

ARC Academic Senate

Approved Minutes: March 24, 2022

Preliminaries

1. Call to Order: Called to order at 3:00pm
2. Approval of the Agenda: Agenda approved (with the modification to reword #12 to “Ensuring regular & substantive interaction in DE classes.”)
3. Approval of the Minutes: Minutes approved
4. Introduction of Guests: Debra Crumpton, Jeri Marshall, Judy Mays, LaQuisha Beckum, Pamela Bimbi, Tanisha Jenkins, Tera Reynolds
5. Public Comment Period:
Many students with family members in Ukraine are experiencing significant stress and difficulty concentrating, wondering about the safety of their loved ones.
6. President’s Report:
 - a. Faculty appointments needed (meeting times will be posted in the ARC Academic Senate Canvas site > Module 13 > Supporting Materials)
 - i. Institutional Effectiveness Council (IEC) Co-chair
 - ii. IEC faculty professional development member
 - iii. Strategic Enrollment Management (SEM) 2.0 Project Team—faculty needed: see supporting materials “[Project Charter: Project Team: Strategic Enrollment Management 2.0](#)”
 1. Counseling perspective
 2. Math perspective
 3. English perspective
 4. Art perspective
 5. BSS perspective
 6. Athletics/Kinesiology perspective
 - iv. Homebases 2.0 Resource Panel—faculty needed: see supporting materials “[Project Charter: Project Team: HomeBase Implementation Resource Panel 2.0](#)”
 1. Faculty with expertise serving Black/African American students
 2. Faculty with expertise serving Native American students
 3. Faculty with expertise serving Asian American/Asian Pacific Islander students
 4. Faculty with expertise serving LGBTQIA+ students
 - b. New! Textbook adoptions informational website:
<https://inside.arc.losrios.edu/administrative-services/course-materials-adoptions>
 - c. Final Hiring the Best & Equity Rep Training of Spring 2022—April 4th 9-12pm
 - d. ASCCC Resolutions for voting April 9, 2022 [ASCCC Spring 22 Resolutions](#)

Consent Items

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person.

This item was not removed from consent by a member of the body, so it was carried by consent.

Decision

8. Support for LRCFT negotiating Syncflex instructional format (1st Reading)
“Do you support LRCFT negotiating the possibility for individual faculty to exercise the academic freedom to voluntarily use the “syncflex” instructional format?”
Discussion included considering “syncflex” as an instructional format (not a modality), perhaps included in the “notes” in the schedule of classes.
9. Nominations Committee for Academic Senate Officer Elections
(ARC AS Bylaws) The election of Officers will occur as follows: a nominations committee shall be established, receive nominations throughout April until 96 hours before the election which shall occur no later than the last scheduled meeting in April, and preside over the election. Candidates for office may not serve on the nominations committee.

Reports

10. Black Faculty & Staff Association of LRCCD letter to Chancellor King
 - a. 2020 Letter to Chancellor King: see supporting materials “[August 11, 2020 To: Chancellor Brian King](#)”
 - b. 2022 Demands: see supporting materials “[March 15, 2022 To: Chancellor Brian King](#)”
The BFSA sent a list of demands to Chancellor King after we learned of the racist threats to President Dixon. Dr. Debra Crumpton described the effects the recent blatant racist incidents within the district have had on the Black community in particular. Though Chancellor King has acknowledged receipt of the letter, he has not established a timeline for meeting the remaining demands. When members asked how senate can support the BFSA, Dr. Crumpton emphasized that actions are so much more important than words and encouraged us to be intolerant of racism in all forms.
11. Council Updates
 - a. Institutional Effectiveness Council – Janay Lovering
 - b. Operations Council – Araceli Badilla—see supporting materials “[Name of Council/Team: Operations Council](#)”
Need to identify two faculty to contribute to a discussion surrounding issues and concerns of gender non-binary and transsexual individuals with regard to gender-neutral restrooms.
 - c. Student Success Council – Carina Hoffpauir
Continued talking about equity and are continuing to review Center for Urban Education webinars on decentering whiteness in pathways.
 - d. District Budget Report – Amy Gaudard (see supporting materials “[District Budget Committee Notes](#)” and “[Los Rios Community College District Budget Timeline and Allocation Processes](#)”

Discussion

12. Ensuring Regular & Substantive Interaction in DE classes

- a. See ACCJC’s (Accrediting Commission for Community and Junior Colleges) [“Policy-on-Distance-and-on-Correspondence-Education”](#)
When the Institutional Self-Evaluation Report (ISER) team reviewed a subset of ARC’s online asynchronous classes from Fall 2021, a majority of them were found not to meet ACCJC’s standards. ARC needs to identify how our online classes have regular and substantive interactions. In October, ACCJC will be looking at archived online classes from Spring 2022 to try to find regular and substantive interaction. No details were provided as to what specifically the ISER team didn’t see.
- b. ARC Distance Education Regular & Substantive Interaction: See [“Do you have RSI?”](#)

13. Viewing Guided Pathways/HomeBases through an equity perspective

- a. How can HomeBases support DI students specifically?
- b. What areas need further work?
HomeBases reached out to Comunidad to ask how Homebases can help. Perhaps a Homebase representative can visit Comunidad to discuss how HomeBases can support students. Consider infusing culturally appropriate career development to support our DI students. There’s a concern that HomeBases are serving students who already would have accessed counseling, financial aid services, etc. Consider the true reach of Homebases and establish accountability to ensure outreach & contact is happening to serve students who wouldn’t otherwise have been served. Consider that HomeBases are not racially neutral.

14. Developing an Academic Senate Statement of Values

(Adapted from ASCCC "voice") “The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Academic Senate is the official voice of the college faculty in consultation and decision making regarding academic and professional matters and, through leadership and empowerment, endeavors to be the voice of the faculty in college and district consultation and decision making. The Academic Senate values thoughtful discourse and deliberation and centers its work on student success.”
Perhaps this draft statement should be stronger in regard to a commitment to equity and antiracism. A Google document will be opened for input and a link provided in the Academic Senate Canvas site.

15. Report Back: (5-10 minutes per item)

- a. Reviewing recommendations from Los Rios Colleges Online report
- b. Clarifying student expectations through use of schedule Notes

16. Report Out: (5-10 minutes per item)

- a. [District Academic Senate](#) – Bylaw Revisions for Voting (see supporting materials [“Los Rios Community College District Academic Senate \(DAS\) By-Laws.”](#) President Shubb got a sense of the senate for whether there should be a tie-breaker of some sort and whether past presidents should vote—it seemed that generally, the body is interested in a tie-breaking option of some sort and that past presidents should not vote.

- b. Other areas
 - i. Los Rios Community College District Human Resources is looking at revamping the screening and interview process. If you're interested, contact Alisa Shubb. Big ideas are being entertained!
 - ii. District Ethnic Studies Council—now that much of the original charge has been completed, they are considering whether they will continue as a subcommittee of the District Academic Senate.

17. Items from College Areas for Academic Senate Consideration

Upcoming Meetings and Events

- District Academic Senate: Tuesday, April 5th, 3:00 PM Meeting ID TBD
- ASCCC Spring Plenary Session: April 7-9, 2022 hybrid event at the Los Angeles Marriott Burbank Hotel
- Los Rios Spring Recess April 11th -17th
- District Academic Senate: Tuesday, April 19th , 3:00 PM Meeting ID TBD
- ARC Academic Senate: Thursday, April 21st, 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1 – Officer Elections
- ARC Program Review Presentations: April 27th 1:00 – 3:30 PM Zoom
- ARC Program Review Presentations: April 27th 1:00 – 3:30 PM Zoom
- ARC Academic Senate: Thursday, May 12th, 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1

Meeting adjourned 5:08pm



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.

3/24/2022

3:00 P.M.

Meeting ID: 986-5887-6175, Password: 10plus1

Zoom link: <https://rccd.zoom.us/j/98658876175?pwd=VkZkZkUdVS0g5Rkk5TnZUOG9naFBpUT09>

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

7. Adopt the finding that the state of emergency continues to directly impact the ability of members to safely meet in person.

Decision (10 minutes maximum per item)

8. Support for LRCFT negotiating Syncflex instructional format (1st Reading)
9. Nominations Committee for Academic Senate Officer Elections

Reports (5-10 minutes per item)

10. Black Faculty & Staff Association of LRCCD letter to Chancellor King
11. Council Updates
 - a. Institutional Effectiveness Council – (Janay Lovering)
 - b. Operations Council – (Araceli Badilla)
 - c. Student Success Council – (Carina Hoffpauir)
 - d. District Budget Report – (Amy Gaudard)

Discussion (10-15 minutes per item)

12. Ensuring regular & effective contact in DE classes
13. Viewing Guided Pathways/Homebases through an equity perspective
14. Developing an Academic Senate Statement of Values
15. Report Back: (5-10 minutes per item)
 - a. Reviewing recommendations from Los Rios Colleges Online report
 - b. Clarifying student expectations through use of schedule Notes
16. Report Out: (5-10 minutes per item)
 - a. District Academic Senate <https://employees.losrios.edu/our-organization/committees/district-academic-senate>
 - b. Other areas
17. Items from College Areas for Academic Senate Consideration

Upcoming Meetings:

- District Academic Senate: Tuesday, April 5th, 3:00 PM Meeting ID TBD
- **ASCCC Spring Plenary Session: April 7-9, 2022 hybrid event** at the Los Angeles Marriott Burbank Hotel
- *Los Rios Spring Recess April 11th -17th*
- District Academic Senate: Tuesday, April 19th, 3:00 PM Meeting ID TBD
- ARC Academic Senate: Thursday, April 21st, 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1 – Officer Elections
- ARC Program Review Presentations: April 27th 1:00 – 3:30 PM [Zoom](#)
- ARC Program Review Presentations: April 27th 1:00 – 3:30 PM [Zoom](#)
- ARC Academic Senate: Thursday, May 12th, 3:00 PM Meeting ID: 986-5887-6175, Password 10plus1

ARC Academic Senate Roster		Updated	2022-03-28		
Area	Senator	Adjunct/FT	Term End		
Behavioral & Social Science	Lauren Chavez	Adjunct	2024	Present	
Behavioral & Social Science	Kristina Casper-Denman	Full-time	2023	Present	
Behavioral & Social Science	Brian Rosario	Full-time	2024	Present	
Behavioral & Social Science	Ricardo Caton	Full-time	2022	Present	
Behavioral & Social Science	Robin Akawi	Alternate Full-Time			
Behavioral & Social Science		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	2024	Present	
Business & Computer Science	Christian Speck	Adjunct	2022	Present	
Business & Computer Science	Marc Condos	Alternate Full-Time			
Business & Computer Science		Alternate Adjunct			
Counseling	Jessica Nelson	Full-time	2022		
Counseling	Joyce Fernandez	Adjunct	2024		
Counseling	Reyna Moore	Full-time	2023	Present	
Counseling	Carmelita Palomares	Full-time	2022	Present	
Counseling	Kim Herrell	Alternate Full-Time		Present	
Counseling		Alternate Adjunct			
English	Valerie Bronstein	Adjunct	2023	Unable to attend Spring 2022	
English	Robyn Borcz	Full-time	2023	Present	
English	Caroline Prieto	Full-time	2024	Present	
English	Gina Barnard	Full-time	2022		
English	Melissa Diaz	Alternate Full-Time		Present	
English	Paul Knox	Alternate Adjunct			
Fine & Applied Arts	Brian Knirk	Full-time	2023	Present	
Fine & Applied Arts	Linda Gelfman	Full-time	2024		
Fine & Applied Arts	Diane Lui	Adjunct	2023		
Fine & Applied Arts	Craig Martinez	Full-time	2022		
Fine & Applied Arts	Jodie Hooker	Alternate Full-Time			
Fine & Applied Arts		Alternate Adjunct			
Health & Education	Cheri Garner	Full-time	2023		
Health & Education	Jen Kirkman	Full-time	2022		
Health & Education	Veronica Lopez	Full-time	2024		

ARC Academic Senate Roster		Updated	2022-03-28		
Area	Senator	Adjunct/FT	Term End		
Health & Education	<i>Unfilled</i>	Adjunct	2022		
Health & Education		Alternate Adjunct			
Health & Education	John Coldiron	Alternate Full-Time			
Humanities	Corinne Arrieta	Full-time	2022	Present	
Humanities	Jill Birchall	Full-time	2024	Present	
Humanities	Caterina Falli	Full-time	2023	Present	
Humanities	Andrew Fix	Adjunct	2022	Present	
Humanities	Erik Haarala	Alternate Full-Time			
Humanities		Alternate Adjunct			
Kinesiology & Athletics	Gerry Haflich	Full-time	2022		
Kinesiology & Athletics	Eric Black	Full-time	2024		
Kinesiology & Athletics	<i>Unfilled</i>	Full-time	2023		
Kinesiology & Athletics	<i>Unfilled</i>	Adjunct	2023		
Kinesiology & Athletics		Alternate Full-Time			
Kinesiology & Athletics		Alternate Adjunct			
Library/Learning Resources	David McCusker	Full-time	2024	Present	
Library/Learning Resources	Araceli Badilla	Full-time	2023	Present	
Library/Learning Resources	Marianne Harris	Alternate Full-Time		Present	
Mathematics	Deborah Gale	Adjunct	2024	Present	
Mathematics	Joe Caputo	Full-time	2023	Present	
Mathematics	Adrienne Avila	Full-time	2024	Present	
Mathematics	Rocio Owens	Full-time	2022	Present	
Mathematics	Lana Anishchenko	Alternate Full-Time			
Mathematics		Alternate Adjunct			
Workforce/ Work Experience	Vivian Dillon	Full-time	2024	Present	
Workforce/ Work Experience	Carlos Ponce	Adjunct	2024		
Workforce/ Work Experience	Jody Johnson	Adjunct	2023	Present	
Workforce/ Work Experience	<i>Unfilled</i>	Adjunct	2022		
Workforce/ Work Experience	Lonetta Riley	Alternate Full-Time		Present	
Workforce/ Work Experience		Alternate Adjunct			
Science & Engineering	<i>Unfilled</i>	Adjunct	2024		
Science & Engineering	Glenn Jaecks	Full-time	2022	Present	

PROJECT CHARTER

Project Team: Strategic Enrollment Management 2.0

Project Type: Planning

Project Duration: SP22-SP23

Sponsoring Council: Student Success Council

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

This team would build upon the work of the first Strategic Enrollment Management (SEM) team with an increased focus upon infusing equity into developing enrollment goals, tools, and metrics to provide the infrastructure towards a more equitable, deliberate, and targeted scheduling process at American River college. The first SEM team identified broad themes, goals, and structures in ARC's scheduling processes where there were opportunities for building in efficiencies to better build student-focused academic schedules (for specifics, please see the *Schedule Development Guidelines* final report submitted by the SEM in February, 2020).

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

The purpose of this project is to improve upon and continue implementing the recommendations from the initial SEM 1.0 with a paramount equity focus. These goals include:

1. Investigate and evaluate what it means to be equity-minded when doing strategic enrollment management.
2. Establishing a more robust and equitable structure and system for FTEF allocations to divisions for Fall, Spring, and Summer terms based upon the college level allocations provided by district and our College's disproportionate impact.
3. Establishing Weekly Student Contact Hours (WSCH) benchmarks for divisions and departments.
4. Developing both reporting systems and "sandboxing" systems to track FTEF, plan for WSCH generation, and monitor equity impacts of scheduling.
5. Developing work group structures to institutionalize Strategic Enrollment Management as an ongoing ARC scope of work.

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

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

1. Build a scheduling model and schedule decision-making process that considers and meets the needs of our disproportionately impacted student groups, including Black and African American, Native American, LGBTQIA+, Asian American and Pacific Islander, and Latinx/e students.
2. Standing SEM work-group structure is developed which includes resource (FTEF) allocation timelines and methodologies, scheduling priorities that include equity, and enrollment/WSCH generation retrospectives.
3. Ability of college to plan for the WSCH targets provided by district, reallocate resources to meet the targets, and measure the results.
4. Ensure academic scheduling is designed to explicitly connect scheduling back to American River College's Mission, Vision, and Values, as well as our Commitment to Social Justice and Equity. Scheduling for equitable student success means creating paths to transfer or employment while maintaining maximum effectiveness and efficiency in the use of faculty, finances, and facilities. A program map or a pathway is a promise that we are

PROJECT CHARTER

making to students that they will be able to complete a program in a set amount of time. American River College's goal is to provide a schedule that allows students to meet successfully their educational goals.

5. Develop mechanisms and techniques for the collection and use of ongoing student feedback and input into the scheduling process.
6. Develop mechanisms and techniques for the collection of qualitative and quantitative student drop data to inform scheduling decision making and pinpoint potential disproportionate impact within previous schedule decisions.
7. Identify and work with district to ameliorate systemic barriers within our schedule (e.g. how students enroll for corequisites or the way in which our schedule information is displayed when students register).

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

Deliverables to be completed and/or submitted for approval:

SEM Next Steps/Aspirational Goals (from Feb. 2020 final report of SEM 1.0)

1. Develop and submit to Student Success Council a Refined Block Scheduling proposal that will include exemptions, thresholds, goals, structures designed for equity, and other specific procedures.
2. Develop metrics and analytics to support measuring and planning for expanded use of short-term sections.
3. Develop metrics and analytics to measure demand for different instructional modalities (fully online, partially online, face-to-face, et cetera.).
4. Refine predictive modeling for capstone classes to help identify ideal rotational patterns for traditionally low-enrolled sections.
5. Refine rubrics for different types of sections to identify when sections need to be cancelled and when additional sections may need to be added into the schedule.
6. Foster conversations about appropriate section cap sizes to ensure safety, effective pedagogy, equity, and effective use of college resources.
7. Work towards building a schedule that we can consider a promise to American River College's students and faculty where we do not cut sections right before the start of the semester.
8. Work with ARC research and District Fiscal to build reports and tools to better predict and monitor the FTES and WSCH production of sections from the planning stage, through registration, and to the various census dates for different Attendance types.
9. Refine techniques of creating realistic and data based WSCH benchmarks to assist in meeting the division/college level WSCH benchmarks.
10. Tools to provide "sandboxes" in schedule development to help predict how changes to a draft schedule may affect a department or division meeting or exceeding their WSCH benchmarks.
11. Tools to measure WSCH (and project trends) during enrollment.
12. Procedures for post-semester evaluation of how accurate WSCH benchmarks were for departments and divisions and the equity impacts of those benchmarks.
13. Develop a Strategic Enrollment Council which fits within ARC's governance structure and is composed of faculty, classified, and management members from instruction, student services, and the Office of Equity, Institutional Effectiveness, and Innovation. This group will coordinate across the operations of the college to coordinate knowledge across the college, reduce barriers caused by situational blinders, identify ways to close equity gaps, and look at the holistic impact of how we schedule as a college especially in terms of its impact on reducing institutional barriers for DI students.

PROJECT CHARTER

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

The project will be considered successful when:

- 1) ARC has a clear and equitable FTEF allocation model.
- 2) ARC has the ability to plan schedules using WSCH benchmarks.
- 3) ARC is able to minimize schedule changes after the schedule goes live (schedule is right-sized to student needs.)
- 4) ARC is efficient enough in our FTEF usage and WSCH production that we are able to strongly advocate for the resources we need from district.
- 5) ARC has a coordinated de-siloed infrastructure to plan for schedule implementation and reduce barriers to students success

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

PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

- ARC's mission, strategic goals, and commitment to social justice and equity are central to this work.
- Since all systems are designed to get the results that they do, the SEM system will need to be designed for equity for it to address our College's equity gaps.
- Strategic enrollment management requires collaboration across traditional silos and throughout the entire student life cycle. It involves more than academic scheduling and section management.
- It will be necessary to view this project through a multi-faceted lens that considers face-to-face and online components; main campus, virtual, and center locations; various avenues to college access including the working learner and apprenticeship; as well as emerging opportunities. The college must strive for agility in order to quickly adapt to a rapidly changing environment.
- Academic scheduling will reflect a manifestation of the guided pathways work that is based on programs rather than individual courses. Planning should address consistent processes for how academic schedules are built, block scheduling, and cross-discipline coordination.
- The transition to areas of interest/program pathways will require a reallocation of FTE to ensure students are able to get the classes they need to complete pathways in a timely manner.
- Flexible learning options, multiple entry points, and other methods that challenge the status quo should be explored in pursuit of a "Students First" approach that meets students where they are and eliminates institutional barriers to goal completion.
- Outreach, recruitment, engagement, and student retention efforts should also be addressed in a manner that is aligned with the ARC Redesign.

PROJECT CHARTER

- The project should contend with the issue of scheduling and managing enrollments with incomplete information at critical moments, while also responding to Los Rios productivity goals and enrollment guidance.
- Aligned with ARC’s Redesign, the plan may recommend moving away from past practice and reallocating resources in a manner that can holistically foster student success through effective enrollment management.
- The timeline for the plan has been aligned to accreditation cycles and is specified in the draft integrated planning guide as 2019-2025. Future plans would follow a seven-year cycle.
- The content, style, and format of the plan should be concise and accessible to the average person (not written for an academic audience).

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:

The construction of an academic schedule has both Academic and Professional implications (Academic Senate) and Workplace issues (LRCFT). This project will need to respectfully operate within these spheres of influence and consult as appropriate to ensure that it is not over-stepping.

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?)

- The funding formula for California Community Colleges is changing, so there may be fluctuations in future revenue trends that cannot be predicted by historical data. There are also strategic considerations on how the goals of the Vision for Success and related funding implications might influence enrollment management activities and supporting institutional practices (e.g., methods to promote AB 540 awareness).
- The Project Team will need equity training specifically focused on designing scheduling management systems for equity.
- The team is encouraged to consider potential benefits of working with Los Rios sister colleges in a more coordinated way to leverage the strengths and resources of each college to serve the needs of students
- It is likely that there will be a need for new or redeployed resources to bring the plan to life
- Various implications related to equity and inclusion in response to alignment of the Strategic Enrollment Management Plan to the Institutional Equity Plan. For example, in pursuit of reducing disproportionate impacts there may need to be a shifting of resources (FTEF, rooms, etc.) in order to close equity gaps; in pursuit of increasing retention and persistence, we may need provide for criteria which allows some lower enrolled sections to not be cancelled.

PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
December 2021	Initiation	Project initiation and charter development
December '01- January '02	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
March-May '02	Team-Based Work	Develop WSCH Benchmark Structure Develop FTEF Allocation Structure

PROJECT CHARTER

		Identify Report/tool needs
June-August '02	Preparation	Additional research and project planning
August – December '02	Team-Based	Develop standing SEM workgroup charter/structure
	Work	Develop SEM calendar including allocation timelines and post-mortem dates
January – March '03	Finalize Reports	
April – May '03	Formal Review	Review and adoption of deliverables through governance processes
	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of Deliverables

Meeting Date	Council	Desired Outcome
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading - Recommendation to _____
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd 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 CHARTER

PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
Project Leads	<ul style="list-style-type: none"> ▪ Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the <i>ARC Governance Framework</i>) ▪ 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 <i>(may be one of the leads or a separate individual)</i>	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 <i>(optional)</i>	<ul style="list-style-type: none"> ▪ Provides expertise and assistance from an external (non-ARC) perspective
Executive Sponsor <i>(optional)</i>	<p>Large, high-impact projects only:</p> <ul style="list-style-type: none"> ▪ 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.

PROJECT CHARTER

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

- Sponsoring Council
 Project Team (including leads and members)
 Project Steward
 Academic Senate
 Associated Student Body
 Classified Senate
 PES
 Management beyond PES
 Instruction
 Student Services
 Administrative Services
 Specific departments or other entities:

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
Project Steward	Academic Senate	Monthly	Regular update of project status
Project Steward	Instruction	Quarterly	Regular update of project status

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).

PROJECT CHARTER

APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	Role at the College
Project Lead	Kale Braden	AVP
Project Co-Lead	[TBD]	Faculty Member
Members	[TBD]	[Classified professional with research perspective]
	Kevyn Montano	[Classified professional with scheduling expertise]
	Kirsten Corbin	Dean, Business and Computer Science
	Roger Davidson	Dean, Natomas Center
	Gary Aguilar	Dean, Technical Education
	Nisha Beckhorn	Dean, Counseling and Transfer Services
	HSI Coordinator/Lead (TBD)	{{Not sure of title of this new position}}
	[Counselor – Faculty TBD]	[Faculty with the counseling perspective]
	[Faculty TBD]	Mathematics perspective
	[Faculty TBD]	English perspective
	[Faculty TBD]	Science faculty perspective
	[Faculty TBD]	Art faculty perspective
	[Faculty TBD]	BSS faculty perspective
	Student Rep	Appointed by ASB
	Student Rep	Appointed by ASB
Note Taker	Kevin Porter	

OTHER ROLES	
Project Steward*	Kale Braden
External Consultant(s)	
Executive Sponsor <i>(high-impact projects only)</i>	

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

PROJECT CHARTER

APPENDIX B: STUDENT PARTICIPATION

The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

	Method	Description	Compensated?
<input checked="" type="checkbox"/>	ASB Appointment	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. This option is considered the standard method of representation.	Yes
<input type="checkbox"/>	Student Resource Panel	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
<input type="checkbox"/>	ASB Direct Involvement	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
<input checked="" type="checkbox"/>	Student Survey or Focus Group	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
<input type="checkbox"/>	Student Forum or Gallery Walk	Project holds a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in publicizing the date/time of the event to the student constituency.	No
<input type="checkbox"/>	Other (please specify intended methods)		

Please see the “Governance: Student Compensation” document for further details on the compensation structure.

PROJECT CHARTER

Project Team: HomeBase Implementation Resource Panel 2.0

Project Type: Resource Panel

Project Duration: Spring 2022

Sponsoring Council: Student Success Council

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

During Fall 2021, the Student Success Council convened a resource panel to assess the structure, intended outcomes, staffing models, activities, student engagement, and faculty involvement in the HomeBases. The resource panel was also asked to make recommendations for optimal staffing levels, activities, student engagement, and more, as well as a recommended alignment between Area Offices, Area Deans, and the HomeBases. In short: how should the HomeBases be structured in order to ensure they are an effective student success support program going forward?

The original resource panel quickly realized they would need more time in order to address all the questions posed by their charter, and asked for a second resource panel to be convened in Spring 2022.

The first resource panel outlined the staffing structure and typical activities of the HomeBases. They also made two key realizations:

1. A lot of students, faculty, and staff don't know what HomeBases are or what they do. There is a need to do more outreach, promotion, and communication so that the College community understands what HomeBases are.
2. HomeBases are not aligned with the way our departments are currently organized. The resource panel report describes the current HomeBases as "bolt on" to our current organizational structure.

Also, the Student Success Council hosted many robust discussions about HomeBases since Fall 2021. Some of the key observations, questions, and interests raised during those discussions are listed in the "Project Purpose and Scope" section below.

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

The purpose of this project is to further the work of the first HomeBase Resource Panel by investigating the following questions:

1. Should the HomeBase Pathway Community model align more closely with the College's existing organizational structure (in other words, the way our areas and departments are organized)? If so, how should this alignment be achieved?
2. What goals and outcomes are we trying to achieve with HomeBases?
 - a. What kinds of cultural shifts and institutional support will be needed to achieve these goals?
3. How will HomeBases be intentionally designed to serve our disproportionately impacted students and reduce equity gaps?

PROJECT CHARTER

4. What should the role of instructional faculty be in HomeBases? How do we get faculty more involved?
5. How do students find out about HomeBases? How do we ensure all students are placed into a HomeBase?
6. What has been the student experience with HomeBase so far? How do we get more student input?
7. What larger structural changes are needed in counseling and student services in order for HomeBases to work as intended?
 - a. For example, how can we ensure we are directing our limited human resources towards serving our students who need the most help navigating College processes?
8. What changes to our communication practices are needed to make sure key information is reaching students?
9. How will HomeBases be evaluated?
10. Review the recommendations made in the Start Right Project Team Report, IPaSS Project Team Report, Clarify Program Paths Team Report, Institutional Equity Plan, and Disproportionate Impact Team Reports (African American Project Team Report, API Project Team Report, LatinX Project Team Report, LGBTQIA+ Project Team Report, Native American Project Team Report). Are there recommendations from these reports that could be incorporated into the HomeBases?

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

Successful completion of this project will involve:

1. Using a race-conscious approach to make recommendations for how HomeBases should be intentionally designed to serve our disproportionately impacted students and reduce equity gaps.
2. Clarifying the intended goals and outcomes for the HomeBases Pathway Communities that will lead to equitable outcomes for students.
3. Determining whether the HomeBase Pathway Community model should align more closely with the College's existing organizational structure and if so, how to achieve this alignment.
4. Determining what larger structural changes are needed in counseling and student services in order for HomeBases to achieve its goals and intended outcomes.

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

Deliverables to be completed and/or submitted for approval:

A report that includes:

- A clear, race-conscious statement of the goals and intended outcomes for HomeBases.
- A discussion of how HomeBases should be intentionally designed to serve our disproportionately impacted students and reduce equity gaps.
- An analysis of the ways the HomeBase Pathway Community model can be integrated into the existing organizational structure, or how the existing organizational structure can be changed to incorporate the Homebase Pathway Communities, and address disproportionate impact.
- An analysis of larger structural changes are needed in counseling and student services in order for HomeBases to achieve its goals and intended outcomes. This analysis should include feedback from counseling and student services faculty & staff.
- Recommendations for marketing & outreach to inform instructional faculty about HomeBases and encourage more faculty involvement.

PROJECT CHARTER

- Recommendations for how HomeBase Pathway Communities can further put words into action by operationalizing many of the key initiatives identified by the College through the Start Right Project Team Report, IPaSS Project Team Report, Clarify Program Paths Team Report, Institutional Equity Plan, and Disproportionate Impact Team Reports (African American Project Team Report, API Project Team Report, LatinX Project Team Report, LGBTQIA+ Project Team Report, Native American Project Team Report).

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

The project will be considered successful when:

- 1) Final document with project deliverables is presented to the Student Success Council

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

PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

- ARC's current organizational structure has a disproportionate impact on Black and African American, Native American, Latinx/e, AAPI, and LGBTQIA+ students.
- English Language Learners require additional support to navigate our structure.
- HomeBases in their current form are a “bolt on” to our current organizational structure. In other words, the programs and majors within the HomeBases do not align with the way our areas and departments are organized.

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:

- The implementation of HomeBases could have the unintended consequences of perpetuating systems of inequity. To help center the Resource Panel with an equity lens, the resource panel will watch and discuss the three webinars listed below prior to our planned meetings. These discussions may be facilitated by a colleague who is not serving on the panel.

*note: captioned versions of these videos are forthcoming

- Part 1 - Decentering Whiteness in Pathways
<https://app.box.com/s/9ngs2tz6w30uieugw225b52lu8x2fbyu>
- Part 2 - Decentering Whiteness in Pathways: Reckoning with the Realities of Race
<https://app.box.com/s/3uilterd48vy1k8ytdb1opplmsyp5g7v>

PROJECT CHARTER

- Part 3 - Ensuring Racially Minoritized Students Benefit From Guided Pathways
<https://app.box.com/s/g5ecmyypm5m0a0mq63n8oz9kotp5fmum>

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?)

PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
Spring 2022	Initiation	Project initiation and charter development
Spring 2022	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
Spring 2022	Team-Based Work	
Fall 2022	Formal Review	Review and adoption of deliverables through governance processes
Fall 2022	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of Deliverables

Meeting Date	Council	Desired Outcome
Oct 4, 2022	Student Success Council	Approval of Report
Oct 12, 2022	Classified Senate	Sharing of Report
Oct 13, 2022	Academic Senate	Sharing of Report
Nov 7, 2022	Executive Leadership Team	Sharing of Report
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd Reading – Recommendation to _____
		<input type="checkbox"/> 1 st Reading <input type="checkbox"/> 2 nd 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 Meeting Schedule:

PROJECT CHARTER

1st and 3rd Wednesdays, from 2:00PM to 3:30PM

- Wednesday, March 16, 2:00PM to 3:30PM
- Wednesday, April 6, 2:00PM to 3:30PM
- Wednesday, April 20, 2:00PM to 3:30PM
- Wednesday, May 4, 2:00PM to 3:30PM
- Wednesday, May 18, 2:00PM to 3:30PM
- Wednesday, September 7, 2:00PM to 3:30PM (DRAFT Report Review)
- Wednesday, September 21, 2:00PM to 3:30PM (Report Approval)

PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES

Role	Responsibilities
Project Leads	<ul style="list-style-type: none"> ▪ Prepares, leads, and follows up on meetings (see details of the Role of the Chair in the <i>ARC Governance Framework</i>) ▪ 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 <i>(may be one of the leads or a separate individual)</i>	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 <i>(optional)</i>	<ul style="list-style-type: none"> ▪ Provides expertise and assistance from an external (non-ARC) perspective
Executive Sponsor <i>(optional)</i>	<p>Large, high-impact projects only:</p> <ul style="list-style-type: none"> ▪ 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.

PROJECT CHARTER

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

- Sponsoring Council
 Project Team (including leads and members)
 Project Steward
 Academic Senate
 Associated Student Body
 Classified Senate
 PES
 Management beyond PES
 Instruction
 Student Services
 Administrative Services
 Specific departments or other entities:

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

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).

APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	Role at the College
Project Co- Lead	Frank Kobayashi	Vice President of Instruction (Initial Implementation Team Member)
Project Co-Lead	Jeff Stephenson	Vice President of Student Services (Initial Implementation Team Member)
Members	Alisa Shubb	Academic Senate President(Initial Implementation Team Member)

PROJECT CHARTER

	Kristen Farlow	Classified Senate President and HomeBase Staff
	Student	Associated Students
	Kim Queen	Counselor (Health Homebase Counselor)
	Reyna Moore	Counselor (Initial Implementation Team Member)
	Kathy Sorensen	Instructional Dean – HomeBase Tri Chair
	Adam Windham	Instructional Dean
	Jazzie Muganzo-Murphy	Student Services Dean – HomeBase Tri Chair
	Nisha Beckhorn	Student Services Dean – HomeBase Tri Chair
		Faculty or classified staff member with expertise serving Black/African American students
	Carmelita Palomares	Faculty or classified staff member with expertise serving Latinx/e students
		Faculty or classified staff member with expertise serving Native American students
		Faculty or classified staff member with expertise serving Asian American, Asian Pacific Islander students
		Faculty or classified staff member with expertise serving LGBTQIA+ students
	Jana Gonzalves	Faculty Liaison
	Teresa Urkofsky	Faculty Liaison
	Tim Reilly	HomeBase Staff
	Bill Simpson	Faculty Lead Clarify Program Paths
	Lisa Robert-Law	Faculty Clarify Program Paths

OTHER ROLES

Project Steward*	
External Consultant(s)	
Executive Sponsor <i>(high-impact projects only)</i>	

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

APPENDIX B: STUDENT PARTICIPATION

PROJECT CHARTER

The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

	Method	Description	Compensated?
<input type="checkbox"/>	ASB Appointment	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. This option is considered the standard method of representation.	Yes
<input type="checkbox"/>	Student Resource Panel	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
<input type="checkbox"/>	ASB Direct Involvement	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
<input type="checkbox"/>	Student Survey or Focus Group	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
<input type="checkbox"/>	Student Forum or Gallery Walk	Project holds a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in publicizing the date/time of the event to the student constituency.	No
<input type="checkbox"/>	Other (please specify intended methods)		

Please see the “Governance: Student Compensation” document for further details on the compensation structure.

August 11, 2020

To: Chancellor Brian King, Los Rios Community College District
From: Los Rios Black Faculty and Staff Association
Re: Institutional Racism and Anti-Blackness in Los Rios Community College District

In institutions of higher education, Black faculty, administrators, and classified professionals have unique organizational roles and responsibilities that extend beyond our job descriptions. We serve as mentors and role models to our peers and we are generationally obligated to the success of our Black students. In addition to teaching, coaching, counseling, guiding, and nurturing Black students, we must protect our students from systems, structures, practices and persons that threaten and oppress them and deprive them of opportunity. Black faculty, administrators and classified professionals are obligated to do all we can to create more equitable and just systems. Research affirms that black and brown bodies were never intended to succeed in America's institutions (Beach, 2011) and they, most certainly were never intended to rise to positions of strength and power in institutions of higher learning. As a matter of fact, institutions of higher education like our Los Rios Colleges, are part of the systemic and oppressive linchpin that makes disempowerment and disenfranchisement insidious, perpetual, and generational.

We, as Black faculty, administrators and classified professionals in the Los Rios Community College District, are committed to doing all we can, individually and collectively, to disrupt and dismantle processes, procedures, and policies that are anti-Black and racist. However, the principle obligation for unapologetically articulating a commitment to anti-black racism and instigating and institutionalizing systemwide transformative action on systemic and structural racism must emanate and begin with the District leadership.

In support of this collective responsibility, however, we have crafted specific equity-minded institutional interventions and investments, that, if adequately resourced and broadly implemented by the District and its colleges, will result in eliminating opportunity gaps for African Americans students and cultivating a more equity-minded, anti-racist institutional climate that supports the development and advancement of Black faculty, staff, administrators and students in the four campus District. In the spirit of institutional transformation, please see the following recommendations:

Professional Development -

- Develop a Board policy that creates mandatory and periodic District wide anti-racist, implicit bias and anti-Black racism trainings for all Los Rios Community College employees
- Develop a robust equity-minded professional development training program, facilitated by content area experts like Dr. Lasana Hotep, to reinforce the District's commitment to building employees' competency and proficiency in identifying anti-Black racist behavior and conduct including the expectation that employees' will disrupt the perpetuation of systemic inequities in the exercise of their individual duties and responsibilities
 - The groups subject to the training should include but not limited to: Executive leadership and the Board of Trustees, Instruction, Student Services,

Administrative and Classified Management, participatory Governance Council structures, and all collective bargaining groups.

- Development of an online training module focused on implicit bias, racial micro aggressions and other forms of racist behavior and conduct that operate within our respective work environments
 - Participation should be mandatory, periodic, assessable and require a passing score for certification similar to the Title IX training module
- We seek the same level of organizational commitment in the area of anti-racist and anti-Black racism trainings as the District has invested in the Interest Based Approach training for conflict resolution

Faculty Performance Evaluations –

- Modify the performance review evaluation criteria to include measures for both students and peer review teams to assess faculty competency in equity-minded instruction, culturally relevant pedagogy and curriculum design.
- During the performance review period, provide Equity Coaches for faculty whose course success rates show consistent equity gaps across courses for students of color.
- Work in partnership with the collective bargaining unit to modify the contract agreement to reduce the time between faculty performance reviews for faculty
- Work in partnership with the collective bargaining unit to modify the contract agreement to ensure students are able to evaluate each class every semester
- Reinforce our collective responsibility to document and respond to conduct by faculty who receive persistent and periodic student complaints within and outside of their performance review period
 - We expect that all institutional stakeholders involved in investigating students' complaints will take them seriously and conduct a thorough and equitable investigation free from implicit bias and from multiple perspectives

Staff/Management evaluations –

- Modify the management performance review evaluation criteria to include measurement of competency in their equity-minded instructional leadership, attentiveness to and support of their own and staff development of skills and strategies related to cultural competence, diversity and inclusion, and social justice in the exercise of their individual duties and responsibilities
- Modify the staff performance review evaluation criteria to include measurement of cultural competence, equity, and social justice in the exercise of their individual duties and responsibilities

Districtwide Anti-Discrimination & Other Forms of Student Complaints –

- Ensure all Equity Officers, at the campus and District levels, receive periodic professional development, specifically in the areas of implicit bias and anti-Black racism trainings, to enhance their skills and aptitude in identifying and addressing policies, practices and behaviors that unlawfully discriminate against students
- Conduct an internal audit of the duties and responsibilities of the Equity Officer, at the campus and District levels, to determine the degree to which the designee is empowered to make actionable recommendations for the remediation of discriminatory conduct by a faculty, staff and/or an administrator and the frequency in which they do so

- Create a new “Student Equity Advocate” position for each campus to provide confidential assistance, including but not limited to, serving as a resource to guide and support students claiming unlawful discriminatory conduct or unjust mistreatment by a faculty, staff and/or an administrator.
 - We expect that “retaliation against a person who files a complaint, refers a matter for investigation, participates in an investigation, or serves as an advocate for a complainant or respondent” will not be tolerated, and will be subject to the district's policies against retaliation
- Develop a centralized, transparent data-collection process and tool that tracks student grievances/complaints, suspensions and expulsions disaggregated by race/ethnicity.

Curriculum –

- Support and encourage the development and expansion of equity-minded content-area syllabi district-wide that includes culturally responsive content and pedagogies that are anti-racist.
- Reinforce the District’s expectation that all campuses engage in periodic review of curricula and pedagogy for the assurance of student success and the elimination of equity gaps

Policing –

- Adopt and support the implementation of the 10-point Campaign Zero Plan presented by the Los Rios Police Department at the Board Study Session on July 8, 2020.

Institutional Report Card –

- Develop an Equity Report Card, for all campuses, that publicly displays student success data by individual course level, disaggregated by race/ethnicity

Collective Bargaining Agreements/Board Policy –

- Examine labor agreements and Board policies to form consensus for creating equity both inside and outside the classroom.

Student Support –

- Provide adequate resources for the assurance of culturally appropriate mental health care for students of color experiencing issues related to racialized trauma
- Provide adequate resources for students of color experiencing any technological issues related to remote instruction.
- Provide adequate funding for the creation of Black Student Centers, and ensure the financial sustainability of Umoja, MESA, and A2MEND chapters on every Los Rios campus.
- Provide an onboarding program that identifies support and community resources to promote persistence and retention?
- Implement more effective midterm intervention programs, processes, and technology to identify and support struggling students.

Hiring practices -

- Conduct an audit of hiring practices and policies that are hindering the District from achieving equitable outcomes in hiring of African American candidates for administrative, teaching, and classified positions

- Evaluate the degree to which anti-black bias is prevalent in the screening and interview processes and ultimately, reflected in inequitable hiring decisions
- Revise the Faculty Development Internship Program (FDIP) to ensure that applicants that successfully complete the program and apply for a full-time or part-time position in the same discipline will be screened with all other applicants and candidates are selected to interview for the position

Administrative Practices –

- Perform an audit of all Los Rios District administrative practices and policies, including but not limited to campus contracts, vendors, and business partnership practices to ensure that they are representative, inclusive and decisions are made through an equity-minded lens

These courageous and transformative actions will require a sustained commitment and resolve to disrupting the perpetuation of systemic racial inequities that are pervasive throughout the Los Rios Community College District. This is a critical juncture in our nation's history and institutions of higher education, particularly minority serving institutions like ours, bare disproportionate responsibility in creating a more racially egalitarian, inclusive, and democratic society. It is incumbent upon us to become an anti-racist institution, working towards dismantling barriers to educational opportunity and social mobility for our Black and African American students. Ibram X. Kendi reminds us that we cannot be indifferent or dispassionate about dismantling racist ideas and practices within our organizations because "There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequity or equity between racial groups" (Kendi, 2019, pg. 18).

We want to express our sincere appreciation for the preliminary actions already taken by the Board of Trustees and the executive leadership team who have begun the process of critical self-reflection and interrogation of institutional practices and policies that have hindered the development and advancement of Black faculty, staff and students. Furthermore, we support Chancellor Oakley's Call to Action Plan including the principles articulated by the Black Lives Matter and Black Minds Matter leaders. We acknowledge that these changes will require our collective efforts and look forward to meeting with you to discuss next steps for the adoption and implementation of the proposed action steps to eliminate opportunity gaps and the cultivation of more equity-minded, anti-racist hiring, performance review, professional development and policing practices, policies and procedures. We eagerly await your response.

In Solidarity,

The Black Faculty and Staff Association of the Los Rios Community College District

cc: Los Rios Board of Trustees
cc: Los Rios College Presidents

enclosures: Campus DI Reports (or other similar documents)

March 15, 2022

To: Chancellor Brian King, Los Rios Community College District
From: Los Rios Black Faculty and Staff Association (BFSA)
Re: BFSA Concerns & Demands

The Black Faculty and Staff Association (BFSA) views racism, in all its forms, as a pandemic.

From this lens, the latest incident, the hate crime perpetrated against President Dixon, is one in a long list of racial assaults that have occurred with the district against Black employees. While some of the assaults have been subtle and covert (i.e., denying classified professionals opportunities to advance because of race), the harm and repercussions are no less alarming and stark.

Racism attacks a person's right to exist. It erodes feelings of self-worth and self-dignity. It minimizes a person's competence, contributions, and value. Equally important, racism erodes trust, sabotaging personal and workplace relationships and efforts to improve productivity, communication, and teamwork.

The demands listed below focus on three areas of immediate concern – safety, transparency, and leadership commitment.

Safety

Demand: That there be an independent investigation of the attack (i.e., hate crime) perpetrated against President Dixon, and that it includes an extensive investigation of racial incident and racism at each of the four Los Rios colleges, its centers, and the district office.

Demand: That specific mental health services be afforded to Black employees who self-report feelings of fear, anxiety, panic, and other conditions that warrant professional care.

Demand: That antiracism protocols be established to protect the physical, mental, and emotional health and well-being of Black employees. Such protocols should include, but not be limited to, extra sick or mental health days and the ability to work remotely when feeling threatened.

Transparency

Demand: That the name and photo of the person who launched the attacks against President Dixon be released to each college immediately.

Demand: That there be a real-time reporting system for racial incidents and hate crimes that are perpetuated at any Los Rios college, center, the district office, and other district location.

Demand: That a district-wide hotline be established to facilitate safe, confidential, and time-sensitive reporting of racial incidents and hate crimes.

March 15, 2022

To: Chancellor Brian King, Los Rios Community College District
From: Los Rios Black Faculty and Staff Association
Re: Concerns & Demands

Leadership Commitment

Demand: That the district require (i.e., make mandatory) antiracist professional development for all employees and that the instructors be BFSA-approved.

Demand: That the district require all supervisors and deans attend a BFSA-facilitated professional development workshop aimed at alleviating racial bias toward classified professionals and improving their ability to thrive within the district.

Demand: That there be a focused leadership review of and renewed commitment to the August 11, 2020, BFSA letter titled, Institutional Racism and Anti-Blackness in Los Rios Community College District

Demand: That there be a written acknowledgement of this letter upon receipt and that within seven days there be a response that includes a timeline that conveys urgency and importance for addressing each demand.

In Solidarity,

Debra J Crumpton

Debra Crumpton, Ph.D.

President, the LRCCD BFSA

Digitally signed by Debra J Crumpton
DN: cn=Debra J Crumpton, o=Sacramento City College,
ou=Business Department, email=crumprd@scc.losrios.edu, c=US
Date: 2022.03.15 13:55:05 -07'00'

cc: LRCCD Black Faculty & Staff

cc: Los Rios Board of Trustees

cc: Los Rios College Presidents

NAME OF COUNCIL/TEAM: Operations Council

Guests: Sara Smith, PRIDE Center Coordinator; Frank Kobayashi, VP Instruction.

OBJECTIVE OF MEETING: Review Updates for Safety, Operations/Facilities, IT, and Budget

DATE OF MEETING: 03/22/2022
TIME: 1:30pm

LOCATION/ROOM #: <https://us02web.zoom.us/j/82769031008?pwd=>
CALL-IN NUMBER: Meeting ID: 827 6903 1008
CALL-IN CODE: Passcode: 468548

FACILITATOR(S): Koue Vang, Matthew Blevis

ASSISTANT: Beth Madigan

INVITED GUEST(S): Frank Kobayashi, Sara Smith

SUPPORTING RESOURCES (ITEMS READ IN PREPARATION FOR AND/OR BROUGHT TO

Attached Files:
[Agora's Light I, II, III](#)

UPDATES AND BRIEF REPORTS

Topic

Person(s) Responsible

What are the current safety concerns and plans?

Chris Day

- Campus police arrested Jamie Barnes and is currently in jail and appears to be in good spirits. She and Jacob Knapp will be p
- Campus police has identified 17-year-old male suspect in the proceed with arrest warrant. Campus police hopes to have r
- Ramadan coming in April and campus police expects more c since the Sacramento area League of Associated Muslims wi

	<ul style="list-style-type: none"> • Graduation coming up in May; more info coming soon. • Other events include football camp, Parkinson's walk. • Campus police staffing numbers are still low district-wide and • There are plans for an active shooter training next fall.
What is the update on the college budget?	<p>Koue Vang</p> <ul style="list-style-type: none"> • HEERF funds extended until June 2023 • In December 3.5 million were allocated for capital projects; a ranked, and submitted to DO for approval. Once it's approved items.
What is the update on the COVID-19 process and protocols?	<p>Koue Vang</p> <ul style="list-style-type: none"> • IT has developed a new protocol process since mask changes
What is the status of the IT projects?	<p>Jeff Bucher</p> <ul style="list-style-type: none"> • New Help Desk district-wide service process/system to be used. Discussion about what it will be called/ new name. Some things "CRM." Jeff to confirm what it will be the official name. • VPNN project has been concentrated in Student Services (pr many faculty use VPNN and there are not enough stations for more information. These new docking stations are for people don't have to if they don't want to. • Commencement will be in the same the location. Ceremony
What is the status of the facilities projects?	<p>Cheryl Sears</p> <ul style="list-style-type: none"> • Cheryl shared attachments on the protocol when the statues on agenda. There was a process and competition when the art statues were (comprised of admin, faculty, and students) voted. Sarah from came about. • The OC committee members to review the documents Cheryl prepared to discuss this at the next meeting to make recommendations. • New track signage will be installed after graduation. • Drewski's food track pulled out and is no longer on campus.

	<ul style="list-style-type: none"> • Canteen still on campus. • Room reservations available to groups on campus to reserve <p>All of the old fashion water dispensers will be removed (with water bottle dispensers will be available. This was a DO/FM p people without a water bottle...more on this topic later.</p>
--	---

ACTION ITEMS:

Question	Person(s) Responsible

DISCUSSION ITEMS:

Question	Person(s) Responsible
How will the College respond to the ISER Core Inquiry regarding total cost of ownership?	<p>Frank Kobayashi</p> <p>Did quick recap on accreditation, ISER report, thanked committee requirements on CORE inquires available on college website. Spec Oct. 10 and this group will need to respond in writing by late September with new buildings. Cheryl Sears briefly responded to Frank's question this topic, especially as it pertains to Natomas.</p>
What are the recommendations to the nongendered and/or single-stall restrooms focus group?	<p>Cheryl Sears</p> <ul style="list-style-type: none"> • Cheryl provided quick overview on the topic on single-stall group will be established to select the new signs. Representatives appointed (students, classified, faculty and admin). There were Recommendations needed from AS on who will serve to represent with knowledge of issues/concerns of neutral-gender, trans,

ITEMS FOR FUTURE CONSIDERATION:

Topic

NA

OTHER INFORMATION:

District Budget Committee Notes

March 16, 2022

- [Minutes from December 15, 2021](#) were approved
- The committee discussed the bylaws, specifically in regards to the budget planning process. It is sometimes hard to distinguish between things that are pre-determined by formula versus where there is room for input.
- Carrie Bray discussed the state budget timeline
 - May—revise (COLA anticipated, maybe funding for adult education, funding for the common course numbering project)
 - July—categorical funds
 - September—finalizing adopted budget
 - December—present to the committee the Board of Trustees allocations
- Student Success Funding Formula—the state is considering “hold harmless” in perpetuity
- The next meeting is planned for May 2022.

**Los Rios Community College District
Budget Timeline and Allocation Processes
2021-22**

Key:	Following Fiscal Year (FY)	Current FY
------	----------------------------	------------

Month	Level of Control	For Fiscal Year	Activity	Notes	Additional Notes	District Budget Committee (DBC)
JANUARY	State	Following Fiscal Year (FY)	The budget process begins in January with the release of the Governor’s proposed budget for the upcoming year. The January proposal reflects the Governor's goals and objectives for the forthcoming year and highlights significant issues, policies, and initiatives of the Administration	January 2022 State budget process begins for fiscal year 2022-23	After initial budget proposed, other parties weigh in on the allocations, including the Department of Finance, Legislative Analyst’s Office, Board of Governors, Faculty Associate of Ca. Community Colleges, and other influential groups	Update of State budget presented to the District Budget Committee (DBC) by the Vice Chancellor, Finance & Admin. (VC)
JANUARY	Colleges	Current FY	Final college allocations received in December and Colleges use their process to allocate funds locally	Exact timing and process may vary by College. This allocation is from the 20% of the budget not allocated to the units.	Allocations include College Discretionary Funds (CDF), Program Development Fund (PDF), Lottery and State Instructional Equipment Fund (SIEF)	
MAY	State	Following FY	At the May Revise, the Governor updates his initial proposal to reflect changes in projected revenues as well as appropriations, which generally are the result of dialog and negotiations with the State’s legislative bodies following the January proposal	May 2022 State budget revision for fiscal year 2022-23		Update provided to DBC by VC
MAY/JUNE	Colleges	Following FY	Colleges allocate budget for next FY using estimates	Initial budget established at the College level (e.g. – CDF, lottery, SIEF, carry over)		

JUNE	State	Following FY	With the issuance of the May Revise, the legislature begins its final budget process which, by law, is to result in a budget by June 15 th for the Governor to sign by June 30 th	June 30, 2022 State budget for fiscal year 2022-23		
JUNE	District	Following FY	Tentative Budget developed and presented to Board of Trustees	Includes our base continuing budget - ongoing known expenses and revenues	Governor's May Revise is the basis for dollar amounts. The BOT is required by law to adopt a tentative budget for the upcoming fiscal year no later than July 1st	Includes updates provided to DBC at May meeting
JULY	Colleges	Following FY	Allocation of college categorical funds (fund 12)	Most grants and categorical funding are allocated at the college level		
SEPTEMBER	District	Current FY	Adopted Budget developed and presented to Board of Trustees (BOT)	Includes ongoing and new expenses and revenues as well as carryover amounts	Must be approved by the BOT before 9/15	Adopted Budget presented to DBC
DECEMBER	District	Current FY	Program Development Funds (PDF) allocated based on existing commitments, committee and Executive Staff requests, facility and LRPD needs. Allocations are presented to VPAs, District Budget Committee & Board of Trustees	20% of revenues from "bucket" concept allocated to college and districtwide efforts	This 20% of new revenues are used to fund increases in operational costs, including utilities, some new classified positions, new management positions charged to the unrestricted General Fund, increased costs for supplies and materials, as well as program improvement costs	PDF presented to DBC

Not shown above are budget revisions to the adopted budget, usually taken to the Board in January or February and June. These revisions are needed when the initial budget has been based on estimates and the actual expense or revenue is established through State allocations, or other sources.

Acronyms

CDF – College Discretionary Funds

College Discretionary Funds are allocated in support of operational costs at the colleges for instructional, student services and administrative activities. A formula consisting of a base allocation and four factors tied to operational needs of the colleges are used in the allocation. The four allocation factors are Average WSCH (Spring, summer, fall terms), Maintenance & Supplies (Total Square Footage (TSF)), Facility Utilization (Utilized Assigned Square Feet) and Staff Development (Authorized FTE).

The colleges allocate these funds using their internal processes. Allocation to the colleges for fiscal year 2021-22 was as follows:

College Discretionary Funds					
Allocation by College					
Fiscal Year 2021-22					
	ARC	CRC	FLC	SCC	Total
2021-22 Allocation	\$ 2,659,164	\$ 1,502,248	\$ 989,078	\$ 2,052,667	\$ 7,203,157
OTO Pandemic-related 25% reduction	(664,791)	(375,562)	(247,270)	(513,167)	(1,800,789)
Final 2021-22 Allocation	\$ 1,994,373	\$ 1,126,686	\$ 741,808	\$ 1,539,500	\$ 5,402,368

SIEF – State Instructional Equipment Funds

Instructional Equipment and Library Materials (SIEF&LM) – amounts allocated as Scheduled Maintenance/Scheduled Repairs (SMSR) and SIEF by the Governor in the State budget. The District Budget Committee reviews the allocation split of these funds.

SIEF funds are allocated to the Colleges and they in turn use their internal processes to allocate to the college. Allocation to the colleges for fiscal year 2021-22:

Los Rios Community College District
SIEF Allocation
Fiscal Year 2021-22

Description	ARC	CRC	FLC	SCC	Total
2020-21 Annual FTES	15,690.50	8,885.70	5,828.97	12,134.40	42,537.57
% of Total FTES	36.89%	20.89%	13.70%	28.53%	100.00%
SIEF Allocation	\$ 2,814,134.00	\$ 1,593,674.00	\$ 1,045,083.00	\$ 2,176,337.00	\$ 7,629,228.00

Allocation Methodology

Our “Bucket” Concept model identifies new sources of revenue received annually, including:

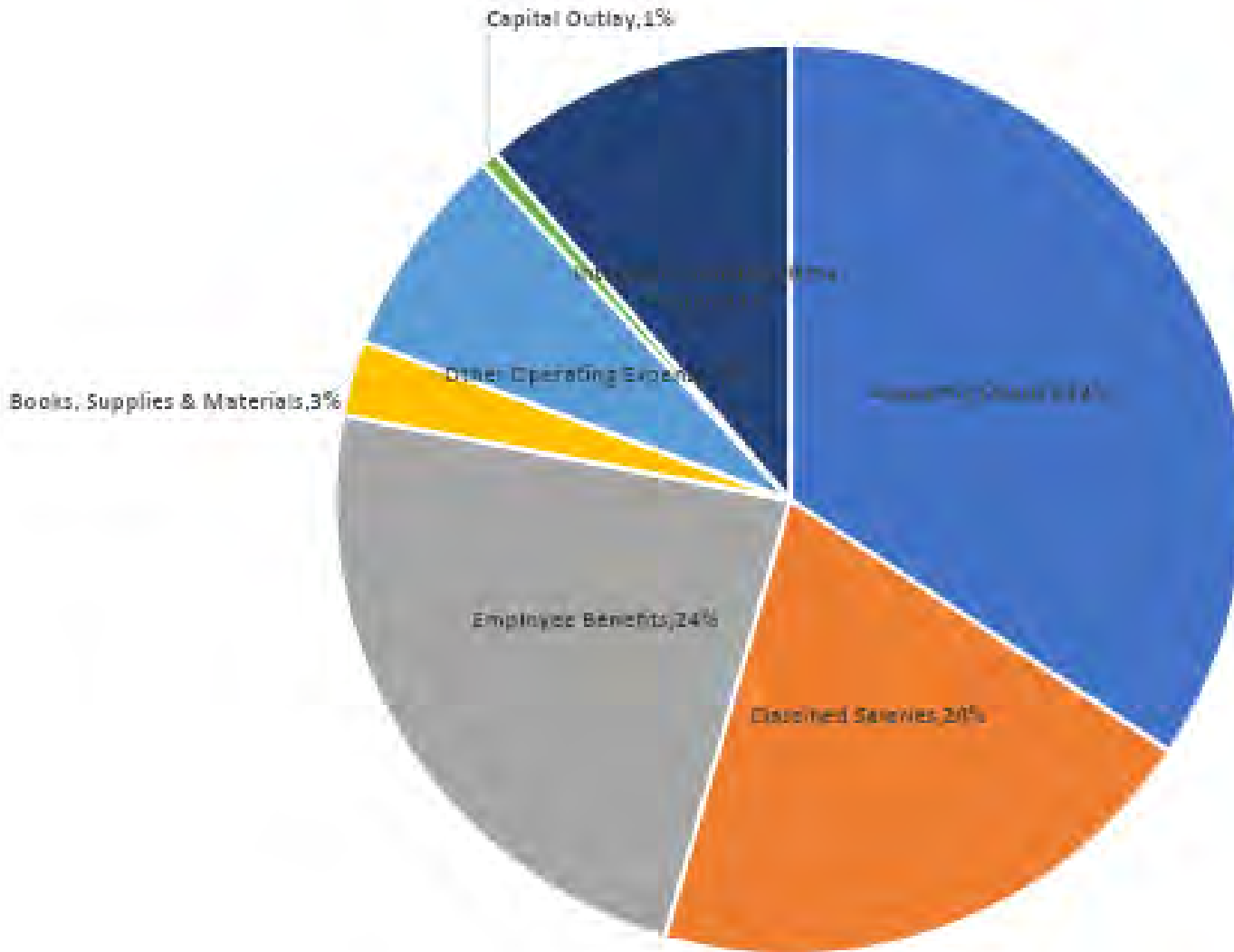
1. Growth funds;

2. Cost of living adjustments (COLA);
3. Other Program Based Funding revenues when appropriated;
4. Program improvement funds, including equalization dollars;
5. Lottery revenues;
6. Cost reductions and/or salary savings (decrements).

Eighty percent (80%) of these new funds are allocated to the respective collective bargaining units based upon a proportionate share. In Fiscal year 2020-21, the proportionate share for each bargaining unit was LRCFT – 62%, LRCEA – 20%, SEIU - 6%, LRSA – 3%, Confidential and Management - 9%. So, for example, LRCFT receives nearly 62% of 80% of the new revenues identified above, LRCEA receives 20%, etc.

While this methodology ensures equity in distribution of 80% of our resources, it limits the District's operating revenue on an annual basis to 20%. It also limits growth in the District's ending reserve.

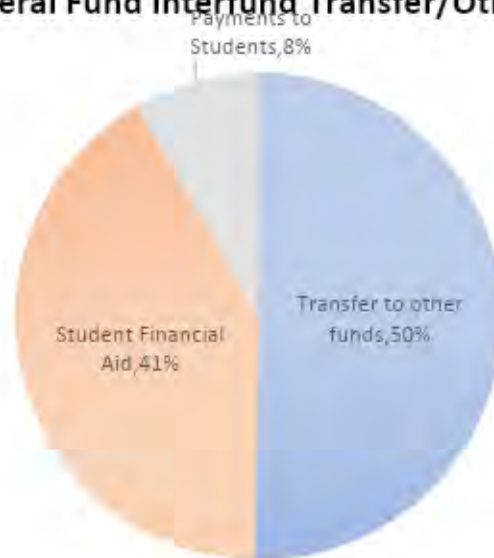
**2020-21 Actual Expenditures from the 2021-22 Adopted Budget Book
General Fund, restricted and unrestricted**



Academic and Classified Salaries and Employee Benefits equal 78% of the General Fund (unrestricted & restricted) budget.

**2020-21 Actual Expenditures
General Fund**

General Fund Interfund Transfer/Other Outgo



Fund 11, Unrestricted Expenditures



Fund 12, Restricted Expenditures



**Categorical Funds
Allocation Method
Fiscal Year 2021-22**

**HEERF Funding included in fiscal year 2021-22 revenue is \$156 million*

Restricted Revenue - Excluding HEERF Funding*

Policy on Distance Education and on Correspondence Education

June 2021

The Commission holds the same high expectations for quality, integrity, and effectiveness for distance education and correspondence education as in traditional modes of instruction. The Accreditation Standards require that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality and promoting equitable outcomes. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites. This policy reflects the federal regulatory requirements regarding distance education and correspondence education in accordance with the following definitions.

Definition of Distance Education (34 C.F.R. § 600.2.)

Distance Education means:

- (1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s)¹, either synchronously or asynchronously.
- (2) The technologies may include:
 - a) the internet;
 - b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - c) audioconferencing; or
 - d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).
- (3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.

¹ Per Accreditation Standard III.A.2, instructors are faculty whose qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution.

- (4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
 - a) Providing direct instruction;
 - b) Assessing or providing feedback on a student's coursework;
 - c) Providing information or responding to questions about the content of a course or competency;
 - d) Facilitating a group discussion regarding the content of a course or competency; or
 - e) Other instructional activities approved by the institution's or program's accrediting agency.
- (5) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
 - a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
 - b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Definition of Correspondence Education (34 C.F.R. § 602.3.)

Correspondence education means:

- (1) education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- (3) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.
- (4) correspondence education is not distance education.

Policy Elements

- Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission (Standard II.A.1).
- Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education (Standard II.A.2).

- Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education (Standard II.A.3).
- Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment (Standards I.B.2, I.B.5, II.A.7, II.A.16, III.C.3, III.C.4).
- Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education (*Policy on Substantive Change*).
- Institutions must have processes in place establishing that a student who registers in any course offered via distance education or correspondence is the same student who academically engages in the course or program.²
- The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.³

Adopted June 2001; Edited August 2004; Revised June 2005, January 2010, June 2011; Edited August 2012; Revised June 2021

--- end ---

² 34 C.F.R. § 602.17(g)

³ 34 C.F.R. § 602.17(h)

Do you have RSI?



That is, Regular and Substantive Interaction (RSI). You may also know this by the now-outdated term, Regular and Effective Contact. [ARC has set standards for RSI](#) in support of legal and accreditation requirements, and also in support of students!

Title 5, section 55204 (currently under revision), specifies that "**Any portion** of a course conducted through distance education" should include RSI.

The [Code of Federal Regulations](#)' definition of Distance Education includes a list of ways that RSI can be demonstrated in a course as well the necessary frequency of that interaction:

4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes **at least two of the following** -

- (i) Providing direct instruction;
- (ii) Assessing or providing feedback on a student's coursework;
- (iii) Providing information or responding to questions about the content of a course or competency;
- (iv) Facilitating a group discussion regarding the content of a course or competency; or
- (v) Other instructional activities approved by the institution's or program's accrediting agency.

(5) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency -

- (i) Providing the opportunity for substantive interactions with the student **on a predictable and scheduled basis** commensurate with the length of time and the amount of content in the course or competency; and
- (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Los Rios Community College District Academic Senate (DAS) By-Laws

Article 1: Organization of DAS Leadership

Article 2: Selection of DAS President

Article 3: Officer Terms

Article 4: Officer Removal

Article 5: DAS Member Replacement

Article 6: Duties of Officers

Article 7: Committees

Article 8: Powers and Responsibilities

Article 9: Operational Procedures

Article 10: Quorum

Article 11: Brown Act-Open Meeting Provisions

Article 12: Parliamentary Authority

Article 13: Amending and Adopting the By-Laws

Article 14: Ratification

Article 1: Organization of DAS Leadership

Section 1: The officers of the DAS shall include, but not be restricted to, a President and Secretary. The DAS [President and Secretary](#) ~~is-a~~ [are](#) non-voting members of the body. The officers of the DAS and college Academic Senate Presidents are 'on duty' for the full year, including during the summer and other times outside the regular academic calendar.

Article 2: Selection of DAS President

Section 1: The DAS President shall be selected by the officers of the local Academic Senate from the college whose turn it is to appoint the DAS President. The DAS President shall be a previous local Academic Senate President and shall continue to be involved with the DAS enough to understand the current issues of DAS. If the college Academic Senate whose turn it is in the rotation does not designate the appointment by April 1, then the position will rotate to the next college Academic Senate according to section 2.

Section 2: The Office of the DAS President shall rotate from college to college, starting with the least recent college to have completed a rotation. If a college cannot appoint an eligible candidate to serve as DAS President, the next eligible college will appoint the DAS President. If a sitting DAS President vacates the position during the first year, the Academic Senate of the same college shall appoint another DAS President. If that same college cannot offer a replacement, the next college in the rotation shall appoint a DAS President to serve the remainder of that year and then be eligible for its full two-year term. Under extreme or unforeseen circumstances, the DAS has the authority to determine which college is next in the rotation. [The determination shall be made by a majority vote of the voting members of the DAS present.](#)

Section 3: The DAS President cannot serve as a member of the executive board of the district bargaining unit while serving as DAS President.

[Section 4: The DAS President shall not be a voting member of the DAS. In the event of a tie vote among the voting members of the DAS present, the motion fails.](#)

[Section 4: The DAS President shall not vote unless all of the following obtain:](#)

- [a. the President is among the voting membership of DAS specified in Article 3, Section 2 of the DAS Constitution \(i.e., one of the local academic senate officers\);](#)
- [b. the President has no direct pecuniary interest in the question at issue;](#)
- [c. either voting is by ballot, or the President's vote would cause the motion to carry or fail.](#)

The DAS President's vote would cause a motion to fail in accord with the final condition (c) if either of the following obtains:

- a. in a non-ballot vote that requires a majority vote to carry, before the President has cast a vote, all other voting members present have either cast their votes or abstained, there is one more vote in the affirmative than in the negative, and the President's vote would be in the negative.
- b. in a non-ballot vote that requires a two-thirds vote to carry, before the President has cast a vote, all other voting members present have either cast their votes or abstained, an additional vote in the negative would cause the two-thirds threshold not to be met, and the President's vote would be in the negative.

The DAS President's vote would cause a motion to carry in accord with the final condition (c) if either of the following obtains:

- a. in a non-ballot vote that requires a majority vote to carry, before the President has cast a vote, all other voting members present have either cast their votes or abstained, the number of votes in the affirmative is equal to the number of those in the negative, and the President's vote would be in the affirmative.
- b. in a non-ballot vote that requires a two-thirds vote to carry, before the President has cast a vote, all other voting members present have either cast their votes or abstained, an additional vote in the affirmative would cause the two-thirds threshold to be met, and the President's vote would be in the affirmative.

Section 4 5: The incoming DAS President shall appoint the Secretary with approval from the DAS: obtained by a majority vote of the voting members of the DAS present.

Article 3: Officer Terms

Section 1: The DAS President shall serve a two-year term, beginning after the last regularly scheduled DAS meeting in the spring. The second year of the President's term is subject to confirmation by the majority vote of the voting members of the DAS present. The confirmation vote will occur in April of the first year of a President's term. If the President is not confirmed, the officers of the college Academic Senate in the current rotation will select a replacement. If the college is not able to appoint another DAS President, the next college in the rotation according to ~~Article V, Section 3~~ Article 2, Section 2 shall appoint a DAS President. A college's term in the rotation is considered complete when its appointed DAS President serves a minimum of one year.

Section 2: If the sitting President is not confirmed to serve a second year as outlined in Article 3, Section 1, the Secretary and any other ex-officio members of the DAS will continue to serve until the next regular change of officers.

Article 4. Officer Removal

Section 1: A sitting DAS President may be removed from office by formal resolution approved by two thirds of the [voting members of](#) DAS [present](#). Should the position be vacated by this method, a currently seated past president or president will become acting DAS President for up to thirty calendar days. The college which provided the removed DAS President will appoint a permanent replacement within thirty days. The new DAS President will serve the remainder of the college's existing two-year term. If the college is not able to appoint a different DAS President, the next college in the rotation shall appoint someone to serve the remainder of that year and then be eligible for its full two-year term. Under extreme or unforeseen circumstances, the DAS has the authority to determine which college is next in the rotation. [The determination shall be made by a majority vote of the voting members of the DAS present.](#)

Article 5. DAS Member Replacement

Section 1: In the event that a college DAS representative resigns or is unable to attend meetings regularly, the Academic Senate President from the affected college may name a designee to serve from the college. [In the event that a DAS representative assumes the role of DAS President midway through an academic year due to DAS President removal per Article 4, Section 1 or resignation, the Academic Senate President from the affected college may name a designee to serve as a voting member from the college.](#)

Article 6: Duties of Officers

Section 1: DAS President shall:

- be responsible for all the DAS meeting arrangements
- chair all DAS meetings
- lead the formation of the DAS's agenda and distribute the agenda to all members and interested parties at least 72 hours in advance of the meeting
- attend all LRCCD Board of Trustee meetings and any other meetings at the direction of the DAS
- report the DAS resolutions to the LRCCD Board of Trustees and the LRCCD Chancellor
- chair the District Budget Committee or appoint a designee
- make appointments to all district committees, work groups, task forces, etc.
- serve as official contact and voting delegate to the Academic Senate for California Community Colleges (ASCCC)
- perform any and all reasonable duties as directed by ~~consensus of~~ the DAS
- in consultation with the college academic senate presidents, be responsible for all communication and other duties that are the responsibility of the DAS in

periods of time when the faculty, as a whole, and the Academic Senates of each college are not normally in session

The DAS President may appoint a designee from the DAS to temporarily perform DAS President duties such as preside over a DAS meeting.

Section 2: The DAS Secretary shall:

- keep the minutes of DAS meetings and manages website updates
- perform other duties as assigned

Article 7: Committees

Section 1: The DAS may establish committees and may define and limit the powers and duties of these committees. The District Curriculum Coordinating Committee (DCCC) and the District Equity and Student [Services Success](#) Committee (DESSC) are two committees that have been designated by the Board of Trustees to be Senate-led committees. The Chairperson for each of these committees will be a faculty member appointed by the DAS from the faculty serving on the committee and will serve as a non-voting, ex-officio member of the DAS. Similarly, the faculty co-chair of the District Educational Technology Committee ([DETC](#)), appointed by the DAS, shall serve as a non-voting, ex-officio member of DAS.

Section 2: DAS may also appoint short term groups-subcommittees, work groups, ad hoc groups, task groups, etc. The scope and timeframe of these groups will be limited and defined upon creation.

Section 3: In consultation with the college Academic Senate Presidents, the DAS President makes all DAS appointments to LRCCD committees, subcommittees, work groups, ad hoc groups, task groups, etc. Wherever possible, the DAS President will balance college Academic Senate representation on district committees or task forces.

Article 8: Powers and Responsibilities

Section 1: The DAS is recognized by the Board of Trustees as the body with which it will consult collegially when adopting policies and procedures on academic and professional matters. (California Education Code [70902](#); [California Government Code](#) 3540; Title 5, section 53200 of the California Code of Regulations)

Section 2: The DAS may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, the DAS is recognized as a partner in developing the policies and regulations of participatory governance for the District.

Section 3: The DAS may accept any powers and responsibilities delegated to it by resolution from one college and supported by at least one other of the college Academic Senates.

Section 4: The DAS President and each college Academic Senate President shall have a recognized chair at all scheduled agenda meetings of the LRCCD Board of Trustees and shall be empowered to speak to the items under consideration.

Section 5: The Academic Senate of a college within the LRCCD may present views and recommendations to the Chancellor for inclusion in the Board of Trustees agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations. (Title 5, section 53200 of the California Code of Regulations)

Section 6: Upon request of the DAS, and subject to the limitations of the "Brown Act," the board shall meet and confer with representatives of the DAS either as: (1) a full Board of Trustees; or (2) through designated Board of Trustees members; or (3) through designated administrative officers.

Section 7: Responding to Section 53200 of Title 5 of the California Code of Regulations, the DAS herein affirms its intent to exercise a full partnership role in the participatory governance of the Los Rios Community College District. Therefore, the chair of the LRCCD Senate-led committees are ex-officio members of the DAS as designated in Article ~~7~~, section ~~40~~ 1.

Article 9: Operational Procedures

Section 1: The DAS consists of representatives from the Academic Senates of the colleges, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates should expect equality in the deliberative process, and through the DAS be heard as one voice.

Section 2: The DAS may also speak by written resolution. Draft resolutions must be listed on the agenda in order to be discussed. A First Reading is required for discussion and editing purposes, but no vote shall be taken. Action on the resolution may take place at a Second Reading, which may come no sooner than the next regular meeting of the DAS. Action may include Acceptance, Rejection or Revision of the resolution. Revision during a Second Reading shall not force a delay of a vote for acceptance or rejection to a later date unless the revision substantially changes the content and intent of the resolution.

Section 3: The DAS will take up an academic and professional matter as an issue affecting all colleges and faculty, any issue that affects two or more of the colleges.

College Academic Senate Presidents may request inclusion of an item on the DAS agenda by forwarding the issue to the DAS President in advance of a meeting, but within a timeframe to comply with the timely and orderly publication of the agenda per Brown Act.

Section 4: No person should be interpreted as speaking for the DAS unless so designated by the DAS.

Section 5: When a motion requires a majority vote, the motion shall fail (i.e., not be adopted) unless, when the outcome is announced, more than half of the votes cast by voting members present are in the affirmative. When a motion requires a two-thirds vote, the motion shall fail unless, when the outcome is announced, at least two thirds of the votes cast by voting members present are in the affirmative. A tie vote occurs only if, when the outcome is announced, the number of votes cast in the negative by voting members present is equal to the number of those cast in the affirmative. The DAS President may cast a vote in accord with Section 4 of Article 2 to force or block a tie vote. A motion shall fail in the event of a tie vote. No voting member shall cast more than one vote on any given motion.

Section 5: For some DAS actions, the DAS Bylaws or Constitution specifies that a majority vote or a two-thirds vote is required. For all other actions, DAS shall use consensus decision-making, a decision-making process in which "general agreement" is sought by actively soliciting and incorporating the input of voting members in order to address and eliminate dissent. "General agreement" is defined as unanimity minus a number of allowed dissenters (e.g., zero, one, two, or whatever). For DAS, the number of allowed dissenters is four. If general agreement (i.e., unanimity minus four dissenters, the agreement of at least 12 of the 16 local Academic Senate Officers) in support of a proposal is achieved, the proposal is accepted; if it cannot be achieved, the proposal is rejected.

Article 10: Quorum

Section 1: A quorum shall be defined as nine (9) members of the DAS with at least one (1) member participating from each constituent college Academic Senate. The requirement for each college Academic Senate to be represented can be waived if the DAS President is notified by a member of an Academic Senate's executive team of non-participation in advance of the meeting; however, a minimum of three Academic Senates is always required.

Article 11: Brown Act-Open Meeting Provisions

Section 1: The agendas for all DAS meetings must be publicly posted at least 72 hours before a regular meeting. The agenda must contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 2: No action shall be taken on any item not appearing on the posted agenda. No action shall be taken on any item upon a first reading.

Section 3: Meetings of the DAS are to be open to the public.

Section 4: The DAS shall regularly meet on the first and third Tuesdays of each month in the academic calendar year, but not required to meet in June, July or August.

Section 5: The DAS President may call special meetings, with the ~~consensus of the~~ [agreement of at least three of the](#) four college Academic Senate Presidents, or by a majority of the voting members of the DAS [present](#) at a regular meeting. Any special meeting is subject to the provisions of Section 1-4 of this Article.

Section 6: The DAS meetings may be canceled under special circumstances. Cancellations must be made public 48 hours before the scheduled meeting time.

Article 12: Parliamentary Authority

Section 1: The current edition of Robert's Rules of Order, Newly Revised, shall govern the DAS in all cases to which they are applicable and in which they are not inconsistent with these by-laws, the constitution, and any special rules of order the DAS may adopt.

Article 13: Amending and Adopting the By-laws

Section 1: These articles may be amended by introduction of a formal motion followed by a subsequent two-thirds vote of the [voting](#) members of the DAS present. The formal motion for change and the final vote shall not take place at the same DAS meeting.

Section 2: Changes to the DAS By-laws shall become effective when approved by a two-thirds vote of the [voting](#) members of the DAS [present](#). Approved changes shall routinely be reported to the constituent college Academic Senates.

Article 14: Ratification

This document was first approved by the DAS on November 16, 2021.