PROJECT CHARTER

Project Team: Institutional Equity Plan

Project Type: Planning

Project Duration: One year

Sponsoring Council: Institutional Effectiveness Council

PROJECT BACKGROUND AND NEED (Why is the project necessary?)

American River College has been proactive in planning and redesigning our institution to reaffirm that students and student success are the center of our mission and to create a successful institution through social justice and equity. ARC is aware that specific populations and identities have less successful academic and social experiences on our campus and in higher education. Specifically, African American and Latinx students have lower GPAs and persist and graduate at lower rates than the general student population. Also, based on national research, we are aware that other populations likely experience inadequate services throughout their education (e.g. undocumented students, LGBTQ+ students, and low-income students).

Our commitment to social justice and equity was adopted in May 2017, after a year-long planning and redesign process. As the first of a series of planning processes, an institutional equity plan is needed to provide a framework through which ARC's commitment to social justice and equity can be considered and addressed across all plans. The framework will further define and articulate an expanded view of the stated commitment that the College has made to its students and employees. The Institutional Equity Plan recognizes the deep work involved in realizing the commitment to social justice and equity requires more than a prescriptive approach or self-directed methods. It strives to develop a shared vision and guiding direction for actualizing the commitment across the institution. (Project Initiation Request).

The State Chancellor's Office has long championed student equity. A timeline of important statewide events that has led to ARC's focus on Social Justice and Equity as a path to fulfilling our vision and mission is below:

> 1991 – the California State Legislature charged all sectors of public education to prioritize equity "not only through a diverse and representative student body and faculty but also through educational environments in which each person has a reasonable chance to fully develop his or her potential.

> 1992 — in response to legislation the BOG adopted a student equity policy to ensure that historically underrepresented groups have equal opportunity for access, success, and transfer; requiring districts to develop, implement, & evaluate a student equity plan.

> 1996-- the BOG amended its policy to establish the adoption of a student equity plan as a minimum standard for receipt of state funding.

> **2002** — BOG adopted recommendations of Task Force on Equity and Diversity for Title 5 regulations requiring colleges to develop Student Equity Plan

> 2003 — Chancellor's Office provided guidelines to colleges for development of the plan

2005 — Chancellor's Office asked colleges to update/complete Student Equity plan

2008-09 to **2012-13** economic downturn resulted in state budget cuts, suspension of many regulatory requirements, and categorical program flexibility

2011— Student Success Task Force established

2012— Student Success Act of 2012 (SB1456) and reaffirmation of student equity

2013—Student Equity Workgroup convened

2014—Governor proposes to include an additional $100 million of SSSP funding to

"close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans."

budget bill, SB 851 (Leon), language specifies that the Chancellor's Office shall allocate funds to districts *"in a manner that ensures districts with a greater proportion or number of students who are high-need, as determined by the Chancellor's Office, receive greater resources to provide services to these students."*

2015 – 16 - the legislature and Governor approved an augmentation of $85 million bringing the total investment specifically focused on Student Equity to $155 million. Colleges have the opportunity to used these resources to reform policies and practices that can reduce inequities by closing achievement gaps for disproportionately impacted student groups.

PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

The project is expected to produce an Institutional Equity Plan that strives to develop a shared vision and guiding direction for actualizing our commitment to social justice and equity across the institution. This includes direction for all other plans, governance, professional development, student services, student life, curriculum, classroom protocol, scheduling, human resources, facilities, and operations. The scope of this plan is not to prescribe but to gather input and create guidelines and priorities for a developmental process for the institution and for the members of the institution. The plan should produce actions with measurable outcomes. A reflexivity is required as we work on this project and look at how to create and hold community while creating this deep cultural shift in our institution. The project team's purpose is to create the plan not to implement the plan.

PROJECT OBJECTIVES (What is the project expected to achieve?)

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

The plan will lay the foundation of a comprehensive Institutional Equity Plan for the college. The project will provide short-term and long-term goals, strategies, priorities, and resources needed to achieve the equity plan. The project will also provide expected outcomes on how to measure success of the plan. The Equity Plan created will influence and guide the other project teams' plans by providing a framework for equity and inclusion at ARC.

Once the team is assembled further details will be decided regarding measurable outcomes, success indicators, and deadlines.

PROJECT DELIVERABLES (What items will be produced during the project?)

Deliverables to be completed and/or submitted for approval:

1) A comprehensive college-wide equity plan

   a. Research-based recommendations on systems and actions to create campus-wide change

   b. Timeline and priorities of actions

   c. Resources needed to implement plan

SUCCESS INDICATORS (How will success be measured or determined?)

The project will be considered successful when:

1) Thorough research and campus-level information gathering yields a broad understanding of the needs of marginalized populations at ARC
2) Discussion, evaluation, and prioritization yields realistic and timely actions
3) A significant number of college employees are aware of the equity plan and its goals
4) A significant part of the ARC community has been involved with providing feedback to the equity planning process

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

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PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

1. We are working in a new way with approaches focused on community, social justice, and equity in alignment with the adopted commitment to social justice and equity by ARC. The ARC commitment to social justice and equity states, "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."
2. Students first. Other groups (e.g. faculty, administrators, staff, and community members) are also a focus, but that focus is to yield in broader student success.
3. This is a reflexive and developmental process and project.
4. Change is uncomfortable and we will have supporters and detractors.
5. It will take time to gather input and revisit priorities and goals.
6. Communication, trust, and community must be present in order for this to be successful.
7. The writing of the plan is not the implementation of the plan.
8. We have resources available to us to support our successful completion of the plan.
9. This plan will create shared meaning and understanding of student success, social justice, and equity.
10. This plan will give direction for all other planning.

PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)

The project team should be aware of the following known risks, constraints, and/or dependencies:

1. The project team must coordinate with the schedules and timelines of the governing bodies and Institutional Effectiveness Council.
2. There are social problems that our equity plan cannot address.
3. State and college budget
4. Limited human resources and other support resources to move efficiently
5. Resistance to change
6. Developmental understanding of social justice and equity
7. Limited and lack of effective communication as well as differing worldviews and perspectives

OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

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1. Committee is working within a social context that maintains inequitable policies and procedures and inequitable outcomes for all constituency groups.
2. Data is critical to guide and support our plan. Quantitative data must include equitable narratives.
3. Institutional focus rather than individual focus. And deep individual work is required to do the institutional work.
4. Individual developmental work not considered as part of one's job description.
5. Successful work requires a deep dive into the consequences of identity group membership.
6. We must be inclusive of all of our underrepresented populations while at the same time an additive approach cannot ultimately be productive.
7. Complications of social constructs of identities and populations.
8. Informal gatekeeping.
9. Redesign and work overload.

PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
August 2018	Initiation	Project initiation and charter development
September 2018	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
September 2018-March 2019	Team-Based Work	Equiy Summit; stakeholder listening sessions, literature reviews, identifying plan components; distilling patterns; summarizing finding, writing report
March 2019-April 2019	Formal Review	Review and adoption of deliverables through governance processes
May 2019	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of Deliverables

Meeting Date	Council	Desired Outcome
3/18/19	Institutional Effectiveness	X□ 1st Reading □ 2nd Reading – Recommendation to _____
4/1/19	Exec. Leadership Team	X□ 1st Reading □ 2nd Reading - Recommendation to _____
April-TBD	Institutional Effectiveness	□ 1st Reading X□ 2nd Reading – Recommendation to _____
5/6/19	Executive Leadership Team	□ 1st Reading X□ 2nd Reading – Recommendation to _____

Standard Description of Project Stages

Project Stages	Description
Initiation	Activities leading to the authorization and chartering of a project team
Preparation	Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps)

Team-Based Work	Activities which occur in a collaborative environment in which the project team works based on the scope of the charter
Formal Review	Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project
Closure	Activities to celebrate the success of the project and archive the artifacts of the work completed

PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
Project Leads	▪ Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the *ARC Governance Framework*) ▪ Communicates the project to various stakeholders, and when appropriate, solicits feedback on draft deliverables through informal review processes ▪ Submits the final deliverables to the sponsoring council for approval
Project Steward *(may be one of the leads or a separate individual)*	▪ Manages the project on behalf of the sponsoring council ▪ Drafts the charter in consultation with the sponsoring council's chairs ▪ Conducts preliminary research to gather information on promising practices, product options, or other relevant materials to inform the project ▪ Develops a work plan based on the charter to organize, sequence, and schedule the work of the project team within the available time frame ▪ Reports progress to the sponsoring council ▪ Maintains and archives project documentation at the conclusion of the project ▪ Assists the project leads as needed
Team Members	▪ Participates in all project meetings and activities ▪ Supplies valuable knowledge and perspective (often based on the individual's responsibilities or role at ARC) ▪ May be assigned specific project tasks to complete outside of project meetings ▪ Assists with the "heavy lifting" that is required to accomplish the project deliverables
External Consultant *(optional)*	▪ Provides expertise and assistance from an external (non-ARC) perspective
Executive Sponsor *(optional)*	Large, high-impact projects only: ▪ Champions the project from the executive level to secure buy-in and ensure viability ▪ Communicates project purpose and vision ▪ Allocates appropriate resources to support effective development, execution, and institutionalization ▪ Maintains awareness of project status and helps mitigate risk ▪ Mediates conflicts and facilitates dialogue to resolve project issues ▪ Assumes other responsibilities as appropriate based on the project scope

Please see Appendix A for a complete roster of the membership for each specified role.

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PROJECT STAKEHOLDERS (Who has a vested interest in the project? Who will it impact?)

☒ Sponsoring Council   ☒ Project Team (including leads and members)   ☒ Project Steward

☐X Academic Senate   ☐ X Associated Student Body   ☐ X Classified Senate   ☐ X PES   ☐X Management beyond PES

☐X Instruction   ☐ X Student Services   ☐X Administrative Services

☐X Specific departments or other entities:

Marginalized populations on campus: People of color, LGBTQ+, women, undocumented/DACA, refugee, international students, people with disabilities, low-income students, first-generation college students, former foster youth, veterans, non-majority religious and spiritual groups, and others.

COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose
Project Steward	Sponsoring Council	Monthly	Regular update of project status
Chairs	ARC Community	Each semester	Host a town hall to gather info and share process and outcomes
Chairs	Stakeholders	First semester	Host focus group/listening sessions to gather input
Chairs	ARC Community	Twice a semester	Email update to provide transparency
Chairs	Governing Bodies	Each semester	In-person updates at meetings to share progress
Sponsoring Council	ARC Community	Once	Provide an email update and website location of Equity Plan

Conflict Resolution
Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

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APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	**Role at the College**
Project Lead	Joshua Moon Johnson	Dean, Student Services, Equity Programs & Pathways
Project Co-Lead	Pam Chao	Professor, Sociology
Members	Faryal Said	Classified Representative - Student Services
	Thubten Davis	Associated Student Body Representative
	Bill Zangeneh-Lester	Faculty Representative - Instructional
	Marianne Harris	Faculty Representative - Instructional
	Sara Smith	Faculty Representative - Instructional
	Judy Mays	Faculty Representative - Counseling/Student Services
	Martin Gomez	Faculty Representative - Counseling/Student Services
	Angela Milano	Dean Representative - Instructional
	Lisa Lawrenson	Vice President of Instruction
	Tanya Anderson	Student Services Supervisor
	Chris Olson	Research Representative - Classified
	Jessica Pressley	Classified Representative - Instruction
	Kate Jaques	Equity Officer
	Kelvin Burt	Associated Student Body Representative
	Cesar Reyes	Note Taker

OTHER ROLES	
Project Steward*	**Joshua Moon Johnson and Pam Chao**
External Consultant(s)	
Executive Sponsor *(high-impact projects only)*	

*May be one of the project leads or a separate individual