# District Academic Senate (DAS) Meeting

**Tuesday, September 20, 2022**

**3:00 -5:00 pm**

<https://lrccd.zoom.us/j/84695861936?pwd=alhnSjMwTTAyRndOL1J0aTZNNHNSdz09>

Meeting ID: 846 9586 1936

Passcode: LosRios

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Campus | Role | Present |
| Alisa Shubb | ARC | District Academic Senate President | x |
| David McCusker | ARC | District Academic Senate Secretary | x |
| Carina Hoffpauir | ARC | Academic Senate President | x |
| Brian Knirk | ARC | Academic Senate Vice President | x |
| Veronica Lopez | ARC | Academic Senate Secretary | x |
| Alisa Shubb | ARC | Academic Senate Past President | x |
| Scott Crosier | CRC | Academic Senate President | x |
| Lisa-Marie Mederos | CRC | Academic Senate Vice President | x |
| Jacob Velasquez | CRC | Academic Senate Secretary | x |
| Greg Beyrer | CRC | Academic Senate Past-President | x |
| Eric Wada | FLC | Academic Senate President | x |
| Danielle Beck | FLC | Academic Senate Vice President | x |
| Lisa Danner | FLC | Academic Senate Secretary | x |
| Paula Cardwell | FLC | Academic Senate Past President | x |
| Dawna DiMartini | SCC | Academic Senate President | x |
| Sandra Guzman | SCC | Academic Senate Vice President | x |
| Amy Strimling | SCC | Academic Senate Secretary | x |
| Lori Petite | SCC | Academic Senate Past President | x |
| Bill Simpson | ARC | District Curriculum Coordinating Committee (DCCC) | x |
| Morgan Murphy | FLC | District Educational Technology Committee (DETC) | x |
| Ea Edwards | CRC | District Equity & Student Services Committee (DESSC) | x |
| Jason Newman | CRC | Los Rios Colleges Federation of Teachers (LRCFT) | x |
| Kandace Knudson | SCC | Instructional Accessibility Committee | x |
| Georgine Hodgkinson  Kalinda Jones | CRC  FLC | Prison Reentry Education Program Committee (PREPC) | x |
| Tamara Cheshire  Keith Heningburg | FLC  SCC | Ethnic Studies Faculty Council | x  x |

## Preliminaries

1. Welcome / Call to order

2. [Land Acknowledgement](#bookmark=id.d4wym91kndxi)

3. Approval of Agenda - Approved

4. Approval of Minutes - Approved

5. Introduction of Guests - Sean O’Neil, Martee Squire, Hilary Mroczka

6. **Public Comment Period** (up to 3 minutes per speaker)

No public comments made.

7. DAS President’s Report

Informed that there are no allocations for faculty hiring this year. Does not necessarily mean that we will not hire any faculty, but faculty hiring may be limited to nurses, hires necessary for accreditation, and hires necessary for the viability of a program.

* Question as to whether we can get something in writing from the district clarifying under what circumstances faculty hires will be considered, including information on who determines if a hire is necessary to keep a program viable.
* Question as to how hiring needs will be prioritized.
* Discussion as to whether or not local senates will still do faculty prioritization. A benefit could be having the argument for having a hire necessary for program viability open and transparent. A con could be the possibility of creating false hope for hires that may not take place.

Update on faculty and student contact if contact tracer determines students must be informed of possible exposure. Faculty will not be responsible for contacting students.

Native American Graves Repatriation Act - ARC is going through a process of returning cultural items to local tribes. A [draft survey](#draft_survey) has been created to help determine what items may need to be returned from individual campuses.

## Consent Items

(Any member of the DAS may request an item be removed for further discussion and separate action.)

1. Adoption of Findings Related to Public Meetings Pursuant to AB 361: “the state of emergency continues to directly impact the ability of members to meet safely in person.”

Approved by consent.

## Decisions (10-15 minutes per item)

1. [Class size task force charter](#Class_size) (first reading)

Resolution asked for a standing body. District did not support a standing body, but does support creation of a task force. Task force will be doing the work the standing body would have done, developing recommendations for how optimal class sizes will be determined.

Feedback was shared that there was an interest in seeing language in the charter discussing who would be responsible for implementing the recommendations the task force creates.

Comment that there has never been clarity on where decisions regarding class sizes are made.   Response that charter could recommend a process on how/where those decisions are made.

Suggestion that the task force could attempt to get clarity on how these decisions are currently made. Response that this will be added to the charter.

## Reports (5 minutes per report + 5 minutes for questions)

1. Dual Enrollment Proposed Regulation changes *(Sonia Ortiz-Mercado,* *Sean O'Neil, Jason Ralphs)* time certain 3:30pm

[Current Los Rios Advanced Education Regulations](https://losrios.edu/shared/doc/board/regulations/R-2212.pdf)

[Current Los Rios Dual Enrollment Regulations](https://losrios.edu/shared/doc/board/regulations/R-2218.pdf)

[Proposed Special Admit Students and Dual Enrollment Regulation](https://drive.google.com/file/d/1w-DcaeALpYoH8EuqT8lJLCOc9E8rwyYt/view)

[Slide Presentation](https://docs.google.com/presentation/d/1If1QXFmY6kO1c32v_fuE59lR2OY3X94IpCSvgDtgagk/edit?usp=sharing)

Los Rios dual enrollment regulation changes necessary to comply with Cal Ed Code and Title 5.

Goal is to utilize best practices to remove barriers, expand equitable access, to support students and to improve the student experience.

Feedback on proposed regulations welcomed.

Los Rios working on establishing MOUs with k-12 schools to improve access to courses.

1. Sabbatical leave application language alignment with LRCFT contract

AB Leave Committees currently employ forms asking, “Have you completed a sequence of seven full years of service with the District? Yes No.” This is not supported by the contract. The contract states, “Any tenured faculty member is eligible for a Type A Leave. In addition, there must be seven (7) years of satisfactory service between Type A Leaves granted to one (1) individual."

Proposed revision:

1. Are you a tenured faculty member (yes/no)
2. Have you been granted a prior Type A Leave (yes/no)

If yes, have you completed seven (7) years of satisfactory service since your prior Type A Leave? (yes/no)

Request that this be shared with individual college AB leave committees and see if they agree this change.

## Discussions (10-15 minutes per item)

1. Proof of vaccination for students entering Los Rios libraries

Current practice at the ARC Library is to check vaccination status before students can enter the building. CRC also does this. SCC and FLC do not. ARC Librarians shared this at a Board of Trustees meeting and also shared, that admin stated that they have no choice because of the board’s vaccination mandate. Board of Trustees stated that how the mandate is implemented is up to administrators at colleges.

Comment that this is frustrating to students because areas on campus have different policies. Some buildings can be entered without a vaccination check, others require a check.

Question as to why we are not getting directives on how to implement this policy from health center directors.

Interest expressed in discovering who is responsible for making decisions on how the mandate is implemented. DAS President will attempt to discover where the decision is being made.

1. DAS Voting, Constitution, & Bylaws

[2021-22 Draft DAS Bylaws](https://docs.google.com/document/d/1zmSRPxRGymCP1rIe9t3tVLzcd0BB0OHGuGYEASxGPgo/edit?usp=sharing)

It was noted that membership was described vaguely in bylaws. Suggested that bylaws should make clear when the word members is used, is it voting members only or nonvoting members as well. It should be clarified, for quorum, how many voting members must be present. Bylaws should make the role of nonmembers clear. Also need to clarify whether DAS president is a voting member, or under what circumstances the DAS President may vote.

Suggestion that we might take this on in small pieces in each meeting.

1. Student-centered schedule language

Interest expressed in taking on this topic with chancellor and deputy chancellor. Limited interest in this topic expressed by district. District shared screenshots of what students see in the schedule and in eservices for classes with different modalities.

Suggestion that if we want to take on this topic, we need to take it to our students and get their input. Significant interest expressed in getting student feedback. Suggestion that we engage our student senates.

Concern expressed that if we are putting options in front of students, we need to make sure that the options are possible in PeopleSoft.

Please contact the DAS President if you can volunteer to help work on a survey for students.

1. Draft District Strategic Planning Process

Feedback desired on District’s [Draft Strategic Planning Process](#bookmark=id.ms387p2v7eg4).

## Concern raised that data that chancellor’s cabinet stated would be shared is not readily available. Concern that goals and data should be presented together. Concerns raised about the adequacy of the data provided.

Feedback can be provided [here](https://docs.google.com/document/d/1jgPQcMwSViPNmShrRLYktgLxp_o5J6_7/edit?usp=sharing&ouid=105543737585314241560&rtpof=true&sd=true).

## Items from Colleges for District Academic Senate Consideration

Shared that there was a request at ARC’s senate that senate consider a resolution asking LRCFT to negotiate for faculty to be able to teach up to 100% in Online or other Distance Ed modes.

Noted that at this point we don’t know how many sabbatical leaves we have.

Concern shared from faculty that Canvas Studio license is expiring soon.

## Upcoming Meetings / Events

* District Academic Senate: Tuesday, Sept 21st 3-5pm
* [LRCCD Board of Trustees](https://losrios.edu/about-los-rios/board-of-trustees) Meeting: Wednesday, Sept 14th 5:30pm
* ASCCC Area A Meeting: Friday Oct 14th
* [ASCCC events](https://asccc.org/calendar/list/events)-events and institutes are listed on the website

## Land Acknowledgements

[ARC Indigenous Land Statement](https://arc.losrios.edu/student-resources/native-american-resource-center#:~:text=We%20acknowledge%20the%20land%20which,Maidu%2C%20and%20Miwok%20tribal%20nations.&text=Despite%20centuries%20of%20genocide%20and,both%20Federally%20recognized%20and%20unrecognized.)

“We acknowledge the land which we occupy today as the traditional home of the Maidu and Miwok tribal nations. These sovereign people have been the caretakers of this land since time immemorial. Despite centuries of genocide and occupation, the Maidu and Miwok continue as vibrant and resilient Federally recognized tribes and bands. We take this opportunity to acknowledge the generations that have gone before as well as the present-day Maidu and Miwok people.”

[CRC Land Acknowledgement](https://crc.losrios.edu/about-us/our-values/equity-and-diversity/land-acknowledgment)

“We pause to acknowledge that Cosumnes River College sits on the land of Miwok and Nisenan people. We remember their continued connection to this region and give thanks to them. We offer our respect to their Elders and to all Miwok and Nisenan people of the past and present.”

[FLC Land Acknowledgement](https://flc.losrios.edu/about-us/our-values)

“We respectfully acknowledge the land currently occupied by Folsom Lake College as the traditional home of the sovereign Nisenan, Maidu and Miwok peoples who have a unique and enduring relationship stewarding this land since time immemorial. Despite colonization, occupation and genocide, the Nisenan, Maidu and Miwok people continue and thrive in their resilience and self-determination. We celebrate and recognize our Nisenan, Maidu and Miwok tribal neighbors and honor their sustained existence.”

[SCC Land Acknowledgement](https://scc.losrios.edu/student-resources/native-american-student-success/land-acknowledgement)

“We acknowledge the land currently occupied by Sacramento City College as the traditional home of the Maidu, Miwok and Nisenan people. These sovereign people have been caretakers of the area since time immemorial. Despite centuries of genocide and occupation, the Maidu, Miwok and Nisenan people continue as vibrant and resilient federally recognized and unrecognized tribes, bands, and rancherias. Today, we honor and recognize our Maidu, Miwok and Nisenan tribal neighbors for their contributions as the caretakers of the Sacramento Valley and honor their sustained existence. It is with their blessing and continued guidance that Sacramento City College seeks to provide an accessible, equitable, and supportive institution of learning and experience.”

**Supplemental Materials**

**Draft Survey Letter**

American River College seeks your assistance in compiling a comprehensive inventory of certain items and collections that are or may be under the control of the College. At this time, our primary focus is on Native American human remains (hereafter referred to as individuals[[1]](#footnote-1)) and cultural items, but we would also like to know about all collections.

We hope that this survey will be seen as a community-wide social justice undertaking. It is an opportunity for us to reevaluate our institutional holdings through modern lenses of equity and respect, and align them with our values of social justice.

There are also issues of legal compliance. For the College to fulfill its obligations under the Native American Graves Protection and Repatriation Act (NAGPRA), the California Native American Graves Protection and Repatriation Act (CalNAGPRA), and other laws, we must understand the full scope of collections housed at the College.

Please work with your faculty and/or staff to complete and return the attached questionnaire **no later than *[DATE].*** Take time to review all offices, classrooms, workspaces, labs, storage areas, closets, cabinets, and other areas under your supervision. Also, please try to determine if any items or collections are housed elsewhere (e.g., loans, samples sent for testing, educational kits). The survey is framed in a way that we hope will help you think broadly about the types of items that may be under your supervision. If you are unsure how best to report individuals or cultural items, please use the final section of the questionnaire.

Please email ***[Contact, email]*** **no later than *[DATE]*** to submit the survey and report items or collections located in your area or to request additional time for review. Completion of the survey is required even if you do not locate any individuals or cultural items in your facilities.

If you have concerns, there are mechanisms to anonymously report your findings. You may reach out directly to the Equity Response Team.

If you have questions, please contact ***[contact]***.

Thank you,

Contact information for person who conducted and submitted the survey

|  |  |
| --- | --- |
| Submitter’s Name: |  |
| Title: |  |
| Department: |  |
| Phone number: |  |
| Email: |  |
| Date submitted: |  |

|  |  |
| --- | --- |
| Please list all buildings, rooms, areas, and records included in this response. |  |
| Are there any rooms, areas, or records that you were unable to access that should be examined? If so, please list them. |  |
| Are you aware of items or collections that are housed elsewhere (e.g., loans, samples sent for testing, educational kits)? |  |
| Are there any individuals who may hold institutional memory about collections? If so, please provide names and contact information if available to you. |  |

*On the following pages, please indicate your findings, and add as much descriptive information as possible. If associated documentation, including catalogs, inventories, databases, or item lists are available, please include that information in your response.*

*If individuals or cultural items are identified, please, do not move or photograph them, and immediately contact* ***[Contact]*** *at* ***[Contact info]****.*

**Archaeological material**

*Add additional rows as necessary*

|  |  |  |
| --- | --- | --- |
| Country and Community of origin | Describe (e.g., ceramic sherds, lithics, unknown cultural items, unprocessed faunal material, DNA or tissue samples, individuals[[2]](#footnote-2)) | Current Location and Additional information |
|  |  |  |
|  |  |  |
|  |  |  |

**Ethnographic material**

*Add additional rows as necessary*

|  |  |  |
| --- | --- | --- |
| Country and Community of origin | Describe (e.g., gourd rattle, baskets) | Current Location and Additional information |
|  |  |  |
|  |  |  |
|  |  |  |

**Biological material**

*Is there skeletal material or teeth?*

*Add additional rows as necessary*

|  |  |  |  |
| --- | --- | --- | --- |
| Country and community of origin | Human or non-human | Samples taken for testing? | Current Location and Additional information |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*Are there wet specimens, taxidermy specimens, skins, hides, cells, or tissue?*

*Add additional rows as necessary*

|  |  |  |  |
| --- | --- | --- | --- |
| Country and community of origin | Human or non-human | Samples taken for testing? | Current Location and Additional information |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Replicas**

*Are there any replicas (e.g., molds, casts, 3D printed items)? Please indicate if any are replicas of individuals.*

*Add additional rows as necessary*

|  |  |  |
| --- | --- | --- |
| Country and Community of Origin | Describe | Current Location |
|  |  |  |
|  |  |  |
|  |  |  |

**Geological material**

*If any were modified by humans (e.g., stone tools, petroglyphs, pictographs) please include that information.*

*Add additional rows as necessary*

|  |  |  |
| --- | --- | --- |
| Country and Community of Origin | Describe | Current Location |
|  |  |  |
|  |  |  |
|  |  |  |

**Paleontological material**

*Are there any remains of individuals (e.g., bones, teeth)?*

*Add additional rows as necessary*

|  |  |  |
| --- | --- | --- |
| Country and Community of Origin | Describe | Current Location |
|  |  |  |
|  |  |  |
|  |  |  |

**Archival material**

*Is there archival material associated with an indigenous community (e.g., audio or video recordings of songs and stories, ledgers, photographs)?*

*Add additional rows as necessary*

|  |  |  |
| --- | --- | --- |
| Country and Community of Origin | Describe | Current Location |
|  |  |  |
|  |  |  |
|  |  |  |

**Historical material**

*Is there historical material associated with an indigenous community?*

*Add additional rows as necessary*

|  |  |  |
| --- | --- | --- |
| Country and Community of Origin | Describe | Current Location |
|  |  |  |
|  |  |  |
|  |  |  |

**Other individuals, items, or collections**

*If none of the above categories accurately describe items in your care, or you aren’t sure how to categorize something, please describe them below.*

*Add additional rows as necessary.*

|  |  |  |
| --- | --- | --- |
| Country and Community of Origin | Describe | Current Location |
|  |  |  |
|  |  |  |
|  |  |  |

**No individuals, items, or collections found**

*If no individuals, items, or collections were identified, please indicate that below.*

|  |
| --- |
|  |

**If you located any individuals, items, or collections, your next steps should be:**

1. Do not disturb them more than necessary
2. Notify your Division Dean and the NAGPRA Team (**EMAIL**) by email immediately.
3. The NAGPRA Team and your Division Dean will work with you to assess the situation and determine the appropriate next steps.

**Class Size Task Force Charter**

**Project Team: Class Size Recommendations**

**Project Type:  Task Group**

**Project Duration:  2022-23**

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

California Education Code § 70902 (B) (7) grants to academic senates the “primary responsibility for making recommendations in the area of curriculum and academic standards.”  Because class size can clearly impact instruction, and appropriate course enrollment maximums are an essential aspect of guaranteeing the quality of instructional programs, class sizes are a curricular and academic matter and thus fall under the purview of the academic senate.  (“Setting Course Enrollment Maximums: Process, Roles, and Principles.” ASCCC)

In 2020, the Los Rios District Academic Senate passed the following resolution:

*Whereas, the District Academic Senate (DAS) is committed to all the colleges becoming more equitable institutions, and equitable education requires building relationships with students and providing individualized learning experiences to meet diverse needs; and*

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

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

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

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

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

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

In 2021, the DAS and  LRCFT Presidents, College Vice Presidents of Instruction, and LRCCD Deputy Chancellor met to discuss steps towards meeting the first resolve. The LRCCD administration did not accept the DAS’s recommendation that a standing governance bodybe convened to developprocesses and practices to establish and regularly evaluate criteria for setting and reviewing class sizes. However, the College Vice Presidents of Instruction and LRCCD Deputy Chancellor did agree with the Academic Senate and  LRCFT Presidentsthat a task force be formed to  recommend processes and best practices to establish and regularly evaluate criteria for setting and reviewing class sizes with a foundation in equity-based decision making (as per the resolution).

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

The project scope will be limited to developing criteria and setting guidelines for determining optimum class sizes on a course-by-course, discipline-by-discipline, and college-by-college basis.

The scope of the work will be focused on effectiveness of instruction while taking into consideration efficiency of operation.

Guidelines produced by this project will take the form of recommendations not to usurp the authority granted to the Colleges as per R-7131, 2.0 Optimum Class Size, 2.1 which states “Each College of the Los Rios Community College District shall determine the optimum class size for each course or subject area based on effectiveness of instruction and efficiency of operation”.

Work of this group will not usurp the Chancellor or designee’s authority to develop Administrative Regulations for setting class size guidelines for all area classes within a division as per P-7131.

Work of this group will focus on optimum class size and will not attempt to set class caps.

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

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

* an understanding of current processes/practices for determining class sizes at the 4 colleges
* a set of criteria to inform discussions on class size
* a set of recommendations on determining optimum class size
* a set of recommendations on temporary class size adjustments
* recommendation for regular evaluation and revision of criteria and class size recommendations
* findings that will be shared with the LRCCD Academic Senate and LRCFT Presidents, Vice Presidents of Instruction, Associate Vice Chancellor of Instruction, and Deputy Chancellor

Criteria, processes, and practices will be identified to establish and regularly evaluate criteria for setting and reviewing class sizes in Los Rios on a course-by-course, discipline-by-discipline, college-by-college basis. Equity-based decision making with an emphasis on faculty expertise in implementing best practices  to achieve an equitable, effective educational environment will serve as the basis for this project.

These criteria, processes, and proposed practices will be documented in a report submitted to the LRCCD Academic Senate & LRCFT Presidents, College Vice Presidents of Instruction, and Deputy Chancellor for consideration and recommendation to the Chancellor.

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

Deliverables to be completed and/or submitted for approval:

1. Criteria for setting class sizes on a course-by-course, discipline-by-discipline, and college-by-college basis
2. Recommendations for processes and practices to regularly evaluate criteria for setting class sizes
3. Recommendations for a process for regular review of the guidelines/recommendations  resulting in appropriate modifications
4. Recommendations regarding the establishment of appropriate roles with the colleges/district for addressing the recommendations delivered in this report

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

The project will be considered successful when:

1. criteria have been established
2. recommendations have been developed
3. process for review has been developed
4. report to appropriate constituents has been submitted

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:

* The task force/project team is charged with drafting guidelines/recommendations for the VPIs, Senate Presidents, LRCFT Presidents, AVC of Instruction, and Deputy Chancellor for consideration and potential adoption.

* Interest in looking holistically at what should be considered when setting/adjusting class caps with a focus on equity rather than creating rules/guidelines for specific courses or disciplines.

* Interest in guidelines/recommendations addressing a transparent process for making temporary class size adjustments.

* Interest in creating a process for a regular review of the guidelines/recommendations and making modifications if warranted.

* Interest in collecting data on success and retention as related to class size.

* There exists a lack of shared understanding around current processes for setting class sizes.

**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:

* Recognize shared interest  in balancing effectiveness of instruction and efficiency of operation
* Class sizes are also workload issues that are negotiated between LRCFT & LRCCD.
* Class size and class caps are two different concepts. Care must be taken not to conflate the scope of this project beyond class size into class caps as class caps are not within the scope of this project.
* While interest exists in class cap alignment across colleges for the same courses, some faculty have expressed apprehension about this idea. The LRCFT and LRCCD, however, have agreed to address differences in caps for the same course across colleges.

**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; cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)**

* Implications of AB705 / 1705 on class size
* Disaggregated student success research data needed based on class size and completion
* Potential for space/facilities challenges
* Parameters  that exist because of District policy

**PROJECT TIMELINE/KEY MILESTONES**

|  |  |  |
| --- | --- | --- |
| **Month(s)** | **PROJECT PHASE** | **FOCUS/MAJOR TASKS** |
|  | Initiation | Project initiation and charter development |
|  | Preparation | Project planning; team scheduling; initial research and discovery; preparation for kickoff |
|  | Team-Based Work | [will vary by project; should identify any key milestones] |
|  | 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** | **Governance Group** | **Desired Outcome** |
|  |  | **□ 1st Reading**  **□ 2nd Reading – Recommendation to \_\_\_\_\_\_\_\_\_** |
|  |  | **□ 1st Reading**  **□ 2nd Reading - Recommendation to \_\_\_\_\_\_\_\_\_** |
|  |  | **□ 1st Reading**  **□ 2nd Reading – Recommendation to \_\_\_\_\_\_\_\_\_** |
|  |  | **□ 1st Reading**  **□ 2nd Reading – Recommendation to \_\_\_\_\_\_\_\_\_** |

**Standard Description of Project Stages**

|  |  |
| --- | --- |
| **Project Stages** | **Description** |
| Initiation | Activities leading to the authorization and chartering of a project team |
| Preparation | Activities which occur once a team is authorized and can be conducted independently to plan, schedule, and setup the project (project management steps) |
| Team-Based Work | Activities which occur in a collaborative environment in which the project team works based on the scope of the charter |
| Formal Review | Activities by which deliverables are submitted to the sponsoring council for formal approval; may involve a sequence of governance review including ELT and/or other entities; formal review may result in acceptance of the deliverables; request for the project team to revisit the design/refinement stages; or abandonment of the project |
| Closure | Activities to celebrate the success of the project and archive the artifacts of the work completed |

**PROJECT ORGANIZATION, ROLES, AND RESPONSIBILITIES**

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

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

**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** |
|  |  |  |  |
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**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 - Proposed**

|  |  |  |  |
| --- | --- | --- | --- |
| **PROJECT TEAM** | |  |  |
|  | **Name of Participant** | **College** | **Role** |
| **Project Lead** | Alisa Shubb | ARC | DAS President |
| **Project Co-Lead** | Tammy Montgomery | DO | Interim Associate Vice Chancellor of Instruction |
| **Members** |  |  |  |
|  |  | ARC | Faculty |
|  |  | CRC | Faculty |
|  |  | FLC | Faculty |
|  |  | SCC | Faculty |
|  |  | ARC | AVP/Dean |
|  |  | CRC | AVP/Dean |
|  |  | FLC | AVP/Dean |
|  |  | SCC | AVP/Dean |
|  |  | ASB | Student |
|  |  | ASB | Student |
|  |  |  |  |
| **Assistant** |  |  |  |

|  |  |
| --- | --- |
| **OTHER ROLES** | |
| **Project Steward\*** | **Alisa Shubb** |
| **External Consultant(s)** |  |
| **Executive Sponsor**  *(high-impact projects only)* | **Jamey Nye** |

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

**APPENDIX B: STUDENT PARTICIPATION**

The student voice contributes a diverse perspective to 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?** |
| **☐** | **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 |
| **☐** | **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 |
| **☐** | **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 |
| **☐** | **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. |
| **☐** | **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 |
| **☐** | **Other** (please specify intended methods) |  |  |

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

**District** **Draft Strategic Planning Process**

|  |
| --- |
| **Draft Process**  Process overview discussed at Chancellor’s Cabinet: August 29th, 2022  Draft document discussion at Chancellor’s Cabinet: (Scheduled) September 26th, 2022 |

|  |  |  |
| --- | --- | --- |
|  | **Complete by** | **Strategic Planning 2022-23** |
| □ | **May 10th, 2022** | **\*Strategic Plan Goals Reaffirmed**  Interests discussed for updated strategic planning process include:  · Moving to a more agile strategic planning process responsive to change  · Spending more time and energy on the work and less on the process  · Creating a process where the strategic plan never sunsets  · Reviewing indicators of achievement data annually  · Reviewing and updating college and district strategies annually |
| □ | **August 2022** | · Review framework presented in May 2022  · Discuss draft strategic planning process with timelines  · Share 2021-22 indicators of achievement data  · Share draft strategic planning process document |
| □ | **September 2022** | · Review District Research Council “Proposed Indicators of Achievement”  · Discuss and get feedback on draft strategic planning process document  · Finalize indicators of achievement |
| □ | **October 2022** | · Colleges set local targets for indicators of achievement  · Colleges review and update strategies for achieving progress on indicators of achievement  · District staff review and update districtwide support/strategies for achieving progress on indicators of achievement |
| □ | **November 2022** | · Update district and college 2022-23 strategic plans |
| □ | **Ongoing** | · Collect and review indicators of achievement data |
|  |  | **Annual Strategic Planning 2023-24** |
| □ | **September 2023** | · Review indicators of achievement data  · Review and update college and district strategies |
| □ | **October 2023** | · Update district and college strategic plans |
| □ | **Ongoing** | · Collect and review data on indicators of achievement |
|  |  | **Annual Strategic Planning 2024-25** |
|  | **September 2024** | · Review indicators of achievement data  · Review and update college and district strategies |
|  | **October 2024** | · Update district and college strategic plans |
|  | **Ongoing** | · Collect and review indicators of achievement data |
|  |  | **Annual Strategic Planning 2025-26** |
|  | **September 2025** | · Review indicators of achievement data  · Review and update college and district strategies  · Reaffirm or modify indicators of achievement metrics (3 year review) |
|  | **October 2025** | · Update district and college strategic plans |
|  | **Ongoing** | · Collect and review indicators of achievement data |

**Ongoing Annual Strategic Planning**

|  |  |  |
| --- | --- | --- |
| Goals | Indicators of Achievement | College and District Strategies |
| 6 Year Review | 3 Year Review | Annual Review |

**Goals 2022-2027**

1. Establish effective pathways that optimize student access and success.

2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.

3. Provide exemplary teaching and learning opportunities.

4. Lead the region in workforce development.

5. Foster an outstanding working and learning environment.

1. “Individual” is being used instead of “human remains” to acknowledge they are human beings rather than objects or specimens. [↑](#footnote-ref-1)
2. “Individual” is being used instead of “human remains” to acknowledge they are human beings rather than objects or specimens. [↑](#footnote-ref-2)