 1, 2, 3, 4; ARC ISLOs 1, 2, 3, 5, 6; and State PD Guideline A, B.

This series is focused on the following ARC Professional Development Competencies:

- Equity-minded Service
- Data Literacy

**Register Here:** <https://forms.gle/1DS32EcFBvQEezr2A>

### Facilitation

Facilitators Pam Chao and Jennifer Laflam

### Audience

All faculty are welcome. This series will be particularly useful to faculty who are in leadership positions, such as:

- members of Governance Councils
- Academic Senators
- members of Academic Senate Committees
- Program Reviewers
- HomeBase faculty
- Starfish leaders
- HyFlex participants
- Department Chairs
- Faculty Coordinators

### Professional Development Learning Outcomes

#### Sessions 1 and 2

- apply the equity framework and lens
- explain and apply knowledge related to closing the opportunity gap
- talk about race and racial terms, sovereignty terms, gender and orientation terms, and intersectionality, specifically, African American/Black, Native American, and Latinx, Asian and Pacific Islander American, and LGBTQIA+
- reflect on the role of your position and identity and your personal and historical identity group relationship to our African American/Black, Native American, Latinx, Asian and Pacific Islander American, and LGBTQIA+ students and faculty you are working with
- explain racial disparities with critical consciousness rather than deficiency model thinking

- consider how to strategically use power to advocate and to support efforts of self-advocacy based on institutional, position, and personal values and goals/objectives

#### Sessions 3 and 4

- examine disaggregated institutional data at the department and course level
- use data effectively to tell a compelling, equitable, and accurate story
- make data-informed decisions and adjustments as equitable leaders and practitioners
- use culturally responsive and learner-centered andragogy/pedagogy/heutagogy
- seek out data to guide equity-minded innovation and process improvement
- actively participate in program review, institutional self-evaluation, and other ARC-sponsored methods

#### **Format**

This is a four-session series held over ConferZoom. Each meeting is two hours. The total training is eight hours.

The series will be offered three different times during the semester. Register for one of the following sets of sessions:

1. Tuesdays during Flex week and the first week of the semester: 12:00-4:30 P.M. on January 12 and 19 (includes a half-hour break)
2. Fridays in January & February: 9:00-11:00 A.M. on January 29, February 5, 19, and 26
3. Mondays in April: 1:00-3:00 P.M. on April 5, 12, 19, and 26



## Student Success Council Report 11/17/20

---

### Updates and Brief Reports:

- **Actionable Equity Series in Spring 2021:** Pam Chao and Jen Laflam presented a new professional development opportunity designed specifically for faculty in positions of leadership through senate, governance councils, departments, programs, college initiatives, etc. The four-session series will focus on equity-minded service and data literacy. Sign-ups are happening now. **Please register here:** <https://forms.gle/1DS32EcFBvQEezr2A>

### Discussion Items:

- **DI-API Project Team Update:** Raquel Arata and Neue Leung gave an overview of the team's work, which will result in a report available next semester. Preliminary findings note that there is disproportionate impact for Pacific Islander and Laotian students. The team also commented on the many ethnicities included in the broad API category and the difficulty in gathering disaggregated data for each group. They are conducting a follow-up to the campus climate survey, and their report will provide a summary of the results, a demographic profile of our API students, and recommendations based on the barriers these students are facing.
- **AB 705 Follow-up Discussion:** Faculty leaders from English, ESL, and Math gave an update on the status of AB 705 work happening in their areas. Additionally, they were also asked to consider the cascading impacts of AB 705 across the college. All three areas noted that it is still too soon to know whether their curricular changes will impact student success.
  - **English Reading and Writing (Leah Arambel and Melissa Diaz):**
    - Recent GPA change to 2.6 (lowered from 3.0) required for direct placement into ENGWR 300 without added support
    - No official coordination time anymore for faculty working on AB 705; fewer District coordinating meetings, too
    - Discussion of how to streamline the challenge process and other barriers to enrollment
  - **ESL (Sanda Valcu):**
    - First semester offering changed curriculum in response to AB 705 (full compliance with the law and improved transfer articulation)
    - Placement process has also been redone
    - ESL Center transitioned online
    - Technology presents an additional barrier for ESL students taking online classes
  - **Math (Michelle Brock and Council Math faculty):**
    - Working to address structural barriers imposed by co-requisite courses (problems with enrollment procedures, repeatability petitions, waitlists, etc.)
    - Investigating other course models as alternatives (for example, a non-credit support course or a 6-unit combined course)
    - Impact of changed enrollment patterns on the Math Learning Center and other courses

***American River College (ARC) promotes a learning community of academic integrity & personal dignity. As an Institution of Higher Education ARC is committed to the free exchange of ideas, respect for the contributions and dignity of every person.***

***ARC strives to create a learning environment that celebrates diversity, fosters academic achievement and personal responsibility.***

## DRAFT - Possible Academic Senate Statements on Academic Honesty - DRAFT

The American River College Academic Senate affirms the importance of academic integrity and personal dignity all aspects of the learning environment and modalities including remote instruction.

We assume students are responsible for the honesty and integrity their interactions and the work they submit. While we do not purposefully seek out instances of academic misconduct for the purpose of questioning a student's honesty and integrity, if evidence of misconduct arises we will act in accordance with the guidelines established by the Office of Student Conduct. <https://arc.losrios.edu/student-resources/office-of-student-conduct/expectations-of-behavior-and-conduct>

As faculty we assume responsibly for explaining what academic honesty and integrity is, its importance in relation to the course objectives, and fostering a class environment conducive to its practice.

Possible practices for fostering an environment that supports academic honesty and integrity:

- Define & discuss Academic Honesty early and throughout the course
- Include an Academic Honesty Statement in every assessment
- Make assignments meaningful/connect to student experience
- Shift focus from the grade to the value of the assessment for student learning. Explain how a particular assignment or an exam will be useful to them in this particular course, future courses, or even more broadly in the future
- Build positive relationships with students
- Provide detailed grading criteria/rubrics
- Allow students to self-submit a draft into Turnitin prior to assignment deadline, see their report, and have the opportunity to revise accordingly
- Consider using alternative methods of assessment including projects, essay & short answers, presentation, case studies, etc as appropriate
- Scaffold larger assignments by having students turn in components of the assignment throughout the semester

### Academic Integrity and Responsibility

Academic integrity and responsibility mean acting honestly, conscientiously, and honorably in all academic endeavors. Students are accountable for all that they say and write. Since trust is the foundation of an intellectual community, and since student work is the basis for instructors to evaluate student performance in courses, students should not misrepresent their work nor give or receive unauthorized assistance."

DRAFT



## **Anti-racism Series**

### **PART 1: Definition and Significance**

As racial inequities and disparities permeate society, these inequities also appear on campuses, in curricula, and in classrooms. In his most recent book, *How to be an Antiracist*, Kendi defines an anti-racist<sup>1</sup> as: “One who is expressing the idea that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity” (2019, p. 25). Implicit in Kendi’s definition of an anti-racist is the expectation of actually *doing* something. Neither inaction nor silence offer pathways to equity. He suggests, “...the only way to undo racism is to consistently identify and describe it – and then dismantle it” (Kendi, 2019, p. 9).

As educators, we can infuse our professional practice with actions in support of anti-racist ideals. We can all contribute to this race and equity work, so that the entire burden does not fall solely on Black and Indigenous People of Color (BIPOC). Beginning with a vigilant self-awareness, we can interrogate our own experiences and unconscious biases (see [Implicit Bias series](#)), disrupting the privileges from which we may benefit. Reflecting on privilege and acknowledging racism and white supremacy (see Figure 1) can help keep focus on our anti-racist work.



Figure 1: Image Source: Safehouse Progressive Alliance for Nonviolence (2005). Adapted: Ellen Tuzzolo (2016); Mary Julia Cooksey Cordero (@jewelpewels) (2019); The Conscious Kid (2020).

In taking responsibility for what we know and don’t know, we must educate ourselves and strive for higher levels of cultural competence and humility (see Part 3 for resources). Becoming culturally competent is committing to the practice of cultural humility which involves continuous exploration of ones’ own cultural beliefs and intersecting identities through self-reflection, and self-critique as a precursor to learning about, interacting appreciating and respecting different cultures; it is a process that requires humility (Tervalon & Murray-Garcia, 1998). Indeed, cultural competence is a life-long journey not a destination. We must then

<sup>1</sup> Throughout this resource, we have followed the spelling convention normative at UC Davis, which includes a hyphen. At times, we spell the term without a hyphen, to honor preferences of referenced authors.





act to apply these new learnings to our course design and interactions in our classrooms.

Anti-racist classrooms should attend to our students' collective trauma in ways that address their experiences and cultivate a climate built to empower, uplift, and celebrate the differences. Decolonizing our curriculum and teaching representative history works towards these goals. Listening without judgment, addressing perceived slights, and actively engaging in and facilitating respectful and productive discussions that may feel uncomfortable, are ways we can take anti-racist steps in our classrooms (Simmons, 2019).

### **Why It Matters?**

As evidence-based course design informs us, we should first seek to understand the characteristics of our learners in order to strategically plan our courses. Of particular relevance, Black, Indigenous, and People of Color (BIPOC) is an inclusive term which highlights the identities and distinction between Black and Indigenous people, in contrast to other people of color. For more on where the term comes from, see this [recent New York Times article](#). On an increasingly diverse campus, such as UC Davis, BIPOCs enrich instructional programs and courses. Approximately 77% of all degree-seeking undergraduate students (with known race/ethnicity) at UCD identified as other than White/Caucasian in Fall 2019 (UC Davis Student Profile, 2020). Of all US Citizen and Immigrant undergraduate students, 71.8% identified as BIPOC. Classrooms are not culturally-neutral spaces as "students cannot check their sociocultural identities at the door" (Ambrose et al, 2010, p. 169-170). It is therefore crucial that instructors engage in pedagogical practices that acknowledge, celebrate and are inclusive of students who come from various backgrounds, experiences, and identities. Creating inclusive spaces within the classroom is a vital anti-racist enterprise that can help ensure equitable opportunities exist for all students to thrive.

Beyond general inclusiveness (see Part 2), as anti-racists, we must specifically be aware of and attend to more. While we cannot necessarily dismantle the structural racism embedded in our institutions individually, we *can* collectively work towards the dismantling, one class and course at a time. We *do* have control over our courses and *are* singularly in charge of each of our classes. Therefore, we have the power within our classrooms to establish policies that either reproduce or reduce inequities. We *can* create environments with a focus on interpersonal interactions that challenges bias, confronts microaggressions, and facilitates uncomfortable and charged discussions that foster growth.

### **Microaggressions and Charged Discussions**

A landmark study published in 2007 defined microaggressions as "brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative...slights and insults" (Sue et al., 2007: p. 271). Microaggressions are often unintentional or automatic, come from well-meaning people, and may leave everyone involved uncertain about what happened.

While the research on microaggressions is ongoing (e.g., Bartlett, 2017, Lilienfeld, 2017), students, faculty, and staff on college campuses do report experiencing these daily "indignities" (Sue et al., 2007). Over time, microaggressions can inhibit the academic performance of students as they experience increased feelings of discomfort, self-doubt, isolation, and emotional exhaustion (Solorzano et al., 2000); undue stress and feelings of exclusion (Yosso et al., 2009); hopelessness and even post-traumatic stress disorder (Nadal et al., 2011). Additionally, microaggressions can often be explained in ways that absolve the perpetrator of responsibility, implicitly delegitimizing the experience of the targeted person (Sue et al., 2007). This type of gaslighting, in which the person experiencing the microaggression is made to feel that they are imagining things or being "overly sensitive," can be just as detrimental as the microaggression itself (Sue, 2010). However, to be anti-racist in the classroom means that it is more important to center the experience of the person experiencing the microaggression rather than the intent behind the microaggression.

Microaggressions can and do occur in the classroom. However, their occurrence can be an opportunity to stimulate potentially generative dialogues, though success in facilitating such conversations depends strongly on instructors' abilities to recognize and respond to microaggressions in the first place (Sue et al., 2009). Being anti-racist includes maintaining a vigilant self-awareness, educating yourself, acknowledging racism and white privilege, and teaching representative history and scholarly contributions. It is imperative that when you see racism, you say something (Simmons, 2019). Recalling that anti-racism is rooted in *action*, below are some practical strategies to address (preventatively and responsively) microaggressions perpetrated in the classrooms:



### **Preventative Measures in the Anti-Racist Classroom**

- Consider sharing the ways in which you have been conditioned by the circumstances of your life and society. Revealing yourself as “flawed” will encourage students to take risks by sharing their experiences and thoughts, and communicates courage in approaching conversations about difference and relationality.
- Be willing to accept a different reality and truth than your own. It’s likely that if you have a different background and circumstances than your students, and the experiences, feelings, and views they share may not resonate with your own.
- Consider using micro-affirmations. “Micro-affirmations,” (Rowe, 2008) are small acts of support that foster inclusion, listening, comfort, and support for people who may feel isolated or invisible in an environment. Using micro-affirmations can “communicate to students that they are welcome, visible, and capable of performing well” (Powell, Demetriou, & Fisher, 2013). Micro-affirmations can include making concerted efforts to use students’ correct names, pronunciations, and pronouns, and rewarding positive behaviors.
- Anticipate “hot button” topics or comments. Identifying and considering your response to these “hot button” topics ahead of time will help you respond effectively in the moment (Goodman, 1995). Questions you might ask yourself include: what issues, comments, or points of view might provoke a strong personal response in you? In your students? What topics are currently charged on campus, in the news, on social media, or in our larger society?
- Be intentional and prepare questions/guides that facilitate thoughtful discussion. Discussion guides can also provide you with a way to engage students in critical discussions in constructive and appropriately challenging ways. Brookfield & Preskill (1999) identify types of questions that can keep discussions moving and focused on learning goals. Questions that ask for more evidence: e.g. “How do you know that?” Questions that ask for clarification: e.g. “Can you think of an example?” Open questions that require more than a yes or no response: e.g., “What did the author mean when she said...” Linking or extension questions: e.g. “How does your observation relate to what we discussed last week?” Hypothetical questions: e.g. “If this event had happened today, what role do you think the internet might play?” Cause-and-effect questions: e.g. “What is likely to be the effect of raising the average class size from 15 to 30 on the ability of learners to conduct interesting and engaging discussions?” Summary and synthesis questions: e.g. “What remains unresolved or under debate about this topic?” Consider that conversations need not always arrive at solutions.

### **Responsive Measures in the Anti-Racist Classroom**

- Sometimes when charged topics come up unexpectedly in class, it is because a student makes a remark that is hurtful or offensive to others. Other times, it is simply an unexpected turn in a conversation. Either way, how an instructor responds can have profound implications for students’ experience (Sue et al., 2009; Goodman, 1995). In either case, it is good to address the comment promptly.
- Think ahead to what portions of your class might spark charged conversations. Consider your course content, and work to develop specific strategies for handling those moments. If you’re stuck, this resource and others can help.
- Ask follow up questions. Ask follow up questions, particularly if a student has made a comment that’s potentially offensive or hurtful. This can help to clarify what they meant, which might not be what you heard (for suggestions with language, see part 2).
- Have students free write about the topic. Ask students to freewrite for a few minutes about the issue. This can allow things to calm down, and give you some time to re-group. It’s also a great way to emphasize the “teaching moment” such comments often present. Ask students to reflect on what they could learn from the conversation. Clarify what is inappropriate, however.
- Consider how best to address the comment or charged moment. Ignoring these comments can be tempting, especially if you feel uncomfortable, but that will send the message that such comments



are okay. Instead, take pause and decide whether to address the topic as a class, address it with a small number of students outside of class, or address it in the next class meeting. Taking a deep breath and counting to 10 can be a useful way to decide slowly. If you decide not to pursue the discussion, you should still address the comment and say that you will return to it during the next class or outside of class. Then prepare in the meantime, and revisit the topic at the next opportunity.

- If you decide to pursue it, immediately legitimize the discussion. Avoid changing the subject or dismissing topics of race, ethnicity, gender, sexuality, citizenship status, disability, etc. as they arise (unless you are clear that you will return to the topic in the near future). This dismissal is itself a type of microaggression against some students.
- Use a direct approach to facilitating the discussion. Don't be a passive observer, or let the class take over the discussion. It is also important to avoid engaging in tokenism, students are not "representatives" speaking for an entire identity group, nor should their identity and/or experiences be leveraged to make up for your lack of comfort or knowledge. The A.C.T.I.O.N. Framework (Souza, Ganote, & Cheung, 2016) is one method for effectively responding to microaggressions in your classroom. This framework includes: Ask clarifying questions to assist with understanding intentions; Come from curiosity not judgment; Tell what you observed as problematic in a factual manner; Impact exploration; Own your own thoughts and feelings around the impact; Next steps (Souza, 2018). For example questions and comments associated with this framework, see this [article](#).
- Acknowledge and respect the experiences and feelings of your students. Avoid questioning, dismissing, or playing down experiences and feelings that your students share about issues of difference and power. They are trusting you when they share their experiences and feelings.

### Acknowledgements

Michelle Rossi (Graduate Research Assistant, Center for Educational Effectiveness; PhD candidate - Sociology) and [Kem Saichaie](#) (PhD, Associate Director, Center for Educational Effectiveness) developed this resource. Additional contributions were made by: [Monica C. Esqueda](#) (PhD, Program Manager, Betty Irene Moore Fellowships for Nurse Leaders and Innovators); [Vickie L. Gomez](#) (EdD, Director, UC Davis Campus and Community Engagement); [Colleen Bronner](#) (PhD, Associate Professor of Teaching, UC Davis Department of Civil & Environmental Engineering); and Julia Houk (PhD Student and Associate Instructor, UC Davis School of Education).

### Citation

Center for Educational Effectiveness [CEE]. (2020). Anti-racism Series. *Just-in-Time Teaching Resources*. Retrieved from <http://cee.ucdavis.edu/JITT>

### References

- Bartlett, T. (2017, February 12). The shaky science of microaggression. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/The-Shaky-Science-of/239150>
- Brookfield, S., & Preskill, S. (1999). *Discussion as a way of teaching: tools and techniques for democratic classrooms*. San Francisco, CA: Jossey-Bass Publishers.
- Goodman, D. (1995). "Difficult dialogues: Enhancing discussions about diversity." *College Teaching*, 43, 47–52.
- Kendi, I. (2019). *How to be an Antiracist*. One World: New York.
- Lilienfeld, S. O. (2017). Microaggressions: Strong claims, inadequate evidence. *Perspectives on Psychological Science*, 12(1), 138-169. Retrieved from <https://doi.org/10.1177/1745691616659391>
- Nadal, K. L., Issa, M.-A., Leon, J., Meterko, V., Wideman, M., & Wong, Y. (2011). Sexual orientation microaggressions: "Death by a thousand tuts" for lesbian, gay, and bisexual youth. *Journal of LGBT Youth*, 8(3), 234–259.



- Powell, C., Demetriou, C., & Fisher, A. (2013, October). Micro-affirmations in academic advising: Small acts, big impact. *The Mentor: An Academic Advising Journal*. Retrieved from <https://dus.psu.edu/mentor/2013/10/839/>
- Rowe, M. (2008). Micro-affirmations and micro-inequities. *Journal of the International Ombudsman Association*, 1(1), 45-48.
- Simmons, D. (2019). [How to Be An Antiracist Educator](#). *ASCD Education Update*, 61(10).
- Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of african american college students. *Journal of Negro Education*, 69, 60–73.
- Souza, T. (2018). Responding to microaggressions in the classroom: Taking ACTION. *Faculty Focus, Higher Ed Teaching Strategies from Magna Publications*, Retrieved from <https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/>.
- Souza, T., Ganote, C., & Cheung, F. (2016). Confronting microaggressions with microresistance and ally development. Presented at the Professional and Organizational Development Network in Higher Education Conference, Washington, DC.
- Sue, D. (2010). *Microaggressions in everyday life : Race, gender, and sexual orientation*. Hoboken, N.J.: Wiley.
- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: implications for clinical practice. *The American Psychologist*, 62(4), 271–286. Retrieved from <https://doi.org/10.1037/0003-066X.62.4.271>
- Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 15(2), 183-190.
- Tervalon, M., & Murray-García, J. (1998). Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education. *Journal of Health Care for the Poor and Underserved* 9(2), 117-125. doi:10.1353/hpu.2010.0233.
- Yosso, T., Smith, W., Ceja, M., & Solórzano, D. (2009). Critical race theory, racial microaggressions, and campus racial climate for latina/o undergraduates. *Harvard Educational Review*, 79(4), 659–691. Retrieved from <http://doi.org/10.17763/haer.79.4.m6867014157m7071>



## **Anti-racism Series**

### **PART 2: Strategies for the Classroom**

This part of the series focuses on developing student-centered learning experiences and content. It highlights anti-racist strategies to implement both in *what* you want students to learn (the content) and *how* you want them to learn it (the process). Antiracist pedagogy includes actively applying techniques to multiple dimensions of instructional practice – classroom climate, course curriculum, and teaching practices. A Community of Inquiry framework (where meaningful learning occurs through interdependent interactions between instructors, students, and content) can be helpful when designing antiracist learning activities and instruction, as the process of learning, whether face-to-face or online, can be sustained through such an integrated system of presences.

#### **Anti-racist Teaching Presence**

An anti-racist *teaching presence* optimizes student – instructor interactions. Establish the instructor as engaged facilitator by: providing instructor or TA feedback on assignments, learning journals, or other reflective activities; administering surveys or questionnaires and using the results to inform future instruction; participating in discussion forums or chats; sending announcements to summarize the previous week or describe the next week; providing online office hours for teams and individuals; mentoring individual learners; or developing classroom community through “working agreements” that determine how that community will work together.

Instructors can model anti-racist practices and a commitment to dismantling existing patterns of privilege and white supremacy in their interactions with students in many ways (see part 1 for more):

- Ensure that you ask students to speak only for themselves, not on behalf of an entire group.
- Design learning activities that are more often cooperative, as opposed to competitive.
- Intentionally develop and structure group projects in which all students have an opportunity to participate and contribute. Assign project roles for students to assume, for example.
- Structure class interactions by providing goals, procedures, and processes to ensure they don’t reinforce existing patterns of privilege.

When facilitating discussions with students, instructors can increase inclusivity of voices in many ways:

Action	Example Language to Use
Entering a discussion	“I invite you to share your ideas.” or “What are you thinking about?”
Paraphrasing	“Let me see if I heard you correctly. You said...”
Clarifying	“Tell me more about...” or “Can you give me an example of that?”
Building on	“Does anybody want to build on what was said?”
Challenging	“I’d like to hear from someone who disagrees with that.”
Acknowledging others	“That’s a great point. I hadn’t initially thought about that. Thanks for raising that.’ Or “That’s a good question, which I hadn’t considered. I’m not sure of the answer right now. I’ll have to think more about it.”

#### **Anti-racist Cognitive Presence**

Next, build an anti-racist *cognitive presence* through student – content and resource connections. From relevant and strategic content to examples and visuals to web quests, design a course devoted to an exploration of diverse ideas. Strive to develop curriculum that models and reflects the diversity of our world.

Working to ensure that all students might see themselves reflected in course content signals that everyone’s identity and group membership are valued and emphasizes the importance of considering



multiple points of view on a topic. Diverse points of view can be incorporated through the examples used to explain course concepts, through diverse cultural references, and through diverse scholarly perspectives, among other examples.

Your anti-racist curriculum...

- Acknowledges, respects, and makes multiple identities visible and represented in course materials.
- Emphasizes the racial-ethnic diversity and backgrounds of experts who have contributed to your discipline.
- Includes diverse readings, videos, and visuals that acknowledge the contributions and experiences of BIPOC students through content—powerpoint slides are a great place to include diverse examples.
- Is transparent-- clearly communicates expectations, learning objectives, assignments (see [Tools for Revising/Creating your Own Transparent Assignments](#)), and evaluation criteria (e.g., use of rubrics).
- Presents course material using a myriad of modalities (e.g., video, text, audio) to ensure greater student access.
- Seeks to understand the experiences and cultures of BIPOC students in order to plan learning activities that connect to prior knowledge.
- Acknowledges that decisions and interpretations are affected by who we are.

**Anti-racist Social Presence**

Finally, establish an anti-racist *social presence* by focusing on student – student interactions. You can foster these in-person or online through: student-generated community expectations; discussions, collaborative tools and tasks (e.g., Think-Pair-Share, Group Projects, Jigsaw Activities); peer instruction and editing of work; or synchronous / asynchronous Q & A or discussion fora (Garrison & Arbaugh, 2007; Garrison et al, 2000). These types of interactions and learning platforms integrate discourse with climate.

Anti-racist climates...

- Provide opportunities to examine personal assumptions of a students’ background, prior knowledge, and experience.
- Demonstrate high expectations for *all* students with an authentic belief that *all* can succeed.
- Learn and be able to pronounce all students’ names and encourage them to address each other by name.
- Actively monitor for potential stereotype threat and broad generalizations.
- Create an environment prioritizing sense of belonging (e.g., where multiple groups feel “connected”).
- Cultivate connections between students, the discipline, and scholarly and professional communities.
- Ensure that students have an awareness of and access to [campus resources](#) that support their unique identities.
- Maintain a classroom free from microaggressions and address microaggressions when they occur.
- Facilitate a space where all classroom exchanges are respectful (e.g, norm setting, working agreement).
- Are transparent about instructor and student roles in the classroom, discussions, and activities and communicate them explicitly and consistently throughout the quarter (e.g., during the first day of class, in the syllabus, etc.).
- Acknowledge the unique identities, experiences, strengths, and needs of students, embracing student diversity as an asset and celebrating differences (e.g., a safe space where differences are not only respected, but also honored and valued).
- Invite students to approach instructors with concerns or ideas for inclusivity.
- Support the [Principles of Community](#).

Increase inclusivity of student voices in their discussions with each other by first teaching them to:

Action	Example Language Students Can Use With Each Other
Enter a discussion	“I’m wondering about...” or “Let me throw out an risky idea...”
Paraphrase	“Let me see if I heard you correctly. You said...”



Clarify	“Tell me more about...” or “Can you give me an example of that?”
Build on	“I agree with that because...”
Challenge	“Looking at it from a different perspective...” or “I’m not sure I agree with that because...” or “I can see your point, but...”
Acknowledge others	“That’s a great point. I hadn’t initially thought about that. Thanks for raising that.’ Or “That’s a good question, which I hadn’t considered. I’m not sure of the answer right now. I’ll have to think more about it.”

**Acknowledgements**

Michelle Rossi (Graduate Research Assistant, Center for Educational Effectiveness; PhD candidate - Sociology) and [Kem Saichaie](#) (PhD, Associate Director, Center for Educational Effectiveness) developed this resource. Additional contributions were made by: [Monica C. Esqueda](#) (PhD, Program Manager, Betty Irene Moore Fellowships for Nurse Leaders and Innovators); [Vickie L. Gomez](#) (EdD, Director, UC Davis Campus and Community Engagement); [Colleen Bronner](#) (PhD, Associate Professor of Teaching, UC Davis Department of Civil & Environmental Engineering); and Julia Houk (PhD Student and Associate Instructor, UC Davis School of Education).

**Citation**

Center for Educational Effectiveness [CEE]. (2020). Anti-racism Series. *Just-in-Time Teaching Resources*. Retrieved from <http://cee.ucdavis.edu/JITT>

**Additional Resources**

- For an Inclusive Pedagogy Framework from the Center for Integration of Research, Teaching, and Learning (CIRTL), visit [this site](#).
- For a developmental approach for reflecting and intentionally creating a new assessment future which proactively includes all students, read this [paper](#) from the National Institute for Learning Outcomes Assessment.

**References**

Garrison, D., Anderson, T., and Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *Internet and Higher Education* (2): 87-105.

Garrison, D. and Arbaugh, J. (2007). Researching the community of inquiry framework: Review, issues, and future directions. *Internet and Higher Education* (10): 157-172.



## Anti-racism Series

### PART 3: Seven Actionable Anti-Racist Steps in the Academy

As described in Part 1, anti-racism implies action. Simply put, to be anti-racist means to *do* something. This part of the series compiles and annotates resources that can be used as a basis for pedagogical and scholarly action.

#### 1. Think Critically About Academic Literature

Simmons, D. (2019). [How to Be An Antiracist Educator](#). *ASCD Education Update*, 61(10).

- A social-emotional learning expert argues that instructors have a responsibility to address the consequences of racism, even if uncomfortable. She describes how educators can do this – teach for an antiracist future – in five actionable steps.

Blakeney, A. (2005). [Anti-Racist Pedagogy: Definition, Theory, and Professional Development](#). *Journal of Curriculum and Pedagogy*, 2(1), 119-132.

- The paper situates antiracist pedagogy in within the sociological framework of Critical Theory. She argues for integrating antiracist pedagogy in the curriculum and for engaging in the professional development needed for effective implementation.

Kishimoto, K. (2018). [Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom](#). *Race Ethnicity and Education*, 21(4), 540-554.

- The author synthesizes the literature on antiracist pedagogy to define and analyze its application to courses and professional lives. The paper describes the importance of self-reflection and the three components for effectively integrating the pedagogy.

Blackwell, D. (2010). [Sidelines and separate spaces: making education anti-racist for students of color](#). *Race Ethnicity and Education*, 13(4), 473-494.

- The author argues that, while perhaps not intended, whiteness theory and identity politics often lead to the focus on white students and white educators. She describes antiracist education for students of color, using her own lived experiences as a black female graduate student.

Wagner, A. (2005). [Unsettling the academy: working through the challenges of anti-racist pedagogy](#). *Race Ethnicity and Education*, 8(3), 261-275.

- The author analyzes the pedagogical practices of an antiracist framework and specifically focuses on the process of learning antiracism. She then examines the efficacy of such practices to move away from the existing Eurocentric approach in higher education.

Cohen, G., Steel, C., & Ross, L. (1999). [The Mentor's Dilemma: Providing Critical Feedback Across the Racial Divide](#). *Personality and Social Psychology Bulletin*, 25:10, 1302-1318.

- This experimental study describes the variation in responses of Black and White students to critical feedback. Authors analyze how stigma mediates these responses and provides suggestions for mentoring and other instructor-student interactions.

Reddick, R., Bukoski, B, and Smith, S. (2020). [\(Cultural\) Taxation Without Representation? How Educational Developers Can Broker Discourse on Black Faculty Lives in the #BlackLivesMatter Era](#). *To Improve the Academy: A Journal of Educational Development*, 39(1), 31-62.

- The study uses focus groups to investigate how Black faculty at an R1 university navigated their service and community experiences of invisible labor, called cultural taxation. Authors provide recommendations for educational programming that can support faculty from marginalized identities.

Phillips, K. (2014). [How Diversity Makes Us Smarter](#). *Scientific American*, 311(4), 42-47.





- The author draws on research from organizational scientists, psychologists, sociologists, economists, and demographers to find that diverse groups are more innovative than homogenous groups. Diverse backgrounds bring new information, but interacting with diverse others also informs preparation and expectations.

Settles, I., Buchanan, N., and Dotson, K. (2019). [Scrutinized but not recognized: \(In\)visibility and hypervisibility experiences of faculty of color](#). *Journal of Vocational Behavior*, 113, 62-74.

- The study examines the token status of faculty of color (FOC) within the academy. Through analysis of data collected from 118 interviews, authors describe experiences of both invisibility and hypervisibility. It concludes with some suggestions as to how FOC can take back control of their own visibility or lack thereof.

Buchanan, N. (2020). [Researching While Black \(and Female\)](#). *Women & Therapy*, 43(1-2), 91-111.

- In this study, the author reflects on her own lived experiences as a mid-career tenured professor at a research-intensive institution. She explores tokenism and epistemic exclusion and provides suggestions for students navigating similar spaces.

## 2. Read Timely Peer-Reviewed Journals

Hofstra, B., Kulkarni, V., Munoz-Najar Galvez, S., He, B., Jurafsky, D., and McFarland, D. (2020). [The Diversity-Innovation Paradox in Science](#). *Proceedings of the National Academy of Sciences*, 117(17), 9284-9291.

- This study analyzes three decades worth of US PhD recipients and their dissertations. The authors find a higher rate of innovation amongst underrepresented students, in contrast to majority students, but also that the work is more likely to be discounted and less likely rewarded with academic positions.

Gewin, V. (2020). [The time tax put on scientists of colour](#). *Nature*, 583, 479-481.

- The author describes the pressures and costs that ethnic minority researchers endure to participate in campus diversity issues.

Subbaraman N. (2020). [How #BlackInTheIvory put a spotlight on racism in academia](#). *Nature*, 582, 327.

- The author writes about the aftermath of two Black scholars who shared on social media their experiences of racism in their fields.

Spikes, M. (2020). [The pressure to assimilate](#). *Science*, 368(6498), 1506.

- The author describes the lived pressures and experiences as a Black man in a STEM department.

Gewin, V. (2020). [What black scientists want from colleagues and their institutions](#). *Nature*, 583, 319-322.

- The author discusses how systemic racism in the science community frustrates and exhausts Black scholars and outlines steps for action.

Faeyi, O., Heffern, M., Sanders Johnson, S., and Townsend, S. (2020). [What Comes Next? Simple Practices to Improve Diversity in Science](#). *ACS Central Science*.

- In this editorial, a range of authors in academia come together to highlight the biases in the sciences and to offer actionable steps to eliminate its structural prejudices.

## 3. Keep Abreast of Current Articles and Interviews

[An Anti-Racist Reading List](#) (by Ibram X. Kendi in The New York Times)

[Where did BIPOC come from?](#) (by Sandra E. Garcia in The New York Times)

[‘Interrupt the Systems’: Robin DiAngelo on ‘White Fragility’ and Anti-Racism](#) (by Ari Shapiro on NPR)

[What Anti-Racist Teachers Do Differently](#) (by Pirette McKamey in The Atlantic)

[Give Black Scientists a Place in This Fight](#) (by Adrienne Gladden-Young in The Atlantic)

[10 Ways for Non-Black Academics to Value Black Lives](#) (by Stacey Chimimba Ault in Medium)



[Black Academia, it's time to move](#) (by Buoy Analytics in Medium)

[White Academia: Do Better](#) (by Jasmine Roberts in Medium)

[Opinion: 'To create lasting change, we must sustain this anti-racist work beyond the heat of the moment'](#) (by Jennifer Rich in the Hechinger Report)

['A severe toll': UC Davis professor Orly Clerge on racism in academia](#) (by Caleb Hampton in Davis Enterprise)

[Ten Simple Rules for Building an Anti-racist Research Lab](#) (by Danielle Venton on KQED)

#### 4. Watch Videos and Webinars

[Book talk with Ibram X. Kendi](#). Scholar and author of “Stamped from the Beginning” and, more recently “How to Be an Antiracist” discusses his work on anti-racism at the hour-long Aspen Institute event.

Curated youtube playlist of stories from the film [Cracking the Codes: The System of Racial Inequity](#).

[Anti-blackness On Campus: Implications for Educators and Institutions](#). In this nearly two-hour long webinar, scholars from Peralta Community College District, UC Berkley, and San Diego State University describe concrete actionable steps that schools and universities can take to address anti-blackness.

#### 5. Listen to Podcasts

[Critical Race and Ethnic Studies Podcasts](#) (from Ideas on Fire an organization for interdisciplinary scholars)

[Codeswitch](#) (NPR podcast featuring fearless conversations about race, led and hosted by journalists of color)

#### 6. Investigate and Contribute to Crowdsourced Repositories

[Anti-Racism Resources for White People](#) (google doc)

[Shareable Anti-Racism Resource Guide](#) (google doc)

[Scaffolded Anti-Racist Resources](#) (google doc)

[Reclaiming STEM Statement on Black Lives Matter](#) (google doc)

#### 7. Explore Websites

[Remote DEI Toolkit](#) is an online guide for Diversity, Equity, and Inclusion in remote settings. Established by the Remote DEI Collective, the site considers challenges, key considerations and insights, and concrete strategies to implement.

[Open Collab Live](#) is a site from the Open Learning & Teaching Collaborative out of Plymouth State University. This page includes anti-racist teaching resources such as books, articles, and syllabi.

[Racial Equity Tools](#) is a website that supports individuals working toward systemic and organizational justice with tools, tips, and curricula. The site is facilitated by the partnership of Center for Assessment and Policy Development, MP Associates, and World Trust Educational Services.

#### Acknowledgements

Michelle Rossi (Graduate Research Assistant, Center for Educational Effectiveness; PhD candidate - Sociology) and [Kem Saichaie](#) (PhD, Associate Director, Center for Educational Effectiveness) developed this resource.

#### Citation

Center for Educational Effectiveness [CEE]. (2020). Anti-racism Series. *Just-in-Time Teaching Resources*. Retrieved from <http://cee.ucdavis.edu/JITT>

# DRAFT Recommendations for Web-cam Best Practices

## Rationale:

In response to the [CCCO Legal Opinion 2020-12](#) about Cameras-On Requirements, DETC Taskforce formed to develop guidelines for faculty before SP21 semester.

Faculty are encouraged to consider the following:

### Digital Equity Gap:

- Students may not have a webcam and there may not have been any indication when they signed up for a section that this was a requirement for them to be successful in the course.
- Students may not have computers with enough computational power to enable [virtual backgrounds](#).
- Students may not have [sufficient internet bandwidth](#) to allow them to have a camera on.

### Invasion of Privacy:

- Students may not wish to display their living conditions. This may include students who have insecure housing, are homeless, or live in conditions that they fear may negatively impact the perceptions of their peers and or faculty member.
- There may be others living with the student who may be unable or unwilling to provide informed consent to being viewed or recorded by others.

### The American with Disabilities Act (ADA) and the Rehabilitation Act of 1973

- Students may have a disability which makes it difficult for them to appear on camera. Per the State Chancellor's office guidelines:
  - *Colleges are not required by the ADA to make adjustments that would result in a 'fundamental alteration of the program,' or impose an 'undue burden' on the college. However, allowing students to determine for themselves whether to use their cameras will not usually cause a fundamental alteration in the program, or cause an undue burden.*
- The act of staring at oneself on camera for prolonged periods may be a trigger for people who have experienced certain types of trauma. (Costa, K. (2020) "Cameras Be Damned." retrieved from <https://www.linkedin.com/pulse/cameras-damned-karen-costa/>)

## Web-cam Best Practices

### Option 1: If the material being taught does not intrinsically require audio/video interaction

#### A. If a class is **synchronous**

- Consider using the text/chat feature of a platform during a live stream/presentation
  - i. Keep in mind that on some platforms, participants cannot continue the text/chat after the session has ended - the text/chat content is not persistent. Such platforms include Zoom and Google Meet
- Consider using a [persistent chat](#) to invite continued asynchronous discussion.
  - i. Canvas chat is persistent
  - ii. Discord and (paid) Slack have persistent chat that also supports screen shots (copy-and-paste), file upload/share

- B. If a class is **asynchronous**
  - Consider the persistent text/chat feature of a platform (Canvas has a chat feature)
  - Email works for instructor to student interaction

## Option 2: If the material being taught intrinsically requires audio/video content

- A. If the audio/video content **needs to be peer-to-peer interactive**
  - If possible, consider scheduling only parts of a class to require audio/video real-time interaction, reduce the duration of video interaction time
  - If only audio is needed, consider the use of phone calls (Zoom can be set up to allow phone-in participation without video)
  - Encourage students to look into background blurring or replacing tools
  - Most platforms have audio noise reduction options
- B. If the audio/video content **does not need to be interactive**
  - Consider having content pre-recorded instead of broadcasted in real-time
  - Recordings can be shared via Canvas Studio, TechConnect Cloud (formerly 3CMedia), YouTube, as a media upload in Canvas. Your local DE team can provide assistance.
  - Students can also upload to Google Drive and share a link

## Resources for Faculty

- Best practices for faculty who will require cameras on
  - Clarify in class schedule, pre-term welcome letter, and syllabus
  - Recording options to eliminate/minimize FERPA violations
    - Recordings made with identified students present should not be used beyond the confines of that section in that semester
    - Develop a consent form for students?
  - Alternative ways to support students who cannot have cameras on
- Include best practices for language in syllabi (plain language)
- Refer faculty to existing documents that have been vetted (e.g. College on the Canyons, [Chancellor's Office document](#))

## Resources for Students

- Background blurring or virtualization feature on existing platforms
  - Zoom: [virtual backgrounds](#)
  - Google Meet (only when using Google Chrome as browser):
    - Click on the vertical "..."
    - Change Background
    - Choose slightly blur, blur, use provided backgrounds, or add your own
- Background blurring apps (can feed background blurred video to communication platforms):
  - [XSplit VCam](#) - only for Windows
- Inexpensive/free do-it-yourself solutions to remove background:
  - For stand-up desk users (may also work for regular sit-down configurations), here's a sample [demonstration video](#). Note, this is a sample and will be replaced with a more polished version.
  - Commercial product to install on chair and block the background: [Webaround Big Shot Gen2 Portable Webcam Background, 56 Inches, Chroma Key Green](#)

## LOS RIOS COMMUNITY COLLEGE DISTRICT

# Programs Available in Degree Planner

The following are the programs currently available in Degree Planner. These programs are the most frequently awarded AA-T and AS-T programs at the Los Rios colleges.

The goal is for all programs to be included in Degree Planner by summer 2021.

## ARC Degrees in Degree Planner

Administration of Justice	Admin Justice-Transfer (CSU GE)	010890A01
Anthropology	Anthropology-Transfer (CSU GE)	011523A01
Art History	Art History - Transfer (CSU GE)	011021A01
Business Administration	Bus Admin-Transfer (CSU GE)	010205A01
Business Administration – IGETC	Bus Admin-Transfer (IGETC CSU)	010205A02
Communication Studies	Comm Studies-Transfer (CSU GE)	010548A01
Early Childhood Education	ECE - Transfer (CSU GE)	011443A01
Mathematics	Mathematics-Transfer (CSU GE)	011514A01
Physics – IGETC	Physics - Transfer (IGETC CSU)	011972A02
Psychology	Psychology - Transfer (CSU GE)	011549A01
Sociology	Sociology-Transfer (CSU GE)	010761A01

## CRC Degrees in Degree Planner

Agriculture Business – CSU	Agriculture Business (CSU GE)	022010A01
Agriculture Business – IGETC	Agriculture Business IGETC CSU	022010A02
Anthropology – CSU	Anthropology-Transfer (CSU GE)	021980A01
Anthropology – IGETC	Anthropology-Transfe IGETC CS	021980A02
Biology – CSU	Biology-Transfer (CSU GE)	022012A01
Biology – IGETC	Biology - Transfer (IGETC CSU)	022012A02
Business Administration – CSU	Business Adm-Transfer (CSU GE)	021976A01
Business Administration – IGETC	Business Ad-Transfer (IGETC CSU)	021976A02
Communication Studies – CSU	Comm Studies-Transfer (CSU GE)	021966A01

Communication Studies – IGETC	Comm Stud-Transfer IGETC CSU	021966A02
Early Childhood Education – CSU	ECE - Transfer (CSU GE)	021982A01
Early Childhood Education – IGETC	ECE - Transfer IGETC CSU	021982A02
Economics – CSU	Economics - Transfer (CSU GE)	021995A01
Economics – IGETC	Economics - Transfer IGETC CSU	021995A02
Elementary Teacher Education – CSU	Elem TeachEd-Transfer (CSU GE)	021984A01
Film, TV & Electronic Media – CSU	Film Telev & Elec Med (CSUGE)	022015A01
Film, TV & Electronic Media – IGETC	Film Telev & Elec Med (IGETC)	022015A02
Geography – CSU	Geography-Transfer (CSU GE)	021985A01
Geography – IGETC	Geography-Transfer IGETC CSU	021985A02
History – CSU	History - Transfer (CSU GE)	021992A01
History – IGETC	History-Transfer IGETC CSU	021992A02
Journalism – CSU	Journalism-Transfer (CSU GE)	021986A01
Journalism – IGETC	Journalism-Transfer IGETC CSU	021986A02
Kinesiology – CSU	Kinesiology-Transfer (CSU GE)	021987A01
Kinesiology – IGETC	Kinesiology-Transfer IGETC CSU	021987A02
Math	Math - Transfer IGETC CSU	021971A02
Nutrition and Dietetics – CSU	Nutrition & Dietetics (CSU GE)	022011A01
Nutrition and Dietetics – IGETC	Nutrition & Dietetics IGETC CSU	022011A02
Physics – CSU	Physics - Transfer (CSU GE)	021972A01
Physics – IGETC	Physics - Transfer IGETC CSU	021972A02
Psychology – CSU	Psychology -Transfer (CSU GE)	021961A01
Psychology – IGETC	Psychology-Transfer (IGETC CSU)	021961A02
Sociology	Sociology-Transfer (CSU GE)	021965A01
Spanish – CSU	Spanish - Transfer (CSU GE)	021993A01
Spanish – IGETC	Spanish - Transfer (IGETC CSU)	021993A02
Studio Art – CSU	Studio Arts-Transfer (CSU GE)	021981A01

## FLC Degrees in Degree Planner

Administration of Justice	Administration of Justice - Transfer (CSU GE)	041305A01
Art History	Art History for Transfer CSU	041022A02
Biology for Transfer IGETC STEM	Biology for Trans IGETC STEM	041451A05
Business Administration - CSU	Bus Admin - Transfer (CSU GE)	041048A01
Business Administration - IGETC	Bus Admin - Transfer IGETC CSU	041048A02
Communication Studies	Communication - Transfer (CSU GE)	041349A01
Early Childhood Education - CSU	ECE for Transfer - CSU GE	041089A03
Economics - AAT	Economics for Transfer-CSU	041170A02

English	English - Transfer (CSU GE)	041403A02
Geography	Geography for Transfer-CSU GE	041540A01
Geology for Transfer CSU	Geology for Transfer CSU	040642A02
History - AAT	History AA-T--CSU GE	041550A01
Kinesiology	Kinesiology - Transfer (CSU GE)	041950A01
Law, Public Policy, and Society - AAT	Law, Pub Pol, and Soc CSU GE	041167A01
Mathematics	Mathematics - Transfer (CSU GE)	041404A02
Nutrition Transfer CSU GE	Nutrition Transfer CSU GE	040701A01
Philosophy	Philosophy for Transfer-CSU GE	041280A01
Physics	Physics - Transfer (CSU GE)	041535A02
Physics - CSU	Physics for Transfer-CSU GE	041535A01
Political Science	Poli-Sci for Transfer-CSU GE	041270A02
Psychology	Psychology - Transfer (CSU GE)	041549A01
Public Health Science	Pub Health Sci for Trans-CSU	041955A01
Social Justice - AAT	Soc Justice for Transfer CSUGE	041238A01
Social Work - AAT	Soc Work/HS for Trans CSU GE	041152A03
Sociology	Sociology - Transfer (CSU GE)	041240A01
Studio Arts	Studio Art for Transfer CSU GE	041027A03
Theatre Arts	Theatre Arts Transfer -CSUGE	041007A01

## SCC Degrees in Degree Planner

Administration of Justice – CSU	AdminJustice-Transfer (CSU GE)	051006A05
Administration of Justice – IGETC	AdminJusticeTransfer IGETC CSU	051006A06
Anthropology – CSU	Anthropology-Transfer (CSU GE)	051674A05
Anthropology – IGETC	Anthropology-TransferIGETC CSU	051674A06
Business Administration – CSU	Business Admin - Transfer (CSU GE)	051047A06
Business Administration – IGETC	Business Admin - Trans (IGETC CSU)	051047A05
Communication Studies	Communication - Transf (CSU GE)	051565A06
Early Childhood Education	ECE - Transfer (CSU GE)	051672A05
Economics – CSU	Economics Transfer (CSU GE)	051692A05
Economics – IGETC	Economics Transfer IGETC CSU	051692A06
Geography – CSU	Geography - Transfer (CSU GE)	051669A05
Geography – IGETC	Geography - Transfer IGETC CSU	051669A06
History – CSU	History Transfer (CSU GE)	051679A05
History – IGETC	History Transfer IGETC CSU	051679A06
Kinesiology – IGETC	Kinesiology-Transfer IGETC CSU	051215A05
Kinesiology – CSU	Kinesiology-Transfer (CSU GE)	051215A06

Political Science	Political Sci - Transfer(CSU GE)	051677A05
Psychology – CSU	Psychology - Transfer (IGETC CSU)	051548A05
Psychology – IGETC	Psychology - Transfer (CSU GE)	051548A06
Sociology – CSU	Sociology - Transfer (CSU GE)	051529A06
Sociology – IGETC	Sociology - Transfer (IGETC CSU)	051529A05