



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.

1/28/2021

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

None

Decision (10 minutes maximum per item)

7. Academic Senate Statement Promoting Academic Honesty & Integrity (Second Reading)

Reports (5-10 minutes per item)

8. Starfish– *Jessica Nelson & Kathleen O'Brien*
9. Councils
 - a. Student Success – *Carina Hoffpauir*
 - b. Operations – *David Austin*

Discussion (10-15 minutes per item)

10. Liaison with Classified Senate – *(Guest Olga Prizhbilov)*
11. Inclusive practices for Academic Senate & increasing participation in Senator elections
12. Report Back: (5-10 minutes per item)
 - a. Convocation
 - b. Re-opening listening session/Scheduling Fall 2021
 - c. First week enrollment
13. Report Out: District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
 - a. Collegiality in Action
 - b. Faculty Ethnic Studies Council
14. Items from College Areas for Academic Senate Consideration

Upcoming Meetings and Events

1. District Academic Senate Meeting: Tuesday Feb 2nd, 3:00pm
Meeting ID 943-1304-6533
2. LRCCD Board of Trustees Meeting: Wednesday Feb 10th 5:30pm
<https://cccconfer.zoom.us/j/91513113440#success>
3. ARC Academic Senate Meeting: Thursday Feb 11th, 3:00pm, Meeting ID 962-1284-9461 password 10+1
4. District Academic Senate Meeting: Tuesday Feb 16th, 3:00pm
Meeting ID 943-1304-6533
5. ARC Academic Senate Meeting: Thursday Feb 25th, 3:00pm, Meeting ID 962-1284-9461 password 10+1

ARC Academic Senate

Approved Minutes: January 28, 2021

Preliminaries

1. Call to Order: Called to order at 3:02pm
2. Approval of the Agenda: Agenda Approved
3. Approval of the Minutes: Minutes Approved
4. Introduction of Guests: Olga Prizhbilov, Kathleen O'Brien, LaQuisha Beckum, Justin Moore
5. Public Comment Period:

The process of hiring student help used to take about a week and is now taking months. This is impacting both the student help and the students receiving the help, which affects student success. President Shubb will bring this concern to the District Academic Senate.
6. President's Report: (from Alisa's President's Report on the Academic Senate Canvas Page)
 - Student Learning Outcomes Assessment Committee (SLOAC) is looking for faculty appointments in the following areas. Interested faculty should contact Alisa Shubb (shubba@arc.losrios.edu) or Corrine Arrieta (arrietc@arc.losrios.edu).
 - Career Technical Education, faculty
 - Transfer, faculty
 - Equity, Student Services
 - Counseling, faculty
 - Student Services, administrator
 - Distance Education, faculty or classified
 - The Crosswalking Business Pathways to the Public Sector grant application was successful! Even more exciting, we received the full amount (\$5M) and were one of only 11 successful applicants nation-wide! This is a district-wide, 4-year grant in which ARC kindly agreed to act as lead applicant. The project, which has an official start date of Feb 1, will see all four Los Rios colleges working with regional workforce development partners including SETA (Sacramento Employment Training Agency), ILG (Industry Liaison Group), CAERC (Capital Adult Education Regional Consortium) and Valley Vision to create new pathways to training for entry- and middle-skill jobs in the public sector. Shout outs to Cynthia Sommer, Josef Preciado, Heidi Bennett, Randy Nordell, and Elizabeth Swithenbank for their expertise, input, guidance, and all-round skills throughout the process!
 - The Chancellor's Cabinet will continue to serve as the Steering Committee for the reopening process as has been the case throughout

the pandemic. Consistent with our Board Policy on Participatory Governance, “the Chancellor’s Cabinet will function as the Los Rios Community College District participatory governance group and may take up issues of District-level significance which are not reserved by law, contract or agreement for negotiation, or which may be the responsibility of other groups.”

<https://losrios.edu/shared/doc/board/regulations/R-3411.pdf>. Specific input that has not already been addressed at one of the listening sessions should be given to Alisa (shubba@arc.losrios.edu) so she can bring it to the Chancellor’s Cabinet weekly meetings. More information on the college-wide reopening plan can be found at: <https://inside.arc.losrios.edu/college-wide/reopening-plan>.

- Faculty appointees are being sought to serve on the screening and interview committees listed below. Members will screen, interview, and give recommendations to the college president who will make the decisions on these positions. Senators are being asked to reach out to their constituents. Send Alisa (shubba@arc.losrios.edu) names of potential appointees within the week (by 2/4).
 - Permanent Associate Vice President of Workforce
 - Permanent Dean of Behavioral and Social Sciences
 - Permanent Associate Dean of Apprenticeship are to AVP and
- The Los Rios Community College District Daily Enrollment Report for Spring 2021 is available at the link here and as a supporting document: <https://lrccd.instructure.com/courses/37693/files/20930541?wrap=1>

Consent Items

None

Decision

7. Academic Senate Statement Promoting Academic Honesty & Integrity (Second Reading)
(See Supporting Materials “Topic: Promoting Academic Integrity”)
There are different faculty perspectives on faculty responsibility regarding academic honesty and integrity. Having a statement such as this could give us a foundation upon which we could provide future guidance around policing student behavior. This statement will come back for another reading to allow senators to take this back to their constituent groups in the meantime.

Reports

8. Starfish -- Jessica Nelson and Kathleen O’Brien
(See Supporting Materials “Starfish Update > Academic Senate,” “ARC Tracking Items and Email Notifications,” and “Progress Survey Tracking Items & Email Notification Templates”)

Fall 2020 had a good faculty response, including twenty-five to thirty faculty from each of Behavioral and Social Sciences, Fine and Applied Arts, Science and Engineering, Mathematics, and English. “Kudos” were well-received by faculty and students. There was success with referrals--when a faculty member makes a referral, Starfish sends a message to the case management team to reach out to the student. Progress surveys give faculty the opportunity to offer feedback to students about whether they are doing well, doing okay, or struggling. The team received feedback around trust-building: for Starfish to work, faculty must trust people on the management team & students must trust faculty to connect them with a network of people who care. Based on feedback, adjustments were made for the “flag.” Now a flag will show only between faculty and students and the automated message will not have a faculty signature. The use of Starfish affects retention rates for disproportionately-impacted student populations. Look for an email soon regarding participating in progress surveys. ARC has a revamped website with a training manual and short “how-to” visual guides, including how to use a flag, how to use a referral, how to use kudos, and how to use progress surveys. Find information on how to use Starfish here (or by going to the Insider page and searching “Starfish”):

<https://inside.arc.losrios.edu/remote-resources/starfish/starfish-for-instructors>

9. Council Reports

a. Student Success -- Carina Hoffpauir

(See Supporting Materials “Retaining Employees of Color Resource Panel”)

A resource panel was convened to look into retention of faculty of color. The report is included in the supporting materials. Individuals are welcome to send feedback regarding the report to Carina Hoffpauir (hoffpac@arc.losrios.edu). The goal of the panel was to set objectives and create a plan to address issues surrounding the retention of faculty/staff of color in higher education, including campus climate issues. Recommendations include conducting an equity audit. The college should consider how equity applies to how we engage with each other as employees. ARC has work to do toward achieving representational equity where the demographics of the faculty, staff, and administrators match the student population demographics. The report shows how ARC does regarding those numbers. In two weeks, the panel will come back to the President’s Executive Staff meeting with aggregated feedback to report with the goal to develop some clear next steps.

b. Operations Council -- David Austin

- During the campus closure, there have been several safety issues, homeless individuals staying on campus, rodent issues, and the destruction of the athletic track due to a break in an irrigation pipe. It has been hard to catch/address these issues with the reduction in the grounds crew.
- To access the campus, get in touch with Cheryl Sears directly (searsc@arc.losrios.edu) and let her know the day and time you’d like to be on campus, keeping visits to about 30 minutes. Before going, complete the “Campus Visit Verification Form - Arrival.” When leaving, complete the “Campus Visit Verification Form - Departure.” Both forms can be found at <https://inside.arc.losrios.edu/campus-operations>. This allows staff to disinfect everywhere you have been.

- The Food Pantry distribution went well and needs more volunteer support.
- The Los Rios Vice Chancellor of Finance & Administration Mario Rodriguez discussed the state budget and spoke about both a 10% increase in online offering options and a dual enrollment process with CSU ADTs (California State University Associate Degrees for Transfer). Davies and other campus modernizations are on hold. Hiring may begin again in the fall.(!)

Discussion

10. Liaison with Classified Senate -- Olga Prizhbilov

It may be beneficial to both the Classified Senate and the Academic Senate to have a current classified senator attend Academic Senate regularly to act as liaison between the senates and serve as an on-the-spot resource when applicable.

11. Inclusive practices for Academic Senate and increasing participation in Senator elections

An online panel discussion will be held to give some perspectives on senate leadership with the goal to demystify senate and invite more senate participation. Hopefully, clarifying the roles of senators and officers and increasing transparency in the election/selection process will encourage participation in senate and will stimulate faculty interest in becoming senators and senate officers. In some areas, how to become a senator is uncertain or ambiguous. Because how elections/selections happen in each area is determined by that area, senators are asked to provide by the next meeting some documentation about how the election/selection process works in their area (when does the call for nominations go out, how does it go out, etc?). "How to become a senator from the ____ area" should be sent to Alisa (shubba@arc.losrios.edu). If a senator is not sure, the body will have several examples of processes from other areas to consider.

12. Report back

a. Convocation

During the district portion of convocation, it was dismaying that though African American and LatinX populations were specifically named in the discussion of disproportionately-impacted populations, the Native American population was omitted.

b. Re-opening listening session/ Scheduling Fall 2021

The Chancellor's Cabinet, which is now meeting weekly, is the steering group for this. Alisa can bring forward faculty comments/concerns regarding the process. The question was raised: Once the campus has been reopened, can faculty continue to teach 100% online if they choose? Can non-instructional faculty choose for their load to be 100% online? Since this is a union issue, it will be referred to the union.

c. First week enrollment

- After the first day of classes, notification about new enrollments would be helpful so that faculty can be proactive about contacting students who may have catching up to do.

- Students for synchronous classes don't have zoom meeting information unless they are enrolled or waitlisted. The suggestion was made to refer students to an external webpage where an instructor can house such information.
- The suggestion was made to replace "synchronous" and "asynchronous" in the online schedule of classes with more intuitive language like "Online realtime" vs "Online anytime."

13. Report Out: District Academic Senate --

<https://employees.losrios.edu/our-organization/committees/district-academic-senate>

a. Collegiality in Action

Dolores Davison (President of the Academic Senate for California Community Colleges and History & Women's Studies faculty at Foothill College) and Sunny Cook (Superintendent/President of MiraCosta Community College District) were the presenters. Panelists included Los Rios Board of Trustees members, Los Rios District Office management, and Academic Senate officers from all four Los Rios colleges. The panelists discussed the differences between "participatory governance" and "shared governance" and scenarios related to district/college governance.

b. Faculty Ethnic Studies Council

Ricardo Caton, Neue Leung, Walter Kamamoto are representing ARC on the district-wide council. They plan to look over current Ethnic studies courses at CRC and SCC (like Ethnic Studies 300) and see what existing courses might satisfy the CSU Area F requirement. ARC could have Ethnic Studies courses in place by the 2022-2023 school year. The district wants to have Ethnic Studies departments at all 4 colleges. There may be requests coming forward during the Fall 2021 prioritization cycle to establish an Ethnic Studies department at ARC.

14. Items from College Areas for Academic Senate Consideration

From the Counseling area: ARC is starting an "opt out" program for students (though it will be called something else). New-to-college students will be provided with a default 15-unit schedule that corresponds to their stated career interest. The district is looking to expand this program from CRC to the remaining three colleges. Alisa will request a report about this to come to the Academic Senate as a future agenda item.

Meeting adjourned 4:59pm

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password 10+1

ARC Academic Senate Roster		Attendance Record	2021-01-28	
Area	Senator	Adjunct/FT	Term End	
Behavioral & Social Sciences	Ellen Bowden	Adjunct	2021	Present
Behavioral & Social Sciences	Kristina Casper-Denman	Full-time	2023	Present
Behavioral & Social Sciences	<i>Unfilled</i>	Full-time	2021	
Behavioral & Social Sciences	Ricardo Caton	Full-time	2022	Present
Behavioral & Social Sciences	Laurinda Reynolds	Alternate Full-Time		Present
Behavioral & Social Sciences	N/A	Alternate Adjunct		
Business & Computer Science	<i>Unfilled</i>	Full-time	2023	
Business & Computer Science	Damon Antos	Full-time	2022	Present
Business & Computer Science	Kahkashan Shaukat	Full-time	2021	Present
Business & Computer Science	Sylnovie Merchant	Adjunct	2022	
Business & Computer Science	Marc Condos	Alternate Full-Time		
Business & Computer Science	N/A	Alternate Adjunct		
Counseling	Jessica Nelson	Full-time	2022	Present
Counseling	Jennie Econome	Adjunct	2021	
Counseling	Reyna Moore	Full-time	2023	Present
Counseling	Carmelita Palomares	Full-time	2022	Present
Counseling	Kim Herrell	Alternate Full-Time		
Counseling	<i>Unfilled</i>	Alternate Adjunct		
English	Catalina Carapia-Aguillon	Adjunct	2023	
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-Time		
English	Anthony Robinson	Alternate Adjunct		
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	Present
Fine & Applied Arts	Craig Martinez	Full-time	2022	
Fine & Applied Arts	Linda Gelfman	Alternate Full-Time		
Fine & Applied Arts	N/A	Alternate Adjunct		
Health & Education	Cheri Garner	Full-time	2023	
Health & Education	John Coldiron	Full-time	2022	Present
Health & Education	Diana Johnston	Full-time	2021	
Health & Education	Jen Kirkman	Adjunct	2022	Present
Health & Education	N/A	Alternate Adjunct		

ARC Academic Senate Roster		Attendance Record	2021-01-28	
Area	Senator	Adjunct/FT	Term End	
Health & Education	N/A	Alternate Full-Time		
Humanities	Corinne Arrieta	Full-time	2022	
Humanities	David Austin	Full-time	2021	Present
Humanities	Caterina Falli	Full-time	2023	Present
Humanities	Kim Walters	Adjunct	2022	
Humanities	Erik Haarala	Alternate Full-Time		
Humanities	N/A	Alternate Adjunct		
Kinesiology & Athletics	Gerry Haflich	Full-time	2022	
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023	
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		
Mathematics	Deborah Gale	Adjunct	2021	Present
Mathematics	Joe Caputo	Full-time	2023	
Mathematics	Andy Halseth	Full-time	2021	Present
Mathematics	Matthew Register	Full-time	2022	Present
Mathematics	Lana Anishchenko	Alternate Full-Time		
Mathematics	N/A	Alternate Adjunct		
Sacramento Regional Public	Lonetta Riley	Full-time	2021	
Sacramento Regional Public	<i>Unfilled</i>	Adjunct	2022	
Sacramento Regional Public	Charissa Gorre	Alternate Full-Time		Present
Sacramento Regional Public	N/A	Alternate Adjunct		
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	<i>Unfilled</i>	Full-time	2023	
Science & Engineering	N/A	Alternate Full-Time		
Science & Engineering	N/A	Alternate Adjunct		
Student Support Services	Judith Valdez	Full-time	2021	Present

ARC Academic Senate Roster		Attendance Record	2021-01-28	
Area	Senator	Adjunct/FT	Term End	
Student Support Service	<i>Unfilled</i>	Adjunct	2023	
Student Support Service	Arthur Jenkins	Alternate Full-Time		
Student Support Service	N/A	Alternate Adjunct		
Technical Education	Frank Beaushaw	Full-time	2021	
Technical Education	<i>Unfilled</i>	Adjunct	2023	
Technical Education	Jordan Meyer	Full-time	2023	Present
Technical Education	Craig Weckman	Full-time	2022	
Technical Education	N/A	Alternate Full-Time		
Technical Education	N/A	Alternate Adjunct		
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	
Total Senate Seats Available (without Officers)		50		
Unfilled Seats		10		
Total Filled Seats		40		
Quorum (25% of filled seats)		10	(round 0.5 up)	
Guests--Please print your name for the minutes				
Olga Prizhbilov				
LaQuisha Beckum				
Kathleen O'Brien				
Justin Moore				

LOS RIOS COMMUNITY COLLEGE DISTRICT

DAILY ENROLLMENT REPORT

Spring 2021 2nd Week

Monday January 25, 2021

Spring 2021

Spring 2020

2nd Week
1/25/21

Monday

2nd Week
1/27/20

Monday

	Spring 2021 2nd Week			Spring 2020 2nd Week			Percent Increase (Decrease)		
	Day	Eve	Total	Day	Eve	Total	Day	Eve	Total
AMERICAN RIVER COLLEGE									
Weekly Census	190,049	3,061	193,110	178,266	36,954	215,220	6.61%	-91.72%	-10.27%
Daily	20,365	352	20,717	19,126	1,615	20,741	6.47%	-78.20%	-0.12%
Estimated Positive	1,171	272	1,443	4,685	1,087	5,772	-75.00%	-75.00%	-75.00%
Estimated Special Positive	29,503	734	30,237	29,503	734	30,237			
Total WSCH	241,088	4,419	245,506	231,580	40,390	271,970	4.11%	-89.06%	-9.73%
Unduplicated Students	29,250	217	29,467	28,000	2,981	30,981	4.46%	-92.72%	-4.89%
COSUMNES RIVER COLLEGE									
Weekly Census	96,490	11,268	107,759	106,122	19,083	125,205	-9.08%	-40.95%	-13.93%
Daily	11,702		11,702	10,387	596	10,982	12.66%	-100.00%	6.55%
Estimated Positive	620	104	724	2,480	417	2,897	-75.00%	-75.00%	-75.00%
Total WSCH	108,812	11,373	120,184	118,989	20,095	139,084	-8.55%	-43.41%	-13.59%
Unduplicated Students	12,713	606	13,319	13,318	1,178	14,496	-4.54%	-48.56%	-8.12%
FOLSOM LAKE COLLEGE									
Weekly Census	71,875	1,374	73,250	63,793	12,899	76,692	12.67%	-89.35%	-4.49%
Daily	4,752		4,752	4,208	872	5,079	12.93%	-100.00%	-6.44%
Estimated Positive	343	70	413	1,373	280	1,653	-75.00%	-75.00%	-75.00%
Total WSCH	76,971	1,444	78,415	69,374	14,050	83,424	10.95%	-89.72%	-6.00%
Unduplicated Students	8,428	65	8,493	7,721	1,177	8,898	9.16%	-94.48%	-4.55%
SACRAMENTO CITY COLLEGE									
Weekly Census	131,482		131,482	140,299	23,587	163,886	-6.28%	-100.00%	-19.77%
Daily	32,972	266	33,238	16,244	2,514	18,759	102.98%	-89.40%	77.19%
Estimated Positive	1,439	111	1,550	5,757	443	6,200	-75.00%	-75.00%	-75.00%
Total WSCH	165,893	377	166,270	162,300	26,544	188,845	2.21%	-98.58%	-11.95%
Unduplicated Students	18,144	11	18,155	18,105	1,523	19,628	0.22%	-99.28%	-7.50%
DISTRICT TOTAL									
Weekly Census	489,897	15,703	505,600	488,480	92,523	581,003	0.29%	-83.03%	-12.98%
Daily	69,790	619	70,409	49,965	5,596	55,561	39.68%	-88.95%	26.72%
Estimated Positive	3,574	557	4,131	14,295	2,227	16,522	-75.00%	-75.00%	-75.00%
Estimated Special Positive	29,503	734	30,237	29,503	734	30,237			
Total WSCH	592,764	17,613	610,376	582,243	101,080	683,324	1.81%	-82.58%	-10.68%
Unduplicated Students	68,535	899	69,434	67,144	6,859	74,003	2.07%	-86.89%	-6.17%

Notes:

ARC Unduplicated Student Headcount has been adjusted for both terms to reflect actual Spring 2020 SRPSTC headcount of 2,623 for Day and 56 for Evening.

ARC Unduplicated Student Headcount has been adjusted for both terms to reflect actual Spring 2020 Apprenticeship headcount of 4,846 for Day.

SCC Unduplicated Student Headcount has been adjusted for both terms to reflect actual Spring 2020 UCD headcount of 224 for Day and of 0 for Evening.

Spring 2020 Positive WSCH data is as of 2019-20 R1.

Spring 2021 Positive WSCH reflects estimated 75% EOS Spring 2020

Spring 2021 Unduplicated Student Headcount for Day adjusted for increase in cross college enrollments

LOS RIOS COMMUNITY COLLEGE DISTRICT

DAILY ENROLLMENT REPORT

Spring 2021 2nd Week

Monday January 25, 2021

Spring 2021

Spring 2020

2nd Week

Monday

2nd Week

Monday

1/25/21

1/27/20

	Spring 2021	2nd Week	Spring 2020	2nd Week	Percent Increase (Decrease)	
	WSCH	Sections	WSCH	Sections	WSCH	Sections
AMERICAN RIVER COLLEGE						
Weekly Census						
On-ground	15,360	161	171,697	1,536	-91.05%	-89.52%
On-line & Hybrid	177,750	1,669	43,523	503	308.40%	231.81%
Daily						
On-ground	92	40	5,638	511	-98.37%	-92.17%
On-line & Hybrid	20,625	694	15,103	334	36.56%	107.78%
COSUMNES RIVER COLLEGE						
Weekly Census						
On-ground	24	12	102,239	860	-99.98%	-98.60%
On-line & Hybrid	107,735	905	22,966	188	369.10%	381.38%
Daily						
On-ground	2,145	91	3,947	124	-45.67%	-26.61%
On-line & Hybrid	9,557	152	7,035	91	35.86%	67.03%
FOLSOM LAKE COLLEGE						
Weekly Census						
On-ground	116	48	54,330	545	-99.79%	-91.19%
On-line & Hybrid	73,134	642	22,362	204	227.05%	214.71%
Daily						
On-ground			1,168	44	-100.00%	-100.00%
On-line & Hybrid	4,752	113	3,911	50	21.50%	126.00%
SACRAMENTO CITY COLLEGE						
Weekly Census						
On-ground	6,520	47	129,580	1,229	-94.97%	-96.18%
On-line & Hybrid	124,962	1,163	34,306	307	264.26%	278.83%
Daily						
On-ground	652	20	6,054	102	-89.24%	-80.39%
On-line & Hybrid	32,587	412	12,704	141	156.50%	192.20%
DISTRICT TOTAL						
Weekly Census						
On-ground	22,019	268	457,846	4,170	-95.19%	-93.57%
On-line & Hybrid	483,581	4,379	123,157	1,202	292.65%	264.31%
Total Weekly Census	505,600	4,647	581,003	5,372	-12.98%	-13.50%
Daily						
On-ground	2,888	151	16,808	781	-82.82%	-80.67%
On-line & Hybrid	67,521	1,371	38,753	616	74.23%	122.56%
Total Daily	70,409	1,522	55,561	1,397	26.72%	8.95%

Topic: Promoting Academic Integrity

Background:

Remote and online learning challenges many of the strategies faculty have used to monitor student progress and performance in their courses. This has led in some cases to increased faculty concern about the academic integrity of student work in general and conflict over the role of faculty as related to assuring the integrity of individual student work.

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. <https://arc.losrios.edu/student-resources/office-of-student-conduct/expectations-of-behavior-and-conduct>

DRAFT - Academic Senate Faculty Statement on the promotion of Academic Integrity - DRAFT

The American River College Academic Senate affirms the importance of personal dignity and academic integrity defined as **a commitment, even in the face of adversity, to the fundamental values of honesty, trust, fairness, respect, responsibility, and courage.** (<https://www.academicintegrity.org/fundamental-values/>).

In all aspects of the learning environment and modalities we assume students are responsible for the academic integrity of their interactions and the work they submit. We strive to **cultivate an environment that upholds personal dignity and promotes academic integrity by** communicating with our students what academic integrity is, its importance in relation to achieving the course outcomes, and **fostering interactions** conducive to its practice. We do not purposefully seek out instances of academic misconduct for the purpose of questioning a student's honesty and integrity, however, if evidence of misconduct arises we 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>.

We support the practice of cultivating a culture of academic excellence and integrity which is accomplished within a community framework of shared responsibility between the institution, student, and instructor.



Starfish Update

► Academic Senate

January 29, 2021

Fall 2020

Faculty Use-

▶ Beh and Soc Sci	28
▶ Science & Engineering	36
▶ English	31
▶ Fine and Applied	24
▶ Humanities	27
▶ Math	24

Starfish Highlights-

- ▶ Kudos
- ▶ Referrals
- ▶ Progress Surveys

Trust Building

Effectively Responding to Referrals

- ▶ Closing the loop with faculty who make referrals
- ▶ Connecting faculty with coaches and counselors in Homebases

Integrating Faculty Feedback

- ▶ Training faculty how Starfish can assist them as equitable practitioners
- ▶ Modifying the flag function
- ▶ Creating and improving Starfish training and web-based information

Progress Surveys

- ▶ Entry point into Starfish
- ▶ Currently an opt in model

Training 12:15 on February 4, 2021 and available online

Browser tabs: [10] - COUNSC... Associate Deg... Los Rios Hub... Assignments: ... Counseling's ...

Address bar: lrccd.instructure.com/courses/105680/assignments

Navigation bar: Apps Suggested Sites Imported From IE ARC Program Roadm... ARC Insider Home Pa... Drafts (96) - jessicabn... Update

Left sidebar (ARC logo):

- Home
- Announcements
- Assignments
- Discussions
- Grades
- Pages
- Syllabus
- Outcomes
- Quizzes
- Modules
- Collaborations
- People
- Files
- Conferences
- Rubrics
- ConferZoom
- Attendance
- NetTutor
- Google Drive
- NameCoach
- Studio
- Connect with Starfish
- Settings

Account: Account

Dashboard

Courses

Groups

Calendar

Inbox (19)

History

Commons

Follett Discover

Help

Search for Assignment

+ Group + Assignment

Discussions

- Back on Track Workshop Section Three
- Statement of Circumstances
Statement of Circumstances Module

Assignments

- Week 1
1 pts
- Week 2
1 pts
- Week 3
1 pts
- Week 4
1 pts
- Week 5
1 pts
- Week 6 Midterm
1 pts
- Week 7
1 pts
- Week 8



[10] - COUNSC

Associate Deg

Los Rios Hub

Connect with

Counseling's

+

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↺

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lrccd.instructure.com/courses/105680/external_tools/505522

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Update

📱 Apps

📌 Suggested Sites

📁 Imported From IE

👤 ARC Program Roadm...


📌 a


📌 a

👤 ARC Insider Home Pa...


📧 Drafts (96) - jessicabn...

»







Account




Dashboard




Courses




Groups




Calendar




Inbox




History



Commons



Follett Discover



Back on Track at ARC > Back on Track at ARC

Home

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Rubrics

ConferZoom

Attendance

Home

🔍

🕒 Office Hours

📅 Appointment

👥 Group Session

📅 Event

⋮

🔔 System Announcement: Untitled Document

STARFISH

WELCOME TO THE LOS RIOS STARFISH PRODUCTION SYSTEM

[Los Rios](#) | [American River College](#) | [Cosumnes River College](#) | [Folsom Lake College](#) | [Sacramento](#)

Appointments

Recent Changes

📅

📅

Show All Activity

📄 Change

➡ New Referral: [Bond, William](#): CR...

🚩 Raised Flag: [Jenkins, Kasha](#): SC...

🚩 Raised Flag: [Butler, Larhonda](#): SC...

🚩 Raised Flag: [King, Utasha](#): SCC ...

🚩 Raised Flag: [Jenkins, Kasha](#): SC...

🚩 Raised Flag: [Butler, Larhonda](#): SC...

🚩 Raised Flag: [Bonham, Emily](#): SC...

➡ Completed Referral: [Snow, Andre](#)...

➡ New Referral: [Hernandez, Quetze](#)...

Questions and Feedback

Starfish Functional Team Faculty Members

- ▶ Instructional Faculty Co-Lead: Kathleen O'Brien
- ▶ Math Faculty: John Burke
- ▶ LRC Tutoring Faculty: Araceli Badilla
- ▶ Student Services Faculty Co-Lead: Jessica Nelson

AVP for Student Services, **Chad Funk**, is the Administration lead.

ARC Tracking Items and Email Notifications

“ARC Good Job” Kudo

This kudo is used to praise a student for effort improvement. The student will receive notification that a kudo has been posted. No follow up action needed.

FROM: Kudos Creator

REPLY-TO: Kudos Creator

SUBJECT: Kudos! ARC Good Job from [Raiser Name] [Course Name]

Dear [Student First Name],

[Raiser Name] has recognized you for doing a good job.

Comment: [Raiser Notes if provided, otherwise - No comment provided but keep up the great work!]

Well done!

Sincerely,

ARC Connect with Starfish Team

“ARC Connect with Your Instructor” Flag

This flag is raised by Instructors in response to class performance or other academic related concerns. The student will receive notification via email and/or text that the flag was raised. The student is directed to visit the Instructor to discuss the academic concern. The Instructor closes the flag once the student has addressed the concern.

FROM: Flag Raiser

REPLY-TO: Flag Raiser

SUBJECT: Connect for Academic Support in your [Course Name] class

Dear [Student First Name],

Professor [Raiser Name] would like to discuss your attendance, assignments, or participation in your [Course Name] class with you. Please contact your professor during their office hour (or by email) to discuss strategies for success and to help you in your course.

Comment: [Raiser Notes if provided, otherwise - Information not provided; recommended that you contact your professor.]

Please respond by: [Due Date]

You can log into [Starfish](#), then click the three lines icon at the top left of your screen and click on the Messages. There you can find all messages in your Starfish Portal. Your classmates have found also helpful connections in their **My Success Network** in Connect with Starfish. Check it out!

Sincerely,

ARC Connect with Starfish Team

“ARC General Referral”

This referral is created when a student needs to be sent to a service provider for intervention that exceeds the services provided within the classroom or the originating service area. **The student is NOT notified for this referral.** This referral is used for services such as DSPS, food pantry, Health & Wellness Center, etc. The Success Program Staff will receive notification and will make contact with the student to address the concern. The Success Program Staff will close the referral once contact has been made with the student and direction to resources or appointment has been established.

“ARC Follow Up” To-Do

Prompts the student to follow up with an assigned task or previously assigned to-do that has not been completed. Comes from To-Do Creator.

FROM: To-Do Creator

REPLY-TO: To-Do Creator

SUBJECT: To-Do: ARC Follow UP

Dear [Student First Name],

To help you be more successful, I have added a new To-Do to your student folder. Below you will find the details of this task. If you have additional questions, please reply to this email.

To-Do: [To-Do Name]

Course: [Course Name]

Comments: [Add Notes]

Due Date: [Due Date]

Sincerely,

[Creator Name]

Progress Survey Tracking Items & Email Notification Templates

Grade “A” or “B” Kudo to Student

ARC Keep Up the Good Work – Kudo is raised.

Use this kudo in Progress Surveys when a student is consistently doing an exceptional job (strong B and A grades, all criteria for a program satisfied, etc.). The student will receive notification that a kudo has been posted. No follow up action needed.

Email Notification Template:

Dear [Student First Name],

Professor [Raiser Name] has noticed you for making a good effort in your [Course Name] class.

Comment: [Raiser Notes]

Your continued efforts will contribute to your academic success. Well done!

Sincerely,

ARC Connect with Starfish Team

Grade “C” Flag to Student

ARC Satisfactory Performance – Flag is raised.

Use this Progress Survey flag when a student is getting a "C" in the class. The student will receive notification via email and/or text of the student's grade.

Email Notification Template:

Dear [Student First Name],

You professor, [Raiser Name], has completed a Progress Survey for the [Course Name] class on [Raised Date] and has determined that you are currently performing at a satisfactory level in your course. If you have any questions or need help, you can contact your professor during office hours or log into [Starfish](#) to check out your connections in **My Success Network** and some services available to you in **My Services**. We are here to help!

Additional Comments: [Raiser Notes]

Sincerely,

ARC Connect with Starfish Team

Grade “D” or “F” Flag to Student

ARC Must Improve to Pass – Flag is raised.

Use this Progress Survey flag for students earning low grades in class, missing assignments, missing course requirements, or other academic issues that have placed the student in danger of failing the course. The student will receive notification via email and/or text urging the student to meet with the Success Coach.

Email Notification Template:

Dear [Student First Name],

Professor [Instructor Name] has conducted a progress survey for your [Course Name] and has indicated that you need to improve to receive a passing grade for this term. It is common for students to encounter challenges in courses and overcome them by enacting a plan for success. Being proactive to work with your Professor and Success Coach quickly can support you to have success in this class.

Comment: [Default Note: Contact your professor right away to discuss your options and develop a plan of action to succeed in this class. You can reach out to an ARC Success Coach if you want to learn about services and other supports that may help you to be successful.]

Your academic success is important at ARC! Students who use campus services are more likely to be successful. Log into [Starfish](#) to check out your connections in **My Success Network** and some services available to you in **My Services**. Your Program Success Coach is here to help!

Sincerely,

ARC Connect with Starfish Team

Attendance Issues Flag to Student

ARC Attendance Concern – Flag is raised.

Use this Progress Survey flag in response to no-show, excessive tardiness, or other attendance-related concerns in a class. The student will receive notification via email and/or text that the flag was raised.

Email Notification Template:

Dear [Student First Name],

Attendance, punctuality, and meeting deadlines is vital to your academic success. Professor [Raiser Name] has indicated that this is an area of concern in your [Course Name] class.

Instructor comment: [Default Note: My records indicate that you might need some support to stay current with the class. Is there anything I can do to help?]

Your academic success is important at ARC! Students who use campus services are more likely to be successful. Log into [Starfish](#) to check out your connections in **My Success Network** and some services available to you in **My Services**. Your Program Success Coach is here to help!

Sincerely,

ARC Connect with Starfish Team

Support and Tutoring Referral

ARC Academic and Tutoring – Referral is raised. Use this Progress Survey referral to connect a student with one or more academic support on campus. Services include WAC, RAD, Science Success Center, ESL Center, STEM/MESA center, Tutoring, LRC tech/Canvas support, and others.

Student is not notified.

Retaining Employees of Color Resource Panel

Report to Student Success Council, December 2020

Panel Members

Parrish Geary
Carina Hoffpauir
Sarah Lehmann
Joshua Moon Johnson

Introduction

A resource panel was convened by the Student Success Council in October 2020 to study best practices for retaining employees of color at American River College (ARC) and make recommendations to the Council on next steps. The panel was convened because a council member had asked whether the College had any specific strategies in place to understand why employees of color leave ARC, or any process for making improvements based on what was learned. The answer seemed to be that no specific strategies were currently in place to conduct exit interviews, but that the College and the District were interested in working towards putting a plan in place. Therefore, the resource panel was convened.

In our approach, the panel sought to understand this issue first within the broad context of higher education, and secondly, within the specific local considerations for employee retention in the California community college system and at ARC. The panel's work was guided by these goals:

- Develop an awareness of the issues affecting the retention of Black, Indigenous, and other People of Color (BIPOC) campus colleagues
- Compile a preliminary set of recommendations based on this information
- Convey this information back to the Council for further consideration of continued work

Thesis

The panel found that employees of color at ARC and in higher education in general face institutional barriers that impact their position longevity, opportunities for advancement, and

overall job satisfaction.¹² These barriers have negative consequences for both the professional success of BIPOC employees and the academic success of our BIPOC students, since as noted by a number of sources, it is critical that our campus personnel reflect the diversity of our local student population to best support student success.³ A non-inclusive campus climate combined with a lack of culturally-relevant resources, support, mentoring, and pathways to leadership were cited in the sources we reviewed as factors that negatively impact the retention of employees of color within higher education. In order to answer the California State Chancellor's Call to Action "to actively strategize and take action against structural racism"⁴ within the California community college system, it is imperative that we conduct an audit of our campus work climate and engage in open dialogue about the structural racism faced by our employees of color.⁵ We must also develop action items to address related growth areas for implementation and institutional accountability.

Review of Evidence

National and Regional Research

The underrepresentation of BIPOC employees in higher education and the challenges they face that impact retention are well-documented in national research. One study cites five major problems faced by BIPOC college employees:

1. a lack of respect,
2. isolation,
3. feeling overburdened,
4. a lack of mentors, and
5. low levels of job satisfaction that reflect campus racial hostilities.⁶

¹ Chesler, Mark A. & James Crowfoot, "Organizational Analysis of Racism in Higher Education," in *Organizational Governance in Higher Education*, ed. M.C. Brown (Boston, MA: Pearson, 2000), 436-469.

² [ARC Stakeholder Listening Session Notes](#): Faculty and Staff of Color (2018)

³ Chang, Mitchell. "The Positive Educational Effects of Racial Diversity on Campus." In: Orfield, Gary, Ed., *Diversity Challenged: Evidence on the Impact of Affirmative Action*. Cambridge, Harvard Education Publishing Group, 2001. P175-186.

⁴ California Community Colleges Chancellor's Office. "Chancellor's Call to Action - California Community Colleges." <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>

⁵ Fries-Britt, Sharon L. and Heather Rowan-Kenyon, Laura W. Perna, Jeffrey F. Milem & Danette Gerald Howard. "Underrepresentation in the Academy and the Institutional Climate for Faculty Diversity." *Journal of the Professoriate* 5, no. 1 (2011): 1-34

⁶ Steele, Tiffany L., "Retaining Staff Members of Color at a Midwestern Predominantly White Institution" (2016). Masters Theses. 804. <http://scholarworks.gvsu.edu/theses/804>

In 2018 ARC conducted a Stakeholder Listening Session with employees of color as part of the Institutional Equity Plan, and participants cited many of these same concerns.⁷ In comparison with their White colleagues, another study cites that BIPOC employees are also “less likely than white staff to perceive that the campus community has achieved a positive climate for diversity” and they are more likely to report experiencing or witnessing offensive behavior against marginalized groups on campus.⁸

Locally, the Campaign for College Opportunity documented the impact of these issues in higher education across California. Their 2018 report *Left Out: How Exclusion in California’s Colleges and Universities Hurts our Values, Our Students, and Our Economy* documented a systemwide lack of leadership diversity on most California UC, CSU, and Community College campuses. The report includes specific demographic data for each California institution (including ARC) along with recommendations for state and institutional action. The Campaign also partnered with the Center for Urban Education (CUE) to provide a “Next Steps Toolkit” for administrators, faculty, and staff to reflect on their data and make a plan for institutional reform focused on increasing “representational equity,” which CUE defines as “proportional participation [in relation to student demographics] in all levels of an institution including full professorships, academic senates, and leadership.”⁹ Furthermore, the California Community College Chancellor’s Office [Vision for Success, Diversity, Equity, and Inclusion Task Force Report](#) (2020) notes the strong need to recruit and retain a diverse workforce.

In addition to delineating these problems with underrepresentation and attrition in higher education, current research also provides some recommendations for how to address these concerns. One study cites the following forms of necessary institutional change to support more robust retention of BIPOC professionals:

- increasing staff input,
- increasing representation,
- providing support,
- connection building,
- mentoring,
- more training for supervisors,
- creating more safe spaces for professionals of color, and
- dealing with racism on campus.¹⁰

⁷ Stakeholder Listening Session Notes, Fall 2018: Faculty & Staff of Color
<https://docs.google.com/document/d/18v3PoFuOL6sUm3PwyCe76WMGOu4NOTlkoAa8XxRSY9E/edit?usp=sharing>

⁸ Mayhew, M. J., Grunwald, H. E., & Dey, E. L. (2006). “Breaking the Silence: Achieving a Positive Campus Climate for Diversity from the Staff Perspective.” *Research in Higher Education*, 47(1), 63-88.

⁹ The Campaign for College Opportunity. *Left Out: How Exclusion in California’s Colleges and Universities Hurts Our Values, Our Students, and Our Economy*. March 2018.
<https://collegecampaign.org/portfolio/left-out-report/>

¹⁰ Steele, Tiffany L., “Retaining Staff Members of Color at a Midwestern Predominantly White Institution” (2016). Masters Theses. 804. <http://scholarworks.gvsu.edu/theses/804>

Other institutional equity plans focused on retention included strategies for equity-based funding initiatives, cluster hiring and other enhancements to the search process, campus climate assessment, retention studies and exit interviews, increased leadership opportunities, multicultural resource directories for new hires, and more community events to provide culturally relevant forms of engagement for BIPOC staff and faculty.¹¹ Also, ARC's Joshua Moon-Johnson's work on retaining and supporting marginalized employees was tremendously helpful to the panel in understanding best practices and recommendations.¹²¹³

Conclusion and Recommendations

The panel recommends that ARC take several concrete steps to make our workplace into one where employees of color are well-supported and can thrive. Here is a summary of actions we recommend the College take:

- Review the retention-related data, reports, plans, and recommendations that have already been developed in California and at ARC:
 - The Campaign for College Opportunity's "[Left Out](#)" report
 - The CCCCO's [Vision for Success, Diversity, Equity, and Inclusion Task Force](#) report (2020)
 - ARC's [Institutional Equity Plan](#), especially pages 16-17 (2018)¹⁴
 - Notes from [ARC's listening Session with faculty & staff of color](#), (2018)¹⁵
 - ARC's [campus climate surveys](#)¹⁶
- If more information is needed after reviewing the above reports, conduct an in-depth literature review. Since we already have so much information available on this topic, make every effort to seek out the research and data that is already available rather than ask employees of color to do the work (again) of developing a plan for how to get the support they need.

¹¹ Guenter-Schlesinger, Sue and Kunle Ojikutu. "Best Practices: Recruiting & Retaining Faculty and Staff of Color" (2015). Western Washington University.
http://www.wvu.edu/eoo/docs/Best%20Practices_Recruiting%20and%20Retaining%20Staff%20of%20Color.pdf

¹² Aguilar, Danielle and Johnson, Joshua Moon. "[Queer Faculty and Staff of Color: Experiences and Expectations.](#)" From Queer People of Color in Higher Education, 2017

¹³ [Beyond Recruiting: Retaining & Supporting Marginalized Employees](#) (Presentation by Joshua Moon Johnson to ACCCA)

¹⁴ ARC's Institutional Equity Plan, 2018
<https://arc.losrios.edu/arc/main/doc/ARC06-About%20Us/ARC-Our-Values/ARC-Equity-and-Diversity/ARC-Institutional-Equity-Plan-PDF.pdf>

¹⁵ Stakeholder Listening Session Notes, Fall 2018: Faculty & Staff of Color
<https://docs.google.com/document/d/18v3PoFuol6sUm3PwyCe76WMGOu4NOTlkoAa8XxRSY9E/edit?usp=sharing>

¹⁶ Campus Climate Surveys
<https://inside.arc.losrios.edu/remote-resources/office-of-institutional-research/f2019-institutional-campus-climate-reports>

- Provide financial and human resources to start identity-based employee support groups, and provide core components of what the identity-based support groups would focus on.
- As needed, ask BIPOC employees at ARC about their experiences and what resources and support they need. What are their experiences, job satisfaction levels, challenges, and barriers to success?
 - Focus groups
 - Listening sessions
 - Surveys
- Consider hiring a consultant or partnering with our District's "critical friends" to help the College develop a comprehensive plan and grow its capacity to retain employees of color
- Analyze College policies to ensure inclusivity
 - For example, benefits options, transgender-specific health care, and anti-discrimination policies
- Continue to engage in conversation at the College about the structural racism and barriers faced by employees of color
- Provide training to employees focused on how to shift campus climate to be more inclusive and antiracist
- Provide training and resources for supervisors to expand their capacity to support and retain employees with different backgrounds and identities:
 - Recognize privilege and power dynamics beyond just position
 - Learn about the experiences of others
 - Listen, support, mentor, and advocate
- Provide robust onboarding, training, leadership development, and mentorship opportunities for new employees
- Continue working with CUE to offer workshops on eliminating bias in hiring committees
- Develop a process for conducting [exit interviews](#) for employees who leave the College, and use the information learned from the interviews to improve the College.

Notes from 12/15/2020 Student Success Council meeting to consider incorporating

- Consider expanding outreach during the hiring process in order to reach a more diverse pool of candidates.
 - Encourage departments to develop a list of outreach options that will capture a diverse range of candidates. Example: Reaching out to specific schools, listservs such as Black engineers of America

- Consider the impact of informal professional networks. Our networks may tend to look similar to us, so we need to be conscious to outreach to a more diverse network
- Expand our understanding of the District's process and how they spend money on advertising for hiring. Consider pooling the money together and purchasing memberships in organizations that allow us to advertise to diverse candidates
- [“Institutional betrayal”](#)
 - Appropriation of work
 - See Nick Daily's work on this topic
 - Gatekeeping, microaggressions, whiteness frame
- We need to support our staff and part time employees too, and make sure they are included in the fabric of our community. They are not “just” part-timers or “just” temporary, they are essential to our work and often are front-line workers who are interacting most with our students
- Examine funding practices. What are the processes and policies for identifying and securing and giving the green light to support things like cluster hires, training for decision-makers so they can see how racist structures are perpetuated,
- Need to learn more about the District's exit interview process and understand where that data goes and what is done with us.
- Encourage supervisors and deans to self evaluate office, department, and division culture for hostility and inclusion efforts.
- Explore the challenge of employees of color feeling overburdened or like they always need to be the voice of racial diversity. “Cultural taxation.” For example, in areas with few faculty of color, they may be asked to serve on a disproportionate amount of hiring committees. How do we address this?
 - Additional training for supervisors. Book suggestion: [Identity-Conscious Supervision in Student Affairs](#)
 - Develop ways to account for the less tangible work of mentorship, caregiving, and support that women and especially women of color often do.
 - Look at the culture on campus, who is being hired and onboarded, how we integrate folks in community. Community building and making space to build identify-specific community at ARC. See J. Luke Wood's work on [cluster hires](#).
- Trainings for prospective employees on how to navigate the hiring and interview process.

Next steps

- Share the report with folks in our areas, return to the report at SSC in January to discuss further. Discuss PES.
- Our role as a council is not to operationalize, but several council members do serve in admin roles whose job could be to operationalize these recommendations
- Resource question - what do we do to move these components forward? What is the timeline?

Notes from 1/27/21 President's Executive Staff Meeting Discussion

- 1) (Williams & Wade-Golden, "The Chief Diversity Officer," 2013, pp. 315-316) - Recommendations for Retaining Diverse Faculty
 - a) Develop practices to examine data on faculty "transactions" (appointments, promotions, & resignations) disaggregated by identity
 - b) Assess employee "quality of life" and respond to concerns
 - c) Manager awareness of risks that may lead to departure of employees
 - d) Awareness of cultural taxation and assumption that "diverse" employees will be "the face of diversity" in the department/division
 - e) Provide appropriate support and recognition of individuals (through research grants, advancement opportunities, awareness)
 - f) Rewards for productivity and contributions - Culture of appreciation and clear communication of value
 - g) Conduct salary reviews regularly for equity
 - h) Regular opportunities for feedback and concerns to managers or Chief Instructional Officer
 - i) Consistent messaging about college benefit programs including new faculty parents, housing assistance, research support, teaching "buy-out" opportunities
 - j) Manager awareness of policies re: leaves and accommodations for those with parenting, childcare, eldercare, maternity or disability-related needs
- 2) Per Joshua Past discussions with ARC's employees of color have echoed the national research.
- 3) Exit surveys can be useful, but comes at a time when the employee has already decided to leave the institution. The data gathered from exit interviews may benefit the institution, but doesn't help support the employee who has chosen to leave.
- 4) "Friends don't tell friends to go to ARC." That is our reputation in the district for some employees of color.
- 5) We are great at documenting! We may need to work on operationalizing, and start changing the experiences and culture.
- 6) Linking our funding to what we say our commitments are - embed our social justice goals into our systems, practice, culture, funding.
- 7) It's important to understand why people leave here. They have important insight into how the culture can change.
- 8) We need to prioritize and operationalize the recommendations within the DI Population and retention reports.
- 9) Hiring, Retention AND exit interviews: How do we bring people in, what is their experience in our environment, what would they say to us when they leave?
- 10) Working with District to develop more long-term relationships with organizations and communities representing diverse employees/job candidates.
- 11) Our current exit interview: <https://www.surveymonkey.com/r/5B8M787>

- 12) Another recruitment strategy: Including something in the job description like "This department has a specific focus on Social Justice & Equity" Administration of Justice has a great example in one of their recent hires
- 13) IBA: enhance the training to include local cultures, onboarding, interest-based perspectives for those who don't participate in the high-level negotiations where IBA is used.
- 14) We need to better integrate our planning and our resource allocation to make sure we are using our money to advance our stated goals of closing opportunity gaps for students
- 15) We have race issues at every college in the district - we know that's true
- 16) Work with our critical friends at the district, as well as the BSU, A2MEND. Brothers Breaking Barriers?
- 17) Develop a budget that supports this work, and let folks know we are doing this work
- 18) Actualize our social justice and equity work . "Put the book down."
- 19) Stop making people work so hard - cultural taxation
- 20) Student Services: service area outcomes. Focus on getting students through in order to meet their goals
- 21) DEIB Annual Report could be great, so folks know the good that has come after the project teams.
- 22) Fear about moving to the action phase, but that is where we need to be pushed to be. Actually doing the work is a little scary because we might get it wrong.
- 23) Institutional equity plan gives us the space/permission to work on employee retention
- 24) The district has an exit interview but we're not sure where the information goes
- 25) How perfection harms our efforts. Perfection being the enemy of good.
- 26) We have work to do to connect our planning process and our resource allocation. Work to do on program review and unit planning
- 27) We are already committed to the direction. Now we need to do the work. But also, how do we do the work without creating an undue burden on folks. Establish predictability
- 28) Commitment to continue the conversation and work with other planning processes that overlap. Come back together in PES in 2 weeks. In the meantime, incorporate feedback from Student Success Council into the report.
- 29)