



**Minutes**  
**Norco Academic Senate Meeting**  
**April 17, 2023**  
**1:30 - 3:30 PM | CSS-217, HUM 107 & via [Zoom](#)**

Meeting called to order at 1:30 PM.

I. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Hayley Ashby, Melissa Bader, Michael Bobo, Kimberly Bell, Araceli Covarrubias, Alexis Gray, Vivian Harris, J. Marie Hicks, Ryan Hitch, Dominique Hitchcock, Daren Koch, Amy Kramer, Virgil Lee, Lisa Nelson, Dan Reade, Jody Tyler, Steff Warsinski, Sigrid Williams, Patty Worsham,

Guests: Quinton Bemiller, Sarah Burnett, Zina Chacon, Peggy Campo, Torria Davis, Monica Green, Jason Parks, Brittnee Quintanar, Erin Spurbeck

II. Approval of Agenda

M/A. Gray, S/M. Hicks; Approved by Consensus

III. Approval of [April 3, 2023 minutes](#)

M/M. Bader, S/A. Johnson; Approved by Consensus

IV. Comments from the Public

None

V. CTA Report- A. Covarrubias, V. Lee

- FA will not meet for the remaining month due to the Faculty Lecture, next meeting is May 2, 2023
- Elections for representatives is currently underway; faculty will receive a ballot via email and voting will end May 1, 2023, at 5pm
- There was a question about whether a memorandum of understanding was needed to change the structure in line with the Guided Pathways Proposal and it was determined that an MOU was not needed

VI. Officer Reports

A. Secretary/Treasurer (Hayley Ashby)

- The Academic Senate budget has \$227.83 left in Conferences (5220) to purchase refreshments for the faculty lecture out of Other (4590); working on a budget transfer
- Received confirmation that gifts for tenured faculty and retirements at graduation will be handled by the Deans of Instruction

B. Vice-President (Dan Reade)

- No Report

C. President (Kimberly Bell)

- Attending the ASCCC Spring Plenary this week and the resolutions are on the agenda; email any feedback on the resolutions to President Bell

VII. College Reports

- A. Associated Students Representative (Jack Harris)
  - Event in back parking lot by Corral for Norco Music Festival on May 26<sup>th</sup> with food and activities
  - 400 robes purchased for students for graduation
- B. President (Monica Green)
  - Norco College received the Strategic Enrollment Management Grant – 1 year project with 10 people participating; will have a coach and monthly virtual convenings; June meeting in person and one meeting in Northern California; will assist with enrollment management plan and compliment what we are already doing
  - Black Students Success week; Black Hour Monday – Friday, 12-1pm (virtual); student themed days 5-6pm hosted in CSS 217; college activities at various times; Dr. Tarrant is the lead and will send email
  - 2023 Service Awards on May 1, 2023, 11:30-1pm, CSS 217; 39 employees being recognized including nine faculty members
- C. Vice President of Academic Affairs (Jason Parks)
  - No Report

VIII. **Action Item:** The Senate had the first read of the [Guided Pathways School Reorganization Proposal](#); culmination of a two-year project, the proposed outcomes of this project are two-fold: the four existing Guided Pathways (GP) Schools would be expanded to eight schools centered on Career and Academic Pathways (CAPs) with a supporting Counseling Department under three divisions; this new structure would replace departments in the operational and strategic structures at Norco College; the Guided Pathways & Equity Project Team puts forward this proposal to the Academic Senate for initial implementation of this new structure for the 2023-2024 academic year; estimated costs and suggested implementation timeline are provided; discussion of counseling and library as outliers; counseling will be embedded and library would be grown to embed, but in the meanwhile will stay with the School of Humanities and Arts; may need to re-envision how meetings take place; what will happen with Senate representation given that schools are not equal in size – implications for re-evaluating Senate membership per the constitution; second read and potential action is scheduled for May 1, 2023

IX. **Discussion Item:** Norco College Career & Academic Pathways (CAP) Hour

- Need time and space to prioritize academic pathways
- One college hour a month devoted to academic pathways
- Nearly all disciplines have a room they are using
- No college meetings going on during those hours, but clubs could talk to students during those times; the time could be used for many things
- Would like Academic Senate support and College Council support to start this the next academic year
- There was a request to follow up on discussion items related to this topic from the last College Council meeting

X. **Action Item:** The Senate had the second read and approved the [Senate Bylaw Revisions](#); former Senate President, Virgil Lee and current Senate Officers, Kimberly Bell, Dan Reade and Hayley Ashby worked to revise the [current Senate Bylaws](#); a [summary of changes](#) is provided for the Senators to review; under the Assessment Committee, the Assessment Committee Chair was added as a member of IEGC

M/M. Hicks; S/A. Gray; Approved as amended

XI. **Action Item:** The Senate had a second read and approved the AP 2105 [Recommended Updates](#); the District DEC Chairs, in conjunction with the DE Dean and General Counsel, Keith Dobyns, have worked on revisions to AP 2105 in Winter/Spring 2023 based on Title 5 Changes and Federal Changes to 34 CFR 602.17 g & h; this has already been vetted through Norco DEC; prison education issues previously discussed would not fall under this document; no language about enforcement would be incorporated into this document; camera policy would not be included in this AP, but example policies are being reviewed and information could be posted on the website  
M/L. Nelson; S/M. Hicks; Approved

XII. **Action Item:** There were no Senate President Appointments

XIII. **Standing Committees & Liaisons Reports:**

APC (P. Worsham)

- Summary notes were sent out via email.

Distance Education (R. Hitch)

- Next meeting on May 11, 2023, at 12:50-1:50pm in CSS 217 (in-person and Zoom)

Library (V. Harris)

- [Read 2 Succeed Student Panel](#) is on April 18, 2023, at 12:50-1:50pm in CSS 217 (Zoom and in-person)

Accreditation (H. Ashby)

- Met with the Assessment Committee on April 5, 2023 and discussed the four questions for reflection in section 6.B.1 of the Midterm Report
- A draft was developed and sent back out to NAC members, who will ask their disciplines/departments for additional feedback, examples, and evidence
- Will be working on follow up for the additional sections this month including DE and 6.B.2 related to the reflection on the institution-set standards

CTE (S. Williams)

- Disciplines filed Perkins funding; Educational Equity Summit in Washington, DC

CSEA (D. Koch)

- The Classified Professional of the Year for 2023 has been selected. It is Alex Spencer, Educational Advisor in the Engagement Center. Join CPROS in congratulating Alex in this special recognition for his professionalism, involvement in the college and community, teamwork, outstanding commitment to our students and the college community, as well as an inspiration to other classified professionals. The recognition event will take place on May 24th at 10am. We invite the faculty to join CPROS in this celebration.
- The Shared Governance Committee has put forth the summer timeline for classified representatives to be appointed to college committees, councils, task forces, project teams, workgroups, etc. May 25th is the deadline to submit vacancies for classified professional representatives for the

upcoming academic year. The request form is available at:

<https://ncclassifiedsenate.com/shared-governance/>

PGSL (V. Harris)

- Deadline to submit Professional Growth requests for the May 18, 2023 meeting is May 4, 2023
- Deadline to submit sabbatical requests for spring 2024 is May 15, 2023
- Please submit all requests to Susan Brucks (susan.brucks@rccd.edu)

Prison Education (L. Nelson)

- Advisory Group is meeting 12-2pm every other week opposite Academic Senate and is working on bylaws
- New dean is on board now
- Meetings at UCR for BA pathway inside the prison
- Submitting the Leading From the Middle (LFM) application

XIV. Meeting adjourned at 3:23 PM.



**Minutes**  
**Norco Academic Senate Meeting**  
**April 3, 2023**  
**1:30 - 3:30 PM | CSS-217, HUM 107 & via [Zoom](#)**

Meeting called to order at 1:34 PM.

I. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Hayley Ashby, Melissa Bader, Kimberly Bell, Courtney Buchanan, Araceli Covarrubias, Alexis Gray, Vivian Harris, J. Marie Hicks, Ryan Hitch, Daren Koch, Amy Kramer, Virgil Lee, Lisa Nelson, Dan Reade, Tim Russell, Jody Tyler, Steff Warsinski, Sigrid Williams, Patty Worsham, Michael Bobo

Guests: Quinton Bemiller, Peggy Campo, Torria Davis, Monica Green, Jason Parks, Erin Spurbeck

II. Approval of Agenda

M/M. Hicks, S/A. Gray; Approved by Consensus

III. Approval of [March 20, 2023 minutes](#)

M/D. Reade, S/A. Gray; Approved by Consensus

IV. Comments from the Public

C. Buchanan- Board of Trustees will be voting on a land acknowledgment tomorrow; should be developed in collaboration with the local tribes; faculty with subject expertise were asked to work on a land acknowledgment in consultation with tribes; the Board of Trustees is moving forward with an acknowledgment without collaboration; the district was contacted regarding the lack of coordination; now working on a local Norco College acknowledgment that is more collaborative

V. CTA Report- A. Covarrubias, V. Lee

- Faculty Association President met with Vice Chancellor Few last week; currently, there is no process in place for a newly hired, full-time faculty member, who feels they have been placed on the incorrect pay scale, to appeal his/her/their placement; the Human Resources Committee will be working on creating a process; faculty may receive credit for being a teaching assistant
- Met with the District to negotiate the academic calendars; due to state regulations, the 2023-2024 academic calendar needs to be revised to move the celebration of Cesar Chavez Day to Monday, April 1, 2024, from Friday, March 29, 2024; once the calendar is adjusted, there will be three Monday holidays in the same month for that year; also received calendar proposals for 2025-2026, 2026-2027, and 2027-2028
- Jeff Rhyne will give the Distinguished Faculty Lecture at Norco College on April 25, 12:50-1:50pm, CSS 217
- The elections for faculty representatives are in progress; call for nominees has been sent out on all faculty listservs across the district

- Moving forward with negotiating a Golden Handshake agreement that will go to the Board of Trustees in April The State has included a diversity, equity, and inclusion standard for faculty improvement of instruction; this standard may result in changes to the contract in the future, but for now the District is bound by the current contract.

## VI. Officer Reports

### A. Secretary/Treasurer (Hayley Ashby)

- No Report

### B. Vice-President (Dan Reade)

- Accepting nominations for the 2024 Distinguished Faculty Speaker through the end of this week; faculty will vote after spring break

### C. President (Kimberly Bell)

- Will be receiving a finalized resolutions packet soon; attended the regional meeting on March 25, 2023; new updates on AB 928 (Cal-GETC pathway), AB 927 (bachelor's degree), AB 1111 (common course numbering), AB 89 (modern policing degree), AB 1187 (supervised tutoring and access for all students); went through packets and most faculty are supporting the resolutions going forward; some discussion around diversity, equity, inclusion, and accessibility requirements for faculty
- Courtney Buchanan represented the issue with the land acknowledgement well; does not fall under Senate purview as it is not a 10 + 1 matter; intention is to focus on collaboration to develop the local Norco College acknowledgment

## VII. College Reports

### A. Associated Students Representative (Jack Harris)

- No Report

### B. President (Monica Green)

- The District received planning grants for four housing projects with Norco College receiving one; the submission for the collaborative project between RCCD/RCC and UCR will go first; MVC's project will go in July; NC's project will move forward in June 2024
- General Obligation Bond coming and could be approved by the Board of Trustees next year for the November 2024 election cycle; all hands-on-deck approach starts now to build community relations and encourage students to vote and be involved; will help us grow the College and provide service to our entire service are; Facilities Master Plan calls for additional access roads; routes into the campus can impact access for certain service areas like Eastvale
- Had a meeting with Sonya Christian, the new state chancellor, on dual enrollment and the roll out of all ninth graders taking a college course on campus; courses discussed so far are guidance courses; first step before implementing on a wider scale

### C. Vice President of Academic Affairs (Jason Parks)

- Memo came from Susan Mills and Rhonda Taube on equity FLEX requirement; no negative consequences for this year if faculty do not meet the 8-hour annual requirement; individual activities can count toward the equity requirement

- Second 8-week courses starting after spring break; enrollment for Summer and Fall Semesters begins May 1, 2023
- Norco Advantage date moved to May 6, 2023; seniors in Norco high schools will walk away with a full schedule of classes at Norco College
- MESA director working through the hiring process; Patricia Gill assigned to MESA program; 125 students enrolled in Fall 2023VIII. Standing Committees & Liaisons Reports:

APC (P. Worsham)

- APC will be meeting on Friday, April 7, 2023.
- Curriculum – Questions about unit load; committee will be working through survey related to common course numbering

Assessment (A. Johnson)

- Alternative calculation methods selected by disciplines are due by end of the spring semester for the 2023-2024 year; disciplines need to submit the form online; contact assessment committee representative or Ashlee Johnson for assistance
- Training is on-going for the new assessment process
- Ashlee Johnson will entertain invitations to department meetings

Distance Education (R. Hitch)

- Small workgroup met to discuss the POCR process; working on refining the process and internal/external communication; plans to bring a POCR process to a Spring 2023 or Fall 2023 Senate meeting
- Next meeting is April 6, 2023
- AP 2105 updates were discussed as an action item (see above)

Library/LRC (V. Harris)

- [Celebrate Books & Libraries](#) is on April 4, 2023, at 12:50-1:50pm
- [Read 2 Succeed Student Panel](#) is on April 18, 2023, at 12:50-1:50pm

Accreditation (H. Ashby)

- Accreditation co-chairs met on March 27, 2023
- Touched base on progress made in collecting evidence and information on the components of the Midterm Report
- Identified who will follow up on the Midterm Report items and who will be contacted
- Dr. Parks is putting together a shell template of the Midterm Report that the co-chairs will use to insert information

DEMC (M. Bader)

- A district-wide guided pathways and enrollment management retreat will be held on April 28, 2023

Guided Pathways (M. Bader)

- Guided Pathways Town Hall was held last week, and a recording link will go out via email
- Norco College leading the way on integrated department/schools structure

DBAC (C. Buchanan)

- Methodology on BAM updated that will allocate funds more equitably across the district and considers funding for special programs; contact Misty Griffin if interested in seeing the spreadsheet

- IX. **Action Item:** There were no Senate President appointments
- X. **Information Item:** IEGC asked the Senate to develop the Process for the addition of new academic departments/programs/schools. ([Current Norco College Procedure for the Restructure of an Academic Department](#))
- XI. **Action Item:** Continued discussion of the [Senate Bylaw Revisions](#) edited by former Senate President, Virgil Lee and current Senate Officers, Kimberly Bell, Dan Reade and Hayley Ashby; a [summary of changes](#) is provided for the Senators to review [additional proposed revision and feedback from the Senate](#); a student suggested that students from ASNC should serve on hiring committees; the Senate Vice President suggested adding this as a separate issue on a future agenda separate from the Senate Bylaws discussion; a second read and potential vote is scheduled for April 17, 2023
- XII. **Action Item:** First read of [AP 2105 Recommended Updates](#); the District DEC Chairs, in conjunction with the DE Dean and General Counsel, Keith Dobyms, have worked on revisions to AP 2105 in Winter/Spring 2023 based on Title 5 Changes and Federal Changes to 34 CFR 602.17 g & h; this has already been vetted through Norco DEC; discussion of Prison Education and the difference between distance education courses and correspondence courses (all Prison Education courses are considered face-to-face); a second read and potential vote is scheduled on April 17, 2023
- XIII. Meeting adjourned at 2:39 PM.



**ACADEMIC SENATE**  
**for California Community Colleges**  
LEADERSHIP • EMPOWERMENT • VOICE

## 2023 Spring Plenary Session Resolutions

For Discussion  
Thursday, April 20, 2023

### Resolutions Committee

Michelle Velasquez Bean, ASCCC Resolutions Chair

Juan Arzola, ASCCC Resolutions Second Chair

Kim Dozier, College of the Desert, Area D

Peter Fulks, Cerro Coso College, Area A

Mark Edward Osea, Mendocino College, Area B

Michael Stewart, Calbright College, Area A

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field and are to be debated and voted on by academic senate delegates at the Academic Senate Spring Plenary Session held on April 22, 2023, in Anaheim, CA.

## PLENARY RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate for California Community Colleges uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area meetings for review.
- Amendments and new pre-session resolutions are generated in the Area meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, reword, append, or render moot these resolutions as necessary.
- Resolutions and amendments must be submitted to the Resolutions Committee using the online form before the posted deadlines each day.
- New resolutions submitted on the second day of the plenary session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- The resolutions are debated and voted upon in the general sessions on the last day of the plenary session by the delegates.
- All resources and appendices are available on the [ASCCC website](#).

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (found in [Local Senates Handbook](#))
- Resolution Procedures (Part II in [Resolutions Handbook](#))
- Resolution Writing and General Advice (Part III in [Resolutions Handbook](#))

## CONSENT CALENDAR

Resolutions may be placed on the Consent Calendar by the Resolutions Committee for any of the following criteria: 1) believed noncontroversial, 2) do not potentially reverse a previous position of the Academic Senate, 3) do not compete with another proposed plenary session resolution. Resolutions and any subsequent clarifying amendments that meet these criteria have been included on the Consent Calendar. If an amendment is submitted that proposes to substantially change a resolution on the Consent Calendar, that resolution will be removed from the Consent Calendar.

To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the Resolutions Procedures for the plenary session. Reasons for removing a resolution from the Consent Calendar may include moving of a substantial amendment, a desire to debate the resolution, a desire to divide the motion, a desire to vote against the resolution, or even a desire to move for the adoption by the body by acclamation.

The following legend has been used to identify consent calendar items, new resolutions, and new amendments:

- Consent Calendar resolutions and amendments are marked with \*
- Resolutions and amendments submitted at Area Meetings are marked with +
- Resolutions and amendments submitted during the plenary session are marked with #

\*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Goals

\*1.03 S23 Flexible Area Meetings

\*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events

\*+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty  
Colleagues to Preserve the American Institutions Requirement

\*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

\*+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee  
Meetings Governed by the Brown Act

\*+6.03 S23 Support for Additional Exemptions for AB 1887

\*+6.04 S23 Support for AB 811 (Fong, 2023)

\*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials

\*+7.04 S23 Defining Success for Part-Time Students

\*10.01 S23 Disciplines List–Ethnic Studies

\*+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

\*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

\*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper

\*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation

\*+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College  
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## 1.0 Academic Senate

### 1.01 S23 Add a Designated At-Large Part-Time Representative to the Executive Committee

Whereas, The Academic Senate for California Community Colleges (ASCCC) has had a long-standing commitment to participation of part-time faculty as demonstrated in resolutions<sup>1</sup> and papers, as they bring vital and unique authentic voices and experiences to discussions of academic and professional matters in alignment with the Inclusion, Diversity, Equity, Antiracism and Accessibility commitment of the ASCCC;

Whereas, Resolution S96 01.05<sup>2</sup> called for the Academic Senate for California Community Colleges (ASCCC) to develop a proposal to ensure participation of part-time faculty on the Executive Committee and a paper titled "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" was developed in 1998 with recommendations to support the opportunity for part-time faculty inclusion, the paper recommended several changes to the ASCCC bylaws to make it possible for part-time faculty to run for election, yet the paper fell short of "assuring participation on the Executive Committee"<sup>3</sup>;

Whereas, Since the 1998 paper "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges" only one known part-time faculty member has successfully run for a seat on the Academic Senate for California Community Colleges (ASCCC) Executive Committee, showing that changes to the bylaws alone will not ensure that there will be a part-time faculty voice on the ASCCC Executive Committee and there are still significant barriers to part-time faculty running for election including the qualification requirements; and

Whereas, According to the California Community Colleges Datamart Dashboard, in Fall 2022 part-time faculty (labeled as "academic, temporary" in Dashboard) made up approximately 67% of the faculty workforce encompassing over half of the faculty in the California Community College system,<sup>4</sup> and part-time faculty are important voices that are currently not represented on the Academic Senate for California Community Colleges Executive Committee;

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<sup>1</sup> Resolution F95 17.02 Part-time Faculty Involvement in Local Senates: <https://www.asccc.org/resolutions/part-time-faculty-involvement-local-senates>.

<sup>2</sup> Resolution S96 01.05 Participation of Part-time Faculty on the Executive Committee: <https://www.asccc.org/resolutions/participation-part-time-faculty-executive-committee>.

<sup>3</sup> "Participation of Part-time Faculty on the Executive Committee of the Academic Senate for California Community Colleges." (1998). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/participation-part-time-faculty-executive-committee-academic-senate-california-community>.

<sup>4</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart*. "Faculty & Staff Demographics Report." Retrieved March 10, 2023, from [https://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](https://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx). Data table can be found at [https://drive.google.com/file/d/10PwvOLbRqlyPoF-qvU\\_Az70\\_ecs4KnNn/view?usp=sharing](https://drive.google.com/file/d/10PwvOLbRqlyPoF-qvU_Az70_ecs4KnNn/view?usp=sharing).

Resolved, That the Academic Senate for California Community Colleges (ASCCC) revise its bylaws to create a fifteenth elected member of the Executive Committee as a designated at-large part-time faculty member and review policies to support part-time faculty's ability to run for the ASCCC Executive Committee and that these changes be brought back to the body by the 2024 Spring Plenary Session;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) review its eligibility requirements for Executive Committee members and support equitable opportunities for part-time faculty to run for the ASCCC Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities for part-time faculty on the role of the Executive Committee and opportunities for participation to encourage part-time faculty to run for any position for which they qualify.

Contact: Anastasia Zavodny, Palomar College, Part-time Faculty Committee

### **\*1.02 S23 Adopt the 2023–2026 ASCCC Strategic Directions**

Whereas, Strategic planning is a critical component of successful organizations, which provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, Since the 2018–2023 Strategic Plan<sup>5</sup> of the Academic Senate for California Community Colleges (ASCCC) is set to expire in 2023, the ASCCC Executive Committee engaged in comprehensive and public strategic planning sessions from December 2022 through February 2023;<sup>6</sup>

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee considered ASCCC's mission and vision, resolutions, recommendations from the periodic reviews, as well as current issues impacting academic and professional matters to guide the planning; and

Whereas, The Academic Senate for California Community Colleges (ASCCC) Executive Committee has proposed the 2023–2026 Strategic Directions<sup>7</sup> for consideration and adoption by the delegates of the ASCCC to be actualized annually through a planning process;

Resolved, That the Academic Senate for California Community Colleges adopt the 2023–2026 ASCCC Strategic Directions.

Contact: Ginni May, Executive Committee

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<sup>5</sup> "The Academic Senate for California Community College [sic] Strategic Plan, 2018-2023." (Power Point). [https://www.asccc.org/sites/default/files/ASCCC\\_Strategic\\_Plan\\_2018-2023\\_final.pdf](https://www.asccc.org/sites/default/files/ASCCC_Strategic_Plan_2018-2023_final.pdf).

<sup>6</sup> "Reimagining with Purpose: ASCCC 2023 - 2026 Strategic Planning December 2022 to February 2023." (Power Point). <https://asccc.org/sites/default/files/2023-04/ASCCC%202023-2026%20Strategic%20Planning%20R.pdf>.

<sup>7</sup> 2023—2026 ASCCC Strategic Directions—see slide titled "Academic Senate for California Community Colleges Strategic Plan Directions 2023–2026." (Power Point). <https://asccc.org/sites/default/files/2023-02/23-26%20Strategic%20Plan%20Directions%20ASCCC.pdf>.

### **\*1.03 S23 Flexible Area Meetings**

Whereas, The Academic Senate for California Community Colleges Area A and Area B meetings have been consistently held on a Friday, and the Area C and Area D meetings have been consistently held on a Saturday, which is often outside of the traditional work week;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) explore options for Area meetings that align with the needs and best interest of each individual Area while also balancing logistical considerations of the ASCCC Executive Committee and ASCCC office team starting with the Fall 2023 Area meetings.

Contact: Pablo Martin, San Diego Miramar College

### **\*+1.04 S23 Remote Attendance and Presentation Guidance for Virtual Events**

Whereas, Resolution F21 1.05 states in-part “the Academic Senate for California Community Colleges should make remote attendance an option at all Academic Senate for California Community Colleges-organized events<sup>8</sup>” without consideration of resources and technology requirements associated with the provision of remote attendance;

Whereas, The Academic Senate for California Community Colleges promote and provide a variety of organized events in addition to plenary sessions, such as regional events, institutes, conferences, workshops, and other forums through the most appropriate format available given resource considerations including financial and technology support costs; and

Whereas, The Academic Senate for California Community Colleges desires to ensure access to members while supporting opportunities for interaction in-person to the fullest extent possible;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) provide guidance and consideration factors for deciding when remote options should be available and when remote options place undue challenges on the ASCCC; and

Resolved, That the Academic Senate for California Community Colleges provide guidance and support for presenters and attendees when remote attendance options are provided, including posting of recordings or asynchronous access for which remote attendance for the event was an option.

Contact: Sharyn Eveland, Taft College, Area A

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<sup>8</sup> Resolutions F21 01.05 Remote Attendance Option for ASCCC Events: <https://asccc.org/resolutions/remote-attendance-option-asccc-events>

**\*+1.05 S23 Higher Education and the Health of Democracy: In Solidarity with CSU Faculty Colleagues to Preserve the American Institutions Requirement**

Whereas, The California Community College system, with 1.8 million students at 116 colleges, is the largest system of higher education in the country<sup>9</sup> empowered with the Vision for Success from the California Community Colleges Chancellor’s Office to remain “accessible and personal institutions that can help students on an individual level regain their hopes and rebuild their futures” and the “California Community Colleges have always been an instrument for achieving broad access to higher education,”<sup>10</sup> where the core vision of the California Community Colleges is to put students first;

Whereas, The United States History, Constitution and American Ideals Requirement, commonly known as the American Institutions Requirement, in California Code of Regulations, title 5 §40404, “ensure(s) that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens”<sup>11</sup> is a vital part of the California Community College mission, not just California State University system, and is as vital today as it was 60 years ago when it was written into law to ensure an educated, empowered, and informed citizenry contributing to public life<sup>12</sup> and civic engagement;<sup>13</sup>

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<sup>9</sup> “Key Facts” (2023). *California Community Colleges*. California Community Colleges Chancellor’s Office. <https://www.cccco.edu/About-Us/Key-Facts>.

<sup>10</sup> “Update to the Vision for Success: Reaffirming Equity in a Time of Recovery.” (July 2021). pg. 5. <https://www.cccco.edu/-/media/CCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>.

<sup>11</sup> California Code of Regulations, title 5 §40404: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-2-educational-program/article-5-general-requirements-for-graduation/section-40404-requirements-in-united-states-history-constitution-and-american-ideals>.

<sup>12</sup> Based upon a 2022 survey conducted, employers ranked critical thinking, communication, and teamwork—complex skills fundamental to historical study—as the most important competencies for job candidates. See source: Gray, K. and Collins, M. (18 October 2022). “New College Graduates and Employers Agree on Key Competencies, But at Odds About New Grad Proficiency.” National Association of Colleges and Employers. <https://www.naceweb.org/about-us/press/new-college-graduates-and-employers-agree-on-key-competencies-but-at-odds-about-new-grad-proficiency/>.

<sup>13</sup> “Americans’ Civics Knowledge Drops on First Amendment and Branches of Government.” (13 September 2022). Annenberg Constitution Day Civics Survey. Annenberg Public Policy Center. <https://www.asc.upenn.edu/news-events/news/americans-civics-knowledge-drops-first-amendment-and-branches-government>.

Whereas, The California State University (CSU) History Council, a group of historians from across the CSU system, have published in their March 2023 American Institutions Memo (“CSU History Council, American Institutions Memo Opposing Changes to American Institutions Requirement”<sup>14</sup>) “insist[ing] that the American Institutions requirement is an essential requirement, and is more important than ever to an accessible, equitable, and comprehensive higher-level education for California’s diverse college students” and “contends that understanding the history and government of American Institutions and values as mandated by Title 5 has become even more important to the education of all students of California’s public colleges and universities and should be preserved in a manner that effectively meets the needs of all students”<sup>15</sup>; and

Whereas, The Academic Senate for California Community Colleges in 2019 resolved<sup>16</sup> its support for and belief in the importance of the current United States History, Constitution and American Ideals Requirement and committed to explore possibilities to add a similar requirement to the associate’s degree requirements for the California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges renew its commitment to the importance of the current United States History, Constitution and American Ideals Requirement and communicate to the Academic Senate of the California State University its support for this as lower division requirement, accessible to the greatest number of students in or college systems;

Resolved, The Academic Senate for California Community Colleges stand with the hundreds of history and political science faculty from throughout the California Community Colleges who have signed a petition<sup>17</sup> to support the California State University History Council’s memo in recognition of the essential role these American Institutions courses provide for our students as pathways to understanding their essential rights and responsibilities in this polity; and

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<sup>14</sup> California State University History Council, March 2023:

<https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhcLdSfx7EJzQ/edit?usp=sharing>.

<sup>15</sup> Ibid.

<sup>16</sup> Resolution S19 15.09 Support for the CSU United States History, Constitution and American Ideals Requirement, Commonly Known as the American Institutions Requirement: <https://www.Academic Senate for California Community Colleges.org/resolutions/support-csu-united-states-history-constitution-and-american-ideals-requirement-commonly+fn1>.

<sup>17</sup> Petition of California Community College Faculty to Support the CSU History Council on American Institutions AI/Title 5 Outreach to California Community Colleges:

<https://docs.google.com/document/d/1g4o0og8W9z9B6BsXKp1C998GV7Zxvw-/edit?usp=sharing&oid=115492749693624265068&rtpof=true&sd=true>.

Resolved, That the Academic Senate for California Community Colleges stand in solidarity with the message articulated in the March 2023 American Institutions Memo from the California State University (CSU) History Council to oppose “any reduction to or weakening of the American Institutions requirement and strongly oppose a wholesale move of American Institutions to an upper-division requirement”<sup>18</sup> and call for “transparency with the CSU Chancellor’s Office, the CSU Academic Senate, and respective representatives in the California State Assembly . . . to actively seek input and guidance from stakeholders and disciplinary experts from all three segments of public higher education in California, as curricular discussions continue”<sup>19</sup> and report the message of solidarity to all intersegmental committees and workgroups by fall of 2023.

Contact: Kelly Rivera, Mt. San Antonio College, Area C

## 6.0 State and Legislative Issues

### \*6.01 S23 Support AB 607 (Kalra, 2023), If Amended

Whereas, AB 607 (Kalra, as of February 17, 2023)<sup>20</sup> proposes to modify California Education Code §66406.9<sup>21</sup> by adding the requirement that the California Community Colleges “prominently display, by means that may include a link to a separate internet web page, the estimated costs for each course of all required course materials and fees directly related to those materials, for no less than 75 percent of the total number of courses on the online campus course schedule. ‘Course materials’ as used in this paragraph includes digital or physical textbooks, devices such as calculators and remote attendance platforms, and software subscriptions”;

Whereas, California Education Code §66406.9<sup>22</sup> currently uses the term “course materials” and “digital course materials” to refer to course resources that are exclusive of devices and supplies such as calculators;

Whereas, Resolution F20 20.02 Ensure Course Cost Transparency for Students encourages “local academic senates to advocate for the implementation of a process for consistent, clear, and transparent messaging to students prior to registration regarding all material and supply costs in appropriate locations including the schedule of classes and the bookstore”<sup>23</sup>; and

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<sup>18</sup> California State University History Council, March 2023: <https://docs.google.com/document/d/1O6ZcNrBURhwgaDeLhAtcD9y5bgTiAhclLdSfxf7EJzQ/edit?usp=sharing>.

<sup>19</sup> Ibid.

<sup>20</sup> AB 607 (Kalra): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB607](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB607).

<sup>21</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>22</sup> Ibid.

<sup>23</sup> Resolution F20 20.02 Ensure Course Cost Transparency for Students: <https://www.asccc.org/resolutions/ensure-course-cost-transparency-students>.

Whereas, California Code of Regulations, title 5 §59402<sup>24</sup> states that required instructional materials “means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve the required objectives of a course,” establishing “instructional materials” as inclusive of textbooks, supplemental materials, and course supplies;

Resolved, That the Academic Senate for California Community Colleges support AB 607 (Kalra, as of February 17, 2023), if amended to replace “course materials” with “instructional materials” to ensure that definitions within California Education Code §66406.9<sup>25</sup> are consistent to prevent the introduction of a definition into law that is inconsistent with a definition that is presently in regulation.

Contact: Michelle Pilati, Open Educational Resources Initiative

### **\*+6.02 S23 Centering Inclusion and Access for Local Academic Senate and Academic Subcommittee Meetings Governed by the Brown Act**

Whereas, On September 14, 2022, Governor Gavin Newsom signed Assembly Bill 2449 (Rubio)<sup>26</sup> (scheduled to sunset in January of 2026) authorizing guidance for videoconferencing guidelines for local Brown Act bodies that impact local academic senate meeting modalities, per California Government Code §§54950—54963,<sup>27</sup> requiring open meetings of groups to whom boards have delegated authority, such as the academic senate;

Whereas, Education Code §70902(b)(7)<sup>28</sup> calls on the California Community Colleges Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” while California Code of Regulations, title 5 §51023.7<sup>29</sup> and §51023.5<sup>30</sup> state requirements for the “effective participation” of students and

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<sup>24</sup> California Code of Regulations, title 5 §59402: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-10-community-college-administration/subchapter-7-instructional-materials/section-59402-definitions>.

<sup>25</sup> California Education Code §66406.9: <https://codes.findlaw.com/ca/education-code/edc-sect-66406-9.html>.

<sup>26</sup> AB 2449 (Rubio): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB2449](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB2449).

<sup>27</sup> California Government Code §§54950-54963:

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=GOV&division=2.&title=5.&part=1.&chapter=9.&article=)

<sup>28</sup> Education Code §70902(b)(7):

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article=](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=43.&chapter&article=)

<sup>29</sup> California Code of Regulations, title 5 §51023.7:

[https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)).

<sup>30</sup> California Code of Regulations, title 5 §51023.5:

[https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1).

staff, in the development of recommendations to the governing board”;<sup>31</sup>

Whereas, Some California community colleges report experiencing unprecedented levels of participation since the Covid-19 state of emergency required virtual and hybrid meeting options that have enabled fuller interdepartmental representation, fuller participation of more diverse voices, and fuller institutionalization of equity and inclusion providing greater public access to academic senate and subcommittee meeting agendas, materials, and live sessions through digital platforms, with the understanding that technological resources and meeting facilities for colleges varies widely, resulting in different access to hybrid meeting options; and

Whereas, AB 1275 (Arambula, as of March 28, 2023) would “authorize the recognized statewide community college student organization and other student-run community college organizations to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of the student organization’s members participate from a singular physical location”;<sup>32</sup>

Resolved, That the Academic Senate for California Community Colleges advocate for state legislation, similar to AB 1275 (Arambula, as of March 28, 2023),<sup>33</sup> to allow local academic senate bodies, to use teleconferencing for their meetings without having to (1) post agendas at all teleconferencing locations, (2) identify each teleconference location in the notice and agenda, (3) make each teleconference location accessible to the public, and (4) require that a quorum of California community college or district academic senate members participate from a singular physical location;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to advocate for resources to ensure all colleges have access to technological resources and facilities to enable effective meetings regardless of modality, including a publicly accessible physical campus space to view streamed meetings and interact with committees in place of a physical room with an in-person quorum; and

Resolved, That the Academic Senate for California Community Colleges work to support legislation that requires local academic senate bodies to sustain and maintain the ethics of the Brown Act by adopting meeting modalities that maximize inclusivity, transparency, and access at each individual institution.

Contact: Mitra Sapienza, City College of San Francisco, Area B

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<sup>31</sup> “Participating Effectively in District and College Governance” (2020). Academic Senate for California Colleges. [https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Participating\\_Effectively\\_200503.pdf](https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Participating_Effectively_200503.pdf).

<sup>32</sup> AB 1275 (Arambula): [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202320240AB1275](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202320240AB1275).

<sup>33</sup> Ibid.

### **\*+6.03 S23 Support for Additional Exemptions for AB 1887**

Whereas, AB 1887 (Low, 2016) “prohibits California from approving a request for state-funded or state-sponsored travel to such a state [with laws discriminating against lesbian, gay, bisexual, and transgender people]”<sup>34</sup> and California community college districts have enacted measures that align with AB 1887 prohibitions;

Whereas, AB 1887 and similar measures enacted at California community college districts may result in the denying of funding for transfer center directors or coordinators to visit many out-of-state campuses, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887’s prohibitions, for the purpose of arranging transfer and scholarship agreements;

Whereas, California community college students have been denied much needed funding from their colleges to attend out-of-state campus visits that promote diversity, equity, and inclusion, including visits to affordable Historically Black Colleges and Universities that are primarily located in states covered by AB 1887’s prohibitions; and

Whereas, AB 1887 and similar measures enacted at California community college districts deny funding to employees and students for the purpose of attending events promoting diversity, equity, and inclusion when such events are held in states covered by AB 1887’s prohibitions, such as the 2023 National Conference on Race and Ethnicity that will be held in New Orleans, LA;<sup>35</sup>

Resolved, That Academic Senate for California Community Colleges support an additional exemption to AB 1887 that would allow students and college employees to receive funding for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, and inclusion; and

Resolved, That Academic Senate for California Community Colleges ask the California Community Colleges Chancellor’s Office to encourage local districts to provide exemptions for employees and students for travel to states covered by AB 1887’s prohibitions when such travel promotes diversity, equity, and inclusion.

Contact: John Crocitti, San Diego Mesa College, Area D

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<sup>34</sup> AB 1887 (Low, 2016): <https://openstates.org/ca/bills/20152016/AB1887/>.

<sup>35</sup> 2023 National Conference on Race and Ethnicity conference information: <https://web.cvent.com/event/af7553a8-de0d-4284-a3b9-3b09317aa3e0/summary?environment=P2>.

**\*+6.04 S23 Support for AB 811 (Fong, as of March 28, 2023)**

Whereas, AB 811 (Fong, as of March 28, 2023)<sup>36</sup> calls for

1) Authorization for a student to repeat, no less than five times, a credit course for which the student previously received a grade indicating substandard academic work. "Substandard academic work" means coursework for which the grading symbols "D," "F," "FW," or "NP" have been recorded. If the repeated course is a transfer-level mathematics or English course pursuant to Section 78213, the policies shall require a community college to inform the student of the concurrent supports available to the student pursuant to subdivision (k) of Section 78213.

(2) Authorization for a student to repeat, no less than three times, a credit course for which the student previously received a satisfactory grade and which the student is retaking for enrichment and skill-building purposes, with "Satisfactory grade" means that for the course in question, the student's academic record has been annotated with the symbol "A," "B," "C," or "P";

Whereas, California community college students often face challenges, such as food and housing instability, changing employment conditions, mental health, and longstanding systemic inequity<sup>37</sup> which impact their ability for success under present course repetition policy; and

Whereas, Allowing a student to repeat a credit course for which they have secured a satisfactory grade gives them the additional enrichment and skills that can significantly augment their personal and professional skills, aiding their employability along with emotional, mental, and physical well-being;

Resolved, That the Academic Senate For California Community Colleges support AB 811 (Fong, as of March 28, 2023).

Contact: Geoffrey Johnson, San Diego Mesa College, Area D

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<sup>36</sup> AB 811 (Fong, 2023): <https://legiscan.com/CA/text/AB811/2023>.

<sup>37</sup> "#RealCollege. Real Hunger." California Community Colleges. California Community Colleges Chancellors Office. <https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/College-News>.

"Meeting Basic Needs to Support Student's Mental Health and Success." California Community College Student Mental Health Program. California Community College Chancellor's Office. <http://www.cccstudentmentalhealth.org/docs/CCCSMHP-Students-Basic-Needs-Fact-Sheet.pdf>.

## 7.0 Consultation with the Chancellor's Office

### 7.01 S23 Destigmatize Academic Probation Language and Processes

Whereas, Current California Code of Regulations, title 5 §55031 Standards for Probation<sup>38</sup> requires colleges to place students on Academic or Progress Probation if they fall below Grade Point Average (GPA) or successful course completion standards;

Whereas, The term “probation” is a deficit-minded principle that is associated with criminal activity and this term and current practices are perpetuating trauma for students who identify as Black, Indigenous, People of Color (BIPOC) as well as justice-impacted students;<sup>39</sup>

Whereas, Studies such as the Research and Planning Group's *The African American Transfer Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students* (2022) show that being put on academic probation “presents a significant barrier to making it near the transfer gate for students of all races/ethnicities”<sup>40</sup>; and

Whereas, The Research and Planning Group study also showed that practices like putting students on academic and/or progress probation disproportionately impacted Black students as they found that 41% of Black students were placed on probation versus 24% of white students in California Community Colleges from 2011 and 2016;<sup>41</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to overhaul the title 5 language on probation including a name change and updating the language and processes to be asset-minded, not punitive; and

Resolved, That the Academic Senate for California Community Colleges support local academic senates with professional development and resources to encourage reviewing local policies and practices with an aim of mitigating local processes that may negatively impact students who are on academic and/or progress probation while title 5 changes are in progress.

Contact: Stephanie Curry, Executive Committee, Transfer, Articulation, and Student Services Committee

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<sup>38</sup> California Code of Regulations, title 5 §55031 Standards for Probation:

<https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-6-curriculum-and-instruction/subchapter-1-programs-courses-and-classes/article-3-probation-and-dismissal/section-55031-standards-for-probation+~:text=A%20student%20who%20has%20attempted,system%20described%20in%20section%2055023.>

<sup>39</sup> “The African American Tipping Point: Identifying the Factors that Impact Transfer Among African American/Black Community College Students.” Brief 1 of 3. (October 2022).

[https://rpgroup.org/Portals/0/Documents/Projects/African\\_American\\_Transfer\\_Tipping\\_Point-\(AATTP\)-Study/AATTP\\_Brief1\\_Fall2022.pdf.](https://rpgroup.org/Portals/0/Documents/Projects/African_American_Transfer_Tipping_Point-(AATTP)-Study/AATTP_Brief1_Fall2022.pdf)

<sup>40</sup> Ibid.

<sup>41</sup> Ibid.

## 7.02 S23 Replace TOP Code with CIP Code

Whereas, The California Community Colleges system has made numerous unsuccessful efforts in the past decade to move the system of identifying programs/courses with the Taxonomy of Programs (TOP) codes to Classification of Instructional Programs (CIP) codes<sup>42</sup>;

Whereas, The 2004 Taxonomy of Programs (TOP) manual is outdated and not aligned with the *Program and Course Approval Handbook* (PCAH) and converting to the Classification of Instructional Programs (CIP) codes will align California Community Colleges with other educational partners and employment data outcomes, while eliminating the issues with the PCAH, such as Career Technical Education (CTE) limited TOP codes, incongruence with non-CTE degree or certificate outcomes, and mismatched terminology; and

Whereas, The California Community College Curriculum Committee in conjunction with West Ed and the Centers for Excellence and other system stakeholders have already been in discussions regarding the steps and factors that would be necessary to convert from the use of Taxonomy of Programs code to Classification of Instructional Programs code in the California community colleges and have made significant progress but not with all colleges/districts and programs;

Resolved, that the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop a strategy, work plan, and timeline for switching course and award codes from Taxonomy of Programs (TOP) code to Classification of Instructional Programs codes while considering how this change will affect Guided Pathways-related program mapping, Chancellor's Office Curriculum Inventory specifications, local and statewide Management Information System structures, technical assistance requirements, and implications of TOP code conversion for other use; and

Resolved, That the Academic Senate for California Community Colleges recommend the California Community Colleges Chancellor's Office create a taskforce to finalize the plan of action<sup>43</sup> by fall of 2024 and set a completion date for discontinuing Taxonomy of Programs codes and convert to Classification of Instructional Programs codes.

Contact: Carrie Roberson, Executive Committee, CTE Leadership Committee

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<sup>42</sup> Classification of Instructional Programs (CIP) codes are used nationally by the US Department of Education and only required of California community colleges in contexts such as IPEDs and accreditation. Resolution F10 09.02 Examining Conversion from TOP to CIP asked for the work to begin and to "provide communication and implementation strategies if a greater conversion of TOP to CIP codes is inaugurated":

<https://asccc.org/resolutions/examining-conversion-top-cip>.

<sup>43</sup> The TOP to CIP Plan of Action created by the initial California Community Colleges Curriculum Committee workgroup that began meeting in 2018: [https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT\\_sYWvGVw/edit?usp=sharing](https://docs.google.com/document/d/15mjK89tej0tnz-bmr6dhaBgK8pF02uFqNcT_sYWvGVw/edit?usp=sharing).

### **\*+7.03 S23 Ensuring Anti-racist California Community College Online Faculty Training Materials**

Whereas, The California Community Colleges Chancellor’s Office Call to Action states: “Campuses must audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum”<sup>44</sup> and current Student Equity and Achievement Plans are required to include action plans around Race Consciousness in their development and implementations;

Whereas, The Center for Urban Education report “California Community College Student Equity Plan Review: A Focus on Racial Equity” states, “The process of achieving racial equity relies on the power of practitioner inquiry, reflective practice, as well as institutional responsibility as drivers of change,” and “practitioners should view racial inequity as a problem of practice, placing the onus of responsibility for student success with the institution, not the student” and that “race consciousness is critical and essential to this work”;<sup>45</sup>

Whereas, In addition to inequities embedded in and operational limitations of some aspects of Canvas, current faculty online teaching training materials adopted by many California Community Colleges contain outdated texts and deficit language regarding students and their success that do not align with anti-racist practices<sup>46</sup>; and

Whereas, rubrics and tools have been created to scrutinize teaching materials faculty produce, such as the Peralta Online Equity Rubric<sup>47</sup>–“a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students”– the California Community Colleges DEI In Curriculum: Model Principles and Practices tool<sup>48</sup> and the Academic Senate For California Community Colleges OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit Framework<sup>49</sup> for faculty to review their own curriculum;

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<sup>44</sup> California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

<sup>45</sup> Chase, M., Felix, E., and Bensimon, E. (September 2020). “California Community College Student Equity Plan Review: A Focus on Racial Equity.” Center for Urban Education, Rossier School of Education, University of Southern California. <https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review+A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf>.

<sup>46</sup> Examples in the online training materials include phrases that assume and problematize students as unprepared for online coursework and center on instructors' comfort over student-centered practices, promoting the instructor as the “one solution” who gives *kindness* in a transactional mindset rather than as a co-learning and facilitator with an equity-mindset who acknowledges the inequities and systemic barriers students face.

<sup>47</sup> Peralta Community College District Online Rubric: <https://www.peralta.edu/distance-education/online-equity-rubric>.

<sup>48</sup> DEI in Curriculum Principles and Practices: <https://www.Academic Senate for California Community Colleges.org/sites/default/files/CCC DEI-in-Curriculum Model Principles and Practices June 2022.pdf>.

<sup>49</sup> OERI IDEA Audit framework: <https://Academic Senate for California Community Colleges-oeri.org/wp-content/uploads/2022/03/Inclusion-Diversity-Equity-and-Anti-Racism-IDEA-3-7-22-V1A-PDF-for-E.pdf>.

Resolved, That the Academic Senate for California Community Colleges (ASCCC) collaborate with the California Community Colleges Chancellor's Office to conduct and publish a review of all state contracted and required faculty training materials, in order to meet the urgency of promoting anti-racism through institutional inquiry as outlined in the California Community Colleges Chancellor's Office Call to Action,<sup>50</sup> the Center for Urban Education report *California Community College Student Equity Plan Review: A Focus on Racial Equity*<sup>51</sup> and the ASCCC adopted paper "Equity Driven Systems: Student Equity and Achievement in the California Community Colleges";<sup>52</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to provide recommendations that model the use, impact, and improvements in faculty training materials as a result of a review of the state contracted online faculty training materials; and

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office (CCCCO) work together to facilitate anti-racist, inclusive, and transparent methods for Black, Indigenous, people of color constituents to lead and be included in the review of online faculty training contracted by the CCCCCO.

Contact: Mitra Sapienza, City College of San Francisco, Area B

#### **\*+7.04 S23 Defining Success for Part-Time Students**

Whereas, Despite over a decade of policies by the state of California that have implemented strategies and employed metrics applicable to encouraging the success of full-time students, most students continue to attend part-time (over 65% of California community college students in fall 2022 were part-time students, i.e., students who attempted less than 12 units)<sup>53</sup> and, undoubtedly, many do so for a diversity of life choices, including, but not limited to, the following:

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<sup>50</sup> California Community Colleges June 2020 Call to Action letter: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/dear-california-community-colleges-family>.

<sup>51</sup> Chase, M., Felix, E., and Bensimon, E. (September 2020). "California Community College Student Equity Plan Review: A Focus on Racial Equity." Center for Urban Education, Rossier School of Education, University of Southern California. [https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review\\_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf](https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/600f48b93e23721b6ca72efa/1611614397014/CCC+Equity+Plan+Review_A+Focus+on+Racial+Equity.pdf%5B47%5D.pdf).

<sup>52</sup> "Equity-Driven Systems: Student Equity and Achievement in the California Community Colleges." (2019). Academic Senate for California Community Colleges. <https://AcademicSenateforCaliforniaCommunityColleges.org/sites/default/files/Equity%20Driven%20Systems%20Paper%20-%20for%20Area%20Meetings%20Oct%202019.pdf>.

<sup>53</sup> California Community Colleges Chancellor's Office. *Management Information Systems Datamart.* "Full-time/Part-time (Unit Load) Status Summary Report." Retrieved March 27, 2023, from [https://datamart.cccco.edu/Students/Unit\\_Load\\_Status.aspx](https://datamart.cccco.edu/Students/Unit_Load_Status.aspx).

- To be able to spend more time with family
- To continue a successful career trajectory
- To earn household income beyond what a normal student budget provides
- To take the one class, or few classes, needed for career development/promotion
- To only seek remediation for skill development for academic or career goals
- To minimize the stress from the student workload while managing stresses from their own health or learning diversity;

Whereas, In light of the diversity of reasons why students attend part-time, part-time students deserve pathways that incorporate a comprehensive set of strategies to support their success as well as new metrics that are not time-bound and not limited simply to the standard completion metrics;

Whereas, The California Community Colleges does not currently have pathways for part-time students that define success based on the ability of students to meet both their academic goals and the diversity of life choices that explain their part-time status; and

Whereas, The Academic Senate for California Community Colleges has historically recognized a diversity of student needs, whether full-time or part-time students;<sup>54</sup>

Resolved, That the Academic Senate for California Community Colleges works with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to develop a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status; and

Resolved, That the Academic Senate for California Community Colleges, working with system partners, urges the state legislature to adopt measures to support a policy of defining success for part-time students that (1) consists of comprehensive strategies to support their success, (2) includes new metrics for assessing the system support for part-time students, and (3) is based on a holistic definition of student success that incorporates progress towards academic goals and toward life choices that explain their part-time status.

Jeffrey Hernandez, East Los Angeles College, Area C

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<sup>54</sup> Resolution F11 07.02 Community Access and Student Achievement in California Community Colleges: <https://Academic Senate for California Community Colleges.org/resolutions/community-access-and-student-achievement-california-community-colleges>; Resolution F92 13.01 Student Services: <https://Academic Senate for California Community Colleges.org/resolutions/student-services>; and Resolution F92 13.02 Financial Aid: <https://Academic Senate for California Community Colleges.org/resolutions/financial-aid>.

## 10.0 Disciplines List

### \*10.01 S23 Disciplines List—Ethnic Studies

Whereas, Oral and written testimony given through the consultation process used for the review of *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, also known as the Disciplines List, supported the following revision of the Ethnic Studies discipline:

Master’s in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies

OR

Master’s in Ethnic Studies

OR the equivalent;

and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has reviewed the proposal and deemed that the process outlined in the *Disciplines List Revision Handbook* was followed;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors adopt the proposed addition to the Disciplines List for Ethnic Studies.

Contact: Tamara Cheshire, Folsom Lake College, Standards and Practices Committee

### \*+10.02 S23 Clarify Local Control Regarding the Application of the Disciplines List

Whereas, The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*<sup>55</sup>, commonly referred to as the Disciplines List, establishes the specific degrees that qualify faculty to teach in the California Community Colleges system;

Whereas, At many California community colleges, degree titles that contain minor variations in wording from those included in the Disciplines List—such as “theater” rather than “theater arts,” “counseling and guidance” rather than “guidance counseling,” and “accounting” rather than “accountancy”—are rejected in terms of meeting minimum qualifications even though the degrees are in fact of the same educational content and within the same discipline as those indicated in the Disciplines List;

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<sup>55</sup> *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, 16<sup>th</sup> ed.: <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco-2021-report-min-qualifications-a11y.pdf?la=en&hash=AB424D9D2AEDEEBE2A54757BF58ABFC2B852A2F9>.

Whereas, While California community colleges may declare the holders of these degrees with minor title variations to be eligible to teach through equivalency processes, such processes take time and should not be necessarily based on minor technicalities rather than educational content; and

Whereas, Although colleges have the right to determine that degrees with minor language variations from those listed in the Disciplines List do indeed indicate the degrees listed in the Disciplines List and thus do not require the applicants to go through equivalency, some local human resources offices are very conservative regarding such decisions and refuse to allow any variation from the exact wording included in the Disciplines List;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with discipline faculty and their colleges to create their own expanded degree title lists to pre-approve degrees with minor language variations in their titles from those in the Disciplines List but that are in fact indicating the same degree with the same educational content from within the same discipline; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the Association of Chief Human Resources Officers to advise local human resources offices that colleges have the flexibility to determine that minor differences in wording within a discipline may represent the same degree and thus the degree holder may meet the minimum qualifications even when the precise language of the degree title does not exactly match listed degrees.

Contact: Gabriela Segade, Contra Costa College, Area B

## **12.0 Faculty Development**

### **12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**

Whereas, The Online Network of Educators was established in conjunction with the California Virtual Campus-Online Education Initiative to provide free or low-cost robust and comprehensive innovative professional learning and development opportunities for California community college faculty, staff, and administrators to increase student engagement and success through the effective use of digital tools and platforms;

Whereas, the Online Network of Educators (@ONE) team of educators provides such innovative pedagogical and technical training that they are routinely called upon as experts in distance education pedagogy, setting the highest standard for the systematic delivery of professional development for online teaching, their catalog of courses and their delivery are instrumental in the delivery of distance education that many colleges have built their entire professional development plans around @ONE's continued offerings, and that @ONE's focus on equitable and culturally responsive distance education practices have supported individual faculty members and colleges to supplement local efforts, especially for smaller colleges that may not have the resources for full-time instructional designers;

Whereas, The Online Network of Educators’ training and support to faculty have been pivotal in the development of Canvas trainings for faculty and colleges that aim to design and implement a local Peer Online Course Review (POCR) process and these trainings were, and continue to be, pivotal to helping faculty across the system pivot quickly to online teaching during the COVID-19 pandemic and continue to increase online learning accessibility and equity-minded online teaching practices, especially since many colleges do not have adequate distance education coordinators, specialists, or instructional designer support for faculty; and

Whereas, Funding for the Online Network of Educators has been provided through the California Community Colleges Chancellor’s Office and managed by the Foothill-DeAnza Community College District but, as of March 14, 2023, has not been renewed by the California Community College Chancellor's Office for the 2023—2024 academic year, and there is no current plan to address the loss of these resources that are needed to support the increased online instruction that continues after the 2020 COVID-19 pandemic;

Resolved, That the Academic Senate for California Community Colleges assert the value of the work done by the Online Network of Educators around their student-centered and equity-driven approach to supporting the faculty of the California Community Colleges in creating, innovating, and enhancing online education as important foundational work for online accessibility and equity.

Contact: Amber Gillis, Executive Committee, Online Education Committee

**+12.01.01 S23 Amend 12.01 S23 Assert the Value of the Work Done by the Online Network of Educators (@ONE)**

**Amend the Title:**

Assert the Value of the Work Done by the Online Network of Educators (@ONE) and Support Local Senate Reliance on Training Resources

**Add a Second Resolved:**

Resolved, That the Academic Senate for California Community Colleges urges the California Community College Chancellor’s Office to include consideration of the need for and local reliance on pedagogical and technical training, including on equity and culturally responsive distance education practices, when evaluating service providers associated with faculty professional development, including for distance education.

Contact: Sharyn Eveland, Taft College, Area A

## 13.0 General Concerns

### 13.01 S23 Low Textbook Cost Designation and Search in CVC Online Course Finder

Whereas, Resolution F22 17.05, “Adopt Student Senate for California Community Colleges Low-Cost Recommendation”<sup>56</sup> encourages local academic senates to adopt \$30 or less as their locally established cost threshold that must not be exceeded for a course to be considered low-cost for reporting purposes and designation in the class schedule;

Whereas, Establishing a low-cost definition is a local determination yet a single meaning of low-cost is necessary when students are provided the opportunity to select courses from different colleges since various definitions of low-cost at different institutions may be confusing and even misleading for students;

Whereas, The California Virtual Campus Exchange’s online Course Finder enables students to access online courses across the state and both designates when a section is Zero Textbook Cost (ZTC) with a symbol and enables students to limit their search to only those sections that are ZTC; and

Whereas, The Academic Senate for California Community Colleges has encouraged colleges to implement a mechanism for identifying course sections that employ low-cost course materials and recognizes that although reducing costs to zero may not be immediately possible, efforts to substantially decrease the costs of course materials should be recognized<sup>57</sup>;

Resolved, That the Academic Senate for California Community Colleges request that the California Virtual Campus (CVC) add a Low Textbook Cost (LTC) symbol to recognize those sections that have a cost of textbooks and supplemental resources that do not exceed \$30 and include the LTC symbol in the search feature in the CVC’s online Course Finder.

Contact: Michelle Pilati, Open Educational Resources Initiative

### \*13.02 S23 Adopt “Enrollment Management Revisited Again: Post Pandemic” Paper

Whereas, In fall 2018, the Academic Senate for California Community Colleges adopted Resolution 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning,<sup>58</sup> which recognized the significant environmental changes that California community colleges find themselves operating in; and

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<sup>56</sup> Resolution F22 17.05 Adopt Student Senate for California Community Colleges Low-Cost Recommendations: <https://asccc.org/resolutions/adopt-student-senate-california-community-colleges-low-cost-recommendation>.

<sup>57</sup> Resolution F20 09.01 Recommendations for the Implementation of Zero Textbook Cost (ZTC) Designation in Course Schedules: <https://asccc.org/resolutions/recommendations-implementation-zero-textbook-cost-ztc-designation-course-schedules>.

<sup>58</sup> Resolution F18 17.01 Guided Pathways, Strategic Enrollment Management, and Program Planning: <https://www.asccc.org/resolutions/guided-pathways-strategic-enrollment-management-and-program-planning>.

Whereas, Faculty leaders, in 1999 and 2009, contributed their expertise on 10 + 1 academic and professional matters as they relate to enrollment management that subsequently resulted in the crafting of a paper titled the “Role of Academic Senates in Enrollment Management”<sup>59</sup> and a paper titled “Enrollment Management Revisited”<sup>60</sup>

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Enrollment Management Revisited Again: Post Pandemic”<sup>61</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Carlos R. Guerrero, Los Angeles City College, Educational Policies Committee

**\*13.03 S23 Adopt “Effective and Equitable Online Education: A Faculty Perspective” Paper**

Whereas, In spring 2022, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments,<sup>62</sup> which recognized the need to update the existing ASCCC position paper entitled, “Ensuring Effective Online Programs: A Faculty Perspective” to include current and clarifying information regarding accessibility in online learning environments related to Sections 504<sup>63</sup> and 508<sup>64</sup> of the Rehabilitation Act, as well as faculty responsibility in providing these accessible learning environments for students;

Resolved, That the Academic Senate for California Community Colleges adopt the paper titled “Effective and Equitable Online Education: A Faculty Perspective”<sup>65</sup> and disseminate the paper to local academic senates upon its adoption.

Contact: Amber Gillis, Executive Committee, Online Education Committee

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<sup>59</sup> “Role of Academic Senates in Enrollment Management.” (1999). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/role-academic-senates-enrollment-management>.

<sup>60</sup> “Enrollment Management Revisited.” (2009). Academic Senate for California Community Colleges. <https://www.asccc.org/papers/enrollment-management-revisited>.

<sup>61</sup> “Enrollment Management Revisited Again: Post Pandemic.” (2023). Academic Senate for California Community Colleges. <https://www.asccc.org/sites/default/files/2023-03/Enrollment%20Management%20Revisited%20Again%20-%203.17.23.pdf>.

<sup>62</sup> Resolution S22 13.02 Faculty Responsibility for Equitable, Accessible Learning Environments: <https://asccc.org/resolutions/faculty-responsibility-equitable-accessible-learning-environments>.

<sup>63</sup> “Protecting Students With Disabilities.” (10 January 2020). US Department of Education. <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

<sup>64</sup> “Section 508 Compliance” (2023). Level Access. <https://www.levelaccess.com/accessibility-regulations/section-508-rehabilitation-act/>.

<sup>65</sup> “Effective and Equitable Online Education: A Faculty Perspective.” (2023). Academic Senate for California Community Colleges. [https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education\\_Final\\_03\\_16\\_2023.pdf](https://asccc.org/sites/default/files/2023-03/Effective%20and%20Equitable%20Online%20Education_Final_03_16_2023.pdf).

### **13.04 S23 Define Academic Freedom in Title 5**

Whereas, In July 2021, the California State Senate passed Senate Resolution 45 (Min, 2021)<sup>66</sup> “recogniz[ing] the lack of consistent academic freedom policies across the state, [and] declar[ing] that academic freedom is essential for teaching and learning in California’s community colleges”<sup>67</sup>; and

Whereas, California Code of Regulations, title 5 §51023 mandates “the governing board of a community college district to adopt a policy statement on academic freedom and make the policy statement available to the faculty,”<sup>68</sup> yet there remains no statutory or regulatory language that defines academic freedom, which has left California community colleges operating with “inconsistent” and “insufficient” policies related to academic freedom<sup>69</sup>;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to revise California Code of Regulations, title 5 §51023 to include a definition for academic freedom needed by California community colleges to establish a standard for their curriculum and classrooms.<sup>70</sup>

Contact: Juan Arzola, Executive Committee, Educational Policies Committee

#### **+13.04.01 S23 Amend 13.04 Define Academic Freedom in Title 5**

##### **Add a Third Whereas:**

Whereas, Since 1940, the American Association of University Professors, (AAUP) in their Statement of Principles of Academic Freedom and Tenure<sup>71</sup> defined academic freedom, which continues to serve as the current standard definition that most educators refer to for guidance and direction, yet, the context and demographics of higher education has changed significantly over the last 80 years since the AAUP definition was crafted, showing a need for an updated definition of academic freedom;

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<sup>66</sup> SR 45 (Min, 2021): [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220SR45](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=202120220SR45)

<sup>67</sup> “Executive Summary.” SR 45 (Min). March 16, 2022:

[https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>68</sup> California Code of Regulations, title 5 §51023: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-6-california-community-colleges/chapter-2-community-college-standards/subchapter-1-minimum-conditions/section-51023-faculty>.

<sup>69</sup> Senate Resolution 45 (Min). March 16, 2022:

[https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr\\_45\\_min\\_sjud\\_analysis.pdf](https://sjud.senate.ca.gov/sites/sjud.senate.ca.gov/files/sr_45_min_sjud_analysis.pdf).

<sup>70</sup> Ibid.

<sup>71</sup> “1940 Statement of Principles of Academic Freedom and Tenure.” American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.

**Add a Second Resolved:**

Resolved, That the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office consider the AAUP's definition<sup>72</sup> as a starting point for an updated definition for academic freedom that takes into consideration the current context of higher education and in support of the equity driven mission of the California Community Colleges.

Contact: Sharyn Eveland, Taft College, Area A

**\*+13.05 S23 Resolution in Support of Academic Freedom/Solidarity with Faculty Across the Nation**

Whereas, The Academic Senate California Community Colleges recognizes the struggles of all higher education faculty across the country are the struggles of those in California and recognizes the immense value of general education, majors, and minors in and related to the fields of Inclusion, Diversity, Equity, and Accessibility (IDEA), and Critical Race Theory;

Whereas, Academic freedom is defined by the American Association of University Professors , as "indispensable requisite for unfettered teaching and research in institutions of higher education," and that "institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition"<sup>73</sup>;

Whereas, The definition of academic freedom, as defined by the American Association of University Professors conveys the importance of academic freedom in relation to free speech and the Academic Senate for California Community Colleges has previously expressed the importance of academic freedom through resolutions and in academic senate position papers such as "Protecting the Future of Academic Freedom During a Time of Significant Change", recognizing that individuals with academic and andragogical expertise should have final say and purview over academic offerings, while still being open to ideas and theories supported by facts and reasoning that are non-traditional or outside the mainstream; and

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<sup>72</sup> Ibid.

<sup>73</sup> "1940 Statement of Principles of Academic Freedom and Tenure." American Association of University Professors. <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>; [https://www.aaup.org/sites/default/files/AAUP\\_academic\\_freedom.pdf](https://www.aaup.org/sites/default/files/AAUP_academic_freedom.pdf).

Whereas, Multiple states, counties, cities, and school boards have passed or are debating the passing of legislation to limit academic freedom within primary, secondary, and higher education, specifically targeted at Critical Race Theory and racial and social justice, and where those efforts are not just attempts to remove Critical Race Theory from curriculum, rather they are attempts to remove inclusion, diversity, equity, and accessibility from our educational system, and these efforts are deeply problematic, could stifle a full exploration of the role of race and racism in the history of the United States, and could erase some people from the same classroom in which they have the right to be participants as educators and students;

Resolved, That the Academic Senate for California Community Colleges condemns political agents and opposes any legislation or codification of documents that undermines academic freedom, limits free speech, and/or seeks to curtail academic self-direction and to censor academic offerings, the historical record, and academic research;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) calls on past and present leaders of the ASCCC, the California Community College Chancellor's Office, local senates of the California community colleges (CCC) and CCC faculty to reject all attempts by external groups to restrict or dictate college curriculum on any matter, including but not limited to, matters related to inclusion, diversity, equity, and accessibility, and racial and social justice and to stand in solidarity with those groups across the nation seeking to bolster academic freedoms, such as the Academic Freedom Alliance, the American Library Association, the American Federation of Teachers, and the American Association of University Professors;

Resolved, That the Academic Senate for California Community Colleges task its workgroups to research the best practices to bolster academic freedom in higher education through legal, academic, and other mechanisms, with the goal of developing a toolkit to effectively oppose efforts that seek to gut academic freedom, such as Florida's House Bill 999: Public Postsecondary Educational Institutions;<sup>74</sup> and

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<sup>74</sup> Florida's CS/HB 999: Postsecondary Educational Institutions: <https://www.flsenate.gov/Session/Bill/2023/999>. The following cites some of the Florida bill to provide some context and perspective: HB 999 specifically bans state colleges and universities from financially supporting any programs or campus activities that "espouse Diversity, Equity, or Inclusion (DEI), or Critical Race Theory (CRT) rhetoric" – even though the bill does not define CRT rhetoric. Postsecondary Educational Institutions: Revises powers & duties of BOG; revises academic & research excellence standards for preeminent state research universities; provides requirements for hiring university faculty; provides requirements for employment, promotion, & evaluation processes for state university employees; authorizes state university boards of trustees to review tenure status of faculty members; requires such boards to confirm selection & reappointment of specified personnel; requires state university presidents to annually present specified information to such boards; creates Institute for Risk Management & Insurance Education within College of Business at UCF; revises requirements for general education core courses. Effective Date: July 1, 2023.

Resolved, That the Academic Senate for California Community Colleges stands with our colleagues in higher education and K-12 throughout the state and country who may be affected by similarly harmful legislation.

Contact: Pablo Martin, San Diego Miramar College, Area D

**\*+13.06 S23 Considering the Merits and Faults of Artificial Intelligence in the Community College Classroom**

Whereas, California Code of Regulations, title 5 §41301<sup>75</sup> and the California Community Colleges Chancellor's Office Legal Opinions 07-12<sup>76</sup> and 95-31<sup>77</sup> promote academic integrity and aim to stymie academic dishonesty by outlining academic and professional ethics and disciplinary actions;

Whereas, Advancements in artificial intelligence (AI) have progressed rapidly, with generative technologies such as OpenAI's ChatGPT, AI-powered Bing, and Google's Bard, among other AI technologies, have created powerful tools whereby students and faculty may generate powerful responses to queries that are not a product of the individual's own effort, and could lead to potential questions and ethical dilemmas related to academic integrity; and

Whereas, Generative artificial intelligence is a new technology that could disrupt higher education should it go unregulated;

Resolved, That the Academic Senate for the California Community Colleges prioritize the development of resources addressing artificial intelligence and its implications on education and academic integrity, develop a framework for local colleges to use in developing academic and professional policies, and present these resources to the delegates no later than the 2024 Spring Plenary Session or as soon as feasible.

Contact: Raul Madrid, Jr., Mt. San Antonio College, Area C

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<sup>75</sup> California Code of Regulations, title 5 §41301: <https://casetext.com/regulation/california-code-of-regulations/title-5-education/division-5-board-of-trustees-of-the-california-state-universities/chapter-1-california-state-university/subchapter-4-student-affairs/article-2-student-conduct/section-41301-standards-for-student-conduct>.

<sup>76</sup> California Community Colleges Chancellor's Office Legal Opinion 07-12: <https://www.cccco.edu/-/media/CCCCO-Website/Files/General-Counsel/2007-12-opinion-assigning-incomplete-or-failing-grade-for-a-cheating-student-a11y.pdf?la=en&hash=733C05A93549EAC60AA41378BB39BA2BC11A8B6F>.

<sup>77</sup> California Community Colleges Chancellor's Office Legal Opinion 95-31: <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/bcedu/s3fs-public/26960-Plagiarism-Grade-to-Fail.pdf>.

### **+13.07 S23 Honoring Wheeler North with Senator Emeritus Status**

Whereas, The bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of Senator Emeritus for the purpose of recognizing the meritorious service of a faculty member upon or after retirement, and Wheeler North has satisfied those requirements as a faculty member of the California Community Colleges system whose service has well exceeded the required five years of significant service to the Academic Senate;

Whereas, Wheeler North was a tireless advocate for career education programs and ensured that the needs of career education students were part of all campus, district, and statewide discussions;

Whereas, Wheeler North served as chair or co-chair of many statewide committees including the Academic Senate for California Community Colleges' (ASCCC) Curriculum Committee, the ASCCC Vocational Education Committee, and the Technology and Telecommunications Advisory Committee (TTAC); and

Whereas, Wheeler North was always available to provide advice, albeit "weedy" at times, and assistance to any faculty member and could provide them with any needed citation from title 5 and education code;

Resolved, That the Academic Senate for California Community Colleges confer upon Wheeler North their highest honor of Senator Emeritus and thank him for his contributions to the faculty and students of California.

Contact: Pablo Martin, San Diego Miramar College, Area D

# School Reorganization Proposal



**Prepared by:**

Counselor Brittnee Amberley Quintanar  
Professor Melissa Bader



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# School Reorganization Proposal

## Executive Summary

The Norco College School Reorganization proposal is the culmination of a two-year project. The proposed outcomes of this project are two-fold: the four existing Guided Pathways (GP) Schools would be expanded to eight schools centered on Career and Academic Pathways (CAPs) with a supporting Counseling Department under three divisions. This new structure would replace departments in the operational and strategic structures at Norco College. The Guided Pathways & Equity Project Team puts forward this proposal to the Academic Senate for initial implementation of this new structure for the 2023-2024 academic year. Estimated costs and suggested implementation timeline are provided.

# Vision Statement

***“We will change the trajectory of our students’ lives. We will stimulate academic, economic, and social development in our service area. We will build a comprehensive institution with the capacity and programming to serve our entire area.”***



## Guided Pathways

In 2015<sup>1</sup> Norco College embarked on a Completion Initiative Summit to address the low transfer and success rates of students attending Norco College. Over the 2016-2017 school year Norco College engaged in numerous activities to examine best practices in relationship to success and retention for student populations, identify practices which would provide maximum impact to college structures to clarify pathways for students, as well as create academic pathways for students. In order to do so, the college identified and define instructional meta-majors and implemented a four-school structure:

1. Arts & Humanities
2. Business & Management
3. Science, Technology, Engineering and Math
4. Social & Behavioral Sciences

Students needed a simplified initial pathway, so Trailheads were established for each new school, providing suggested first term courses to get new students on the right path from day one. Further pathway maps were created for each ADT degree and building on the successful approach of Career and Technical Education programs which offer a clearly

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<sup>1</sup> <https://www.norcocollege.edu/committees/gpw/Documents/Supporting/The-Road-to-Transformation-An-Overview-of-Norco-Colleges-Completion-Initiative-2015-2018.pdf>

defined rotation of classes with a defined timeframe for completion. After an initial rollout of the new four school structure in the Fall of 2017, marketing/branding were developed for each school. Norco College's award-winning program Summer Advantage utilized the Four Schools for incoming students as well as a "What's Your School?" media and branding campaign with a website revision and additional marketing events. A few school-based meetings for faculty and events for students were hosted, but there as there were no formal requirements or clarified support to host these events, they were limited to large scale events such as Welcome Day and Summer Advantage, or small groups such as Spanish Language alumni/graduation celebrations organized by the faculty in those areas or the model CTE events, which had been going on prior to the Completion Initiative.

In supplement to our College efforts, Guided pathways was adopted in 2017 by the CCCCCO as standard of care to increase student equity, retention, and success. Norco College were early adopters of the complementary guided pathways framework, and in 2017, Norco College became one of the twenty California Guided Pathways Project schools. This work guided and highlighted the critical questions for our college during these early transition years.

The identification of Schools was a large part of the initial work of the Completion Initiative; however, those Schools represented an exterior structure/student-facing structure. That was a decision made as an intermediary step. Systems change is hard. According to the Road to Completion documentation, "The Completion Initiative was not envisioned as a mere tweak or slight adjustment to an existing system; it presented Norco College with a complete disruption of that system. While the student experience has already improved with the creation of schools, this change hasn't penetrated the school's institutional side. An eventual shift from traditional academic departments to a focus on each of the four schools hasn't happened, and that is probably a comfort to concerned faculty—as Campo explained (see page 16). To move closer to that governance structure, many say will involve the faculty union and discussion about the department chair role/scope."<sup>2</sup> While this separation of School and Department was intentional, it was intended to serve a purpose for a time. However, school-based programming was peripheral to the operational structure, and while it was eventually integrated into strategic planning structures, there were little discernable outcomes improvement attributable to this structure as outside of special programs or grant funded work was not integrated into the functions of the college.

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<sup>2</sup> p. 22 <https://www.norcocollege.edu/committees/gpw/Documents/Supporting/The-Road-to-Transformation-An-Overview-of-Norco-Colleges-Completion-Initiative-2015-2018.pdf>

Norco College has continued to research and investigate success frameworks in addition to the work completed during the California Guided Pathways Projects (CAGP I and II) which promote methodologies of questioning and improving practices, structures and policies to increase student success: The RP Group's Student Support Redefined<sup>3</sup> and Completion by Design's Loss Momentum Framework<sup>4</sup>. All of this research encourages redesign and restructuring around the student experience. Community-making and one-point of contact for students help promote success. Locally, one of the initial Guided Pathways & Equity (now Student Equity and Achievement) Project teams focused Program to Career (2019-2020). One of their recommendations was to "Build relationships and a community with students within their program of study / academic pathway."<sup>5</sup> This recommendation closely aligns with much of the research on why students, stay, succeed and complete their education at community college.

In March of 2020, campus closed due to the COVID-19 pandemic. Operating in fully online environment for nearly two years made school-based programming and student engagement even more challenging. Efforts around enrollment, retention, and nurturing students became paramount. Building online community became not only a focus for students, but for the entire college community.

With a full return to campus, during the 2021-22 academic year Norco College Guided Pathways faculty lead Melissa Bader engaged in a podcast series and brown bag sessions to reopen campus conversations regarding career and academic pathways for students. After the first brown-bag session, a survey was sent out to establish a desire to explore a revision of the schools. Of the 54 respondents, 90,7% surveyed supported an exploration of schools revision. As a result of these discussions, a proposal was submitted to Academic Senate to establish a special project team for 2023-24 to further explore a possible school restructuring. Academic Senate approved this request and on April 22, 2022 a NOR-ALL email was sent to solicit applications for a faculty coordinator. Brittnee A. Quintanar, (Associate Counselor/Instructor) was selected to co-lead the project team with Melissa Bader (Professor of English).

As outlined in the project team charter (refer to Appendix 1), the Guided Pathways and Equity Project Team's purpose was to guide continue implementation of the Norco College Guided Pathways plan; specifically championing conversations across all college

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<sup>3</sup> <https://rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysEveryoneCanSupportStudentSuccess-January2014.pdf>

<sup>4</sup> <https://www.completionbydesign.org/s/cbd-lmf>

<sup>5</sup> p.2 <https://www.norcocollege.edu/committees/gpw/Documents/Charters/Program-to-Careers-Project-Team-Final-Report-05-28-2021-NC.pdf>

constituents regarding development of a new school structure that more closely aligns with career pathways to increase student engagement, sense of belonging, and career development opportunities via meaningful Career and Academic Pathway (CAP) events.

**Project team members:**

- Melissa Bader (GP faculty lead)
- Brittnee Quintanar (GP faculty lead)
- John Moore (GP liaison)
- Marissa Illiscupidez (GP liaison)
- Zina Chacon (GP liaison)
- Erin Spurbeck (GP liaison)
- Kiandra Jimenez (GP liaison)
- Caitlin Busso (GP liaison and data support)

**Project team administrative support:**

- Quinton Bemiller, Dean of Arts, Humanities & Social Sciences
- David Schlanger, Interim Dean of Student Services
- Tenisha James, Interim Vice President of Planning & Development

*(cont. next page)*

# GUIDED PATHWAYS

at California Community Colleges

## Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:

 Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.

 Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.



## Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

# Timeline & Feedback

Project team members engaged in numerous conversations across all college stakeholders to solicit substantive feedback.

## Fall 2022

- 10/28/2022 GP Project Team
- 11/4/2022 APC
- 11/9/2022 Counseling Department
- 11/15/2022 Math Department
- 11/15/2022 SBS Department
- 11/15/2022 BEIT Department
- 11/17/2022 AWHL Department
- 11/28/2022 ENE (Farshid & Ashlee)
- 11/30/2022 Counseling Department
- 12/1/2022 Science/KIN Department
- 12/1/2022 GAM & CIS Faculty
- 12/13/2022 GP Project Team

## Spring 2023

- 2/10/2023 Faculty Flex
- 2/24/2023 GP Project Team
- 2/28/2023 ADJ (Sigrid & John)
- 3/6/2023 ECE (Sarah & Maria)
- 3/7 & 3/8/2023 Club Rush
- 3/8/2023 Management
- 3/13/2023 Classified Senate
- 3/21/2023 SBS Department
- 3/24/2023 ASNC
- 3/30/2023 Town Hall
- March 2023 ENG/GUI courses
- 4/5/2023 Counseling Department
- 4/17/2023 Academic Senate
- 4/18/2023 Math Department
- 4/18/2023 SBS Department
- 4/18/2023 BEIT Department
- 4/18/2023 AWHL Department
- 4/20/2023 Science/KIN Department
- 5/1/2023 Academic Senate

# Constituent Feedback

As previously listed in the timeline of meetings, the Guided Pathways Project Team members solicited extensive feedback from all college constituencies throughout the course of the 2022-23 academic year. Highlights of feedback to a school reorganization are documented below.

## Student Feedback

On March 24 Melissa Bader presented an overview of the school reorganization and student success team model to the ASNC general meeting. In many ways, Guided Pathways frameworks are intended to improve the student experience without being overt to students. In this presentation, Prof. Bader explained how Guided Pathways has been working at Norco College and how the expansion of Schools would create opportunities for students for community, resources and access to success initiatives. The minutes from that meeting note Senator of Campus Relations - Desiree Valdez saying, "Guided Pathways is meant to provide the support students need to succeed. We have actively been working to clear barriers for students to succeed."<sup>6</sup>

With consultation from the Office of Institutional Effectiveness, an anonymous online survey was developed to establish a baseline of student's current understanding of "schools" at Norco and solicit feedback on desired services. The 12-question survey took students an average of 3 minutes to complete. On March 7 & 8, 2023 GP project team members canvassed students during club rush briefly outlining the purpose of the student survey. After club rush the online survey was shared by project team members with their ENG/GUI courses. In addition, solicitation for survey participation was also shared on Norco College social media accounts, the STEM Canvas pathways page and the TRiO student newsletter. Responses from 111 students were captured.

Results of the student survey are outlined below.

- 58% of students indicated they knew which school their major was in, 26% were unsure and 16% indicated they did not know.
- When asked about a variety of 'Schools' related events and services, students indicated the highest interest in:
  - Meeting professionals in their Career & Academic Pathway
  - Meeting with faculty advisors linked to their Career & Academic pathway

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<sup>6</sup> <https://www.norcollege.edu/committees/asnc/Documents/ASNC%20Minutes%2003.24.2023.pdf>

- Academic counseling linked to their Career & Academic pathway
- A large majority of students surveyed (86%) indicated they would like 1-2 or 3-4 Career & Academic Pathway events each semester.
- Students were also asked about their highest academic goal, their profession of interest and their major. The results are below.

<i>What is your long-term academic goal? (select only one; your highest aspirational goal)</i>	Count	Percent
<i>Prepare for transfer at Norco and earn a bachelor's degree after transfer.</i>	52	46.8%
<i>Earn a graduate degree after my bachelor's degree (e.g. master's, doctorate)</i>	39	35.1%
<i>Obtain an associate degree and join or return to the workforce.</i>	9	8.1%
<i>Obtain a certificate and join or return to the workforce.</i>	4	3.6%
<i>Acquire/update job skills and/or pursue educational development</i>	1	0.9%
<i>I am unsure at this time.</i>	6	5.4%

<i>What is your long-term career goal/profession of interest? Top 5</i>	Count
<i>Health Care (Doctor, Nurse, etc)</i>	26
<i>Engineer (Mechanical, Electrical, etc)</i>	16
<i>Teacher/Professor</i>	14
<i>Psychologist/Psychiatrist/Therapist</i>	11
<i>Undecided</i>	7

<i>What is your current major at Norco College? Top 5</i>	Count
<i>Engineering</i>	13
<i>Psychology</i>	13
<i>Biology</i>	12
<i>Early Childhood Education</i>	8
<i>Undecided</i>	8

## Classified Professional Feedback

On March 13, 2023, GP faculty leads presented an overview of the proposed school reorganization and student success team model at Classified Senate to engage in conversation as to how these changes may impact various classified staff positions. Feedback obtained during this meeting included:

- Caution not to unintentionally create silos for students. Preference for central hubs (e.g., Transfer Center services, Career services) where students are served by subject matter experts.
- Students need continuity and consistency no matter which office they engage with. Must ensure that student success teams/schools utilize common language/messaging to students.
- If the school reorganization and implementation of student success teams requires hiring additional classified professionals, please create permanent, full-time positions so that current classified professionals have the opportunity to apply for new positions and pursue professional growth opportunities. Traditionally, many new positions have been flown as part-time or temporary, which restricts current full-time employees from applying so as to not lose their financial and health benefits.
- Renaming budget codes to reflect new schools codes-**Possible Solution:** *in consultation with the Vice President of Business Services, the renaming of budget codes is recommended to take place with the required common course numbering transition as this work will require all courses to be evaluated and redefined within the system.*
- Request for a detailed time-bound plan for transitioning classified professional assignments (e.g., IDS, lab technicians, education advisors, student success coaches, administrative assistants, clerks, etc.) outside of peak workload periods.

## Faculty Feedback

As documented on page 9, guided pathways project team members solicited extensive feedback from discipline and counseling faculty several times throughout the 2022-23 academic year. Highlights of discipline faculty feedback are documented below:

- Do not separate health science/KIN pathways from natural sciences because there is a lot of course overlap required for students pursuing these career pathways.
- Do not separate art-based game development programs from game programming. Keep all game development programs together with computer science.
- Develop **School of Math, Engineering, Computer Science & Game Development** because there is a lot of course overlap required for students pursuing these career

pathways. This school would be more meaningful for both faculty and students than the current BEIT department structure.

- Separate engineering technical certificate programs from transfer-bound pre-engineering students. This means assigning Ashlee Johnson (ENE 1.0 FTE faculty) to the new **School of Math, Engineering, Computer Science & Game Development** and having all other ENE FT/PT faculty assigned to the new **School of Applied Technologies & Apprenticeships**.
- Put graphic design with the new **School of Visual & Performing Arts** and hire a full-time graphic design faculty to revitalize this program and develop ADT.
- “CTE” programs (e.g., early childhood education, administration of justice, electrician apprenticeship, etc.) require additional program oversight above and beyond traditional “GE” disciplines (e.g., psychology, history, math, etc.). Examples of additional duties required of “CTE” discipline faculty include:
  - Apprenticeship programs
  - IE Technical Trade Center (IETTC) planning workgroup
  - Interdisciplinary planning across CTE programs
  - Perkins grant work
  - Discipline and regional advisory boards
  - IE Desert Regional Consortium (IEDRC) faculty liaison
  - CNUUSD CTE Expo
  - Dual enrollment and community outreach
  - Workforce and economic development
  - CTE advocacy
  - City of Corona internships
  - CTE job fairs
  - ECE specific: STOKOE Center plus two additional off-site teaching locations for ECE faculty
  - ADJ specific: public safety district hiring committees, Chancellor’s Public Safety Task Force, City of Norco CERT program, POST/CCC Public Safety workgroup (AB 89), FEMA programs, etc.
- Career & Technical Education programs currently and have historically required extensive preparation and maintenance of relationships as well as updating of curriculum and programs to maintain industry standards. Career Education faculty feel strongly that to ensure the unique lens and voice of CTE discipline faculty has equal representation across all college councils, and as a result of the extra workload historically placed upon “CTE” discipline faculty, it is strongly recommended to:
  - Reclassify the current Associate Dean of CTE to a full Dean to account for the volume of CTE programs/disciplines currently offered at Norco College.

- Organize traditionally “CTE” disciplines (e.g., administration of justice, business, early childhood education, apprenticeship programs) into separate schools from traditional “GE” disciplines.
- If the proposed Dean and Schools structure cannot be implemented, current Career Education faculty leads should be identified and should be provided with an annual stipend to compensate for the additional workload.

Highlights of Counseling faculty feedback are documented below:

- Full-time counseling faculty are already stretched thin. How can we realistically take on more work by being designated a point person for a School? Will we be required to split ourselves three ways (e.g., general counseling, school assignment, and special program/project reassign time)?
- Research shows, and our STEM faculty confirmed at APC on 11/5/22, that designated/specialized persons (like prior STEM Counselor), increased student success outcomes for students. This decreased mixed messaging for students and increased collaboration on course scheduling and articulation issues between designated STEM counselor and STEM faculty.
- Need to clearly outline and define expectations of discipline faculty vs. counseling faculty to ensure more discipline faculty engagement with students' career development.
- Once success teams are identified and assigned to one of the eight (8) schools, the counselors would like to become a voting representative for their school if said school chooses to elect them. This shifts the counselor role from liaison to becoming embedded.
- Consider moving college council meetings outside of college hours because counselors and discipline faculty will need to be available to attend CAP community events, the majority of which will be held during college hour.

## **Management Feedback**

The project team leads presented to Management at their monthly management meeting on March 8<sup>th</sup>, 2023. The primary feedback focused on questions regarding the strategic load on a small school. At that time, there were recommendations for two very small schools, which have now been combined into one, as well as feedback to clarify the fiscal implications of the proposed changes. The Business area has been very helpful in providing detailed reports for the current Department Chair load as well as potential future costs. Management requested additional details on any feedback from students regarding their understanding and interest in the proposed changes. This has been provided in this document as well as in meeting with the management leads for Guided Pathways and Planning & Development.

# Recommendations

## Recommend–Cohesive Operational & Student-Facing Structure

### COHESIVE OPERATIONAL & STUDENT-FACING STRUCTURE

#### Current Structure

- Schools (student-facing)
  - Arts & Humanities
  - Business & Management
  - Social & Behavioral Sciences
  - STEM
- Academic Departments (operational & Strategic)
  - BEIT
  - Science/KIN
  - Math
  - AHWL
  - SBS
- Discipline Meetings

#### Proposed Structure

- New “schools” would also serve as new Academic departments
  - Academic chair reassignments (contractual)
  - IDS assignments
  - Department meetings
- Each new school would have a Success Team:
  - Discipline Faculty
  - 1 FTE Counseling Faculty
  - 1 FT Ed Advisor/Student Success Coach
  - 4 Peer Advisors (10 hours per week each)

## Recommend–Three Divisions with Dean Support

Dean of STEM	Dean of Arts, Humanities & Social Sciences	Dean of Career Education
<ul style="list-style-type: none"> <li>• School of Natural &amp; Health Sciences (<math>n = 2,085</math>) 19 FT &amp; 37 PT</li> <li>• School of Math, Engineering, Computer &amp; Game Science (<math>n = 1,684</math>) 20 FT &amp; 29 PT</li> </ul>	<ul style="list-style-type: none"> <li>• School of Social &amp; Behavioral Sciences (<math>n = 1,564</math>) 11 FT &amp; 26 PT</li> <li>• School of Humanities &amp; Languages (<math>n = 395</math>) 27 FT (+2 LIB) &amp; 52 PT</li> <li>• School of Visual &amp; Performing Arts (<math>n = 426</math>) 7 FT &amp; 22 PT</li> </ul>	<ul style="list-style-type: none"> <li>• School of Applied Technologies (<math>n = 816</math>) 5 FT &amp; 10 PT + 12 for apprenticeship</li> <li>• School of Business &amp; Management (<math>n = 1,879</math>) 7 FT &amp; 18 PT</li> <li>• School of Human &amp; Public Services (<math>n = 764</math>) 4 FT &amp; 11 PT</li> </ul>
<p><b>TOTAL students = 3,769</b> <b>TOTAL faculty = 39 FT/66 PT</b></p>	<p><b>TOTAL students = 2,385</b> <b>TOTAL faculty = 45(+2 LIB)/100 PT</b> <i>*GUI faculty not included in faculty #</i></p>	<p><b>TOTAL students = 3,452</b> <b>TOTAL faculty = 16 FT/39 PT + 12 apprenticeship</b></p>

**Additional workload of CTE faculty and justification for additional Dean support:** apprenticeship programs, IETTC planning workgroup, interdisciplinary planning, STOKOE center, two additional off-site teaching locations, Perkins grant work, discipline and regional advisory boards, IEDRC faculty liaison, CNUUSD CTE Expo, dual enrollment and community outreach, workforce and economic development, CTE advocacy, City of Corona internships. CTE job fairs. ADJ specific: public safety district hiring committees, Chancellor's Public Safety Task Force, City of Norco CERT program, POST/CCC Public Safety Workgroup (AB 89), FEMA programs, etc.

## Recommend–New Schools

<b>CURRENT DEPT CHAIR STRUCTURE</b> <b>7 Dept Chairs/6.1 reassign time</b>	<b>PROPOSED DEPT CHAIR STRUCTURE</b> <b>9 Dept Chairs/6.6 reassign time</b>
1) Counseling (0.8) 2) Science/KIN (1.0) 3) Math (0.4) 4) Arts, Humanities & World Languages (0.9) 5) Communication (1.0) 6) Social & Behavioral Sciences (1.0) 7) BEIT (1.0)	1) Counseling (0.8) 2) Natural & Health Sciences (1.0) 3) Math, Engineering, Computer Science & Game Development (0.8) 4) Visual & Performing Arts (0.6) 5) Humanities & World Languages (1.0) 6) Social & Behavioral Sciences (1.0) 7) Applied Technologies (0.5) 8) Business & Management (0.6) 9) Human and Public Services (0.3)

## Recommend–Three Divisions under Deans of Instruction

It is proposed that the New Schools Structure is organized into three Divisions with a Dean for each.

<b>CURRENT DIVISION STRUCTURE</b>	<b>PROPOSED DIVISION STRUCTURE</b>
<b>1) Dean of STEM</b> a) Science/KIN dept b) Math dept c) BEIT dept <b>2) Dean of AHWL &amp; SBS</b> a) Arts, Humanities, & World Languages b) Communications c) Social & Behavioral Sciences <b>3) <u>Associate Dean of CTE</u></b> <b>4) <u>Associate Dean of Partnerships</u></b>	<b>1) Dean of STEM</b> a) School of Natural & Health Sciences b) School of Math, Engineering, Computer Science & Game Development <b>2) Dean of Arts, Humanities, &amp; Social Sciences</b> a) School of Visual & Performing Arts b) School of Humanities & Languages c) School of Social & Behavioral Sciences <b>3) <u>Dean of Career Education</u></b> a) School of Applied Technologies & Apprenticeships b) School of Business & Management c) School of Human & Public Services <b>4) <u>Associate Dean of Partnerships</u></b>

## Estimated Financial Obligation

The process for choosing Academic Chairs (frm. Department Chairs), as well as compensation for such is defined in the Faculty Association Agreement. None of the proposed recommendations impact that agreement. (Note: the RCCD Faculty Association were provided with the proposed naming convention changes, and approved of those suggestions, if implemented, on the April 4<sup>th</sup> meeting as naming convention changes only for Norco College.)

Academic Chairs reassign time is determined by a calculation of headcount of each department. The proposed New Schools would utilize the same method. The current Department structure has an overall load of 6.1 with a total annual salary cost of \$823,367 (Appendix 2 does not include partial year payment of .3000 to Marissa Iliscupidez). An actual cost for the New Schools Academic Chairs reassign cost cannot be calculated as each Academic Chair is paid based on their pay rate. The average rate (.1000) for Academic Chairs 2022-2023 is \$13,234. The New Schools proposal would increase Academic Chairs to 6.6 reassign for an *estimated* cost of \$873,444 ( $\Delta$  \$50,077). Additional cost for Academic Chairs stipend would increase from 7 to 9 total (@ \$7,102.00 each).

According to the RCCD Management/Supervisory Salary Schedule by Title, elevation of an Associate Dean to a Dean would move that cost from V to Z. <sup>7</sup>The estimated increase, based on step 2 of the Management Pay Scale would increase costs \$25,369.

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[https://www.rccd.edu/admin/hrer/Salary\\_Schedules/Management%20&%20Supervisory%20Employees/Management\\_Title.pdf](https://www.rccd.edu/admin/hrer/Salary_Schedules/Management%20&%20Supervisory%20Employees/Management_Title.pdf)

# Strategic Implications

## Academic Council Membership

### Current Membership

ADMINISTRATORS (5) (recommended expertise)	CLASSIFIED PROFESSIONALS (3) (recommended expertise)	FACULTY (6)* (recommended expertise)**	Students (2)
Vice President Academic Affairs	Representative with knowledge/experience in area of career education programs	Chair or Rep from School of Arts & Humanities	ASNC Representative
Administrator with oversight of School of STEM and School of Business & Management	Representative with knowledge/experience in area of academic learning support	Chair or Rep from School of Science, Technology, Engineering & Math	ASNC alternative (non-voting)
Administrator with oversight of School of Social & Behavioral Sciences and Arts & Humanities	Representative with knowledge/experience in area of instructional scheduling and support	Chair or Rep from School of Social and Behavioral Sciences	
Administrator with oversight of Library and Learning Resource Center		Chair or Rep from School of Business and Management	
Administrator with oversight of CTE or off-site programs		CTE Faculty Rep	
		Distance Education Rep	

\*Chair of Chairs represents their School.

\*\*It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

Increasing the number of schools will impact faculty representation and voting memberships on Academic Council.

### SCHOOL REORANIZATION IMPACT ON MEMBERSHIP

ADMINISTRATORS (6)	CLASSIFIED PROFESSIONALS (3)	FACULTY* (9)	STUDENTS (2)
1. Vice President of Academic Affairs 2. Administrator with oversight of: -School of Visual & Performing Arts -School of Humanities & Languages	1. Representative with knowledge/experience in area of career education programs 2. Representative with knowledge/experience in area of academic learning support	1. School of Visual & Performing Arts Chair 2. School of Humanities & Languages Chair	1. ASNC Rep 2. ASNC alternate (non-voting)

<p>-School of Social Sciences</p> <p>3. Administrator with oversight of: -School of Natural &amp; Health Sciences - School of Math, Engineering, Computer Science &amp; Game Development</p> <p>4. Administrator with oversight of: -School of Applied Technologies &amp; Apprenticeships -School of Business &amp; Management -School of Human &amp; Public Service</p> <p>5. Administrator with oversight of: -Library -Learning Resource Center</p> <p>6. Administrator with oversight of: -Dual Enrollment -California Rehabilitation Center</p>	<p>3. Representative with knowledge/experience in area of instructional scheduling and support</p>	<p>3. School of Social &amp; Behavioral Sciences Chair</p> <p>4. School of Natural &amp; Health Sciences Chair</p> <p>5, School of Math, Engineering, Computer Science &amp; Game Development Chair</p> <p>6. School of Applied Technologies &amp; Apprenticeships Chair</p> <p>7. School of Business &amp; Management Chair</p> <p>8. School of Human &amp; Public Service</p> <p>9. Distance education rep</p>	
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\*Chair of Chairs represents their School.

\*\*It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

## College Governance

CURRENT REPRESENTATION	FUTURE REPRESENTATION
<p><b>College Council</b></p> <ul style="list-style-type: none"> <li>• 8 Faculty</li> <li>• 5 Administration</li> <li>• 5 Classified Professionals</li> <li>• 2 Students</li> </ul>	<p><b>No changes</b></p>
<p><b>Academic Council</b></p> <ul style="list-style-type: none"> <li>• 6 Faculty</li> <li>• 5 Administration</li> <li>• 3 Classified Professionals</li> <li>• 2 Students</li> </ul>	<p><b>Academic Council</b></p> <ul style="list-style-type: none"> <li>• 9 Faculty</li> <li>• 6 Administration</li> <li>• 3 Classified Professionals</li> <li>• 2 Students</li> </ul>
<p><b>Student Support Council</b></p> <ul style="list-style-type: none"> <li>• 5 Faculty</li> <li>• 5 Administration</li> <li>• 5 Classified Professionals</li> <li>• 2 Students</li> </ul>	<p><b>No changes</b></p>
<p><b>Resources Council:</b></p> <ul style="list-style-type: none"> <li>• 3 Faculty</li> <li>• 5 Administration</li> <li>• 3 Classified Professionals</li> <li>• 2 Students</li> </ul>	<p><b>No changes</b></p>
<p><b>Institutional Effectiveness &amp; Governance Council</b></p> <ul style="list-style-type: none"> <li>• 4 Faculty</li> <li>• 4 Administration</li> <li>• 4 Classified Professionals</li> <li>• 2 Students</li> </ul>	<p><b>No changes</b></p>
<p><b>Total Proposed Strategic Planning membership (with duplicated headcount)</b></p> <ul style="list-style-type: none"> <li>• 26 Faculty (21 +5 duplicated)</li> <li>• 24 Administration (19+5 duplicated)</li> <li>• 24 Classified Professionals (20+4 duplicated)</li> <li>• 10 Students (5 votes)</li> </ul>	<p><b>Total Proposed Strategic Planning membership (with duplicated headcount)</b></p> <ul style="list-style-type: none"> <li>• 29 Faculty (24 +5 duplicated)</li> <li>• 20 Administration (20+5 duplicated)</li> <li>• 24 Classified Professionals (20+4 duplicated)</li> <li>• 10 Students (5 votes)</li> </ul>

# Proposed Program Organization by School

## Methodology

To obtain fall 2022 student headcounts, a file with all students enrolled at Norco in Fall 2022 was pulled at census. Students' most recent program of study was matched to the proposed Schools to get a sense of the size of each school. Over 70% of students had a Norco specific program of study and another 20% had another RCCD program of study that was identical to a local Norco program (Example- NAA566/AA566/MAA566 are all Psychology for Transfer CSUGE). The last 10% of students were manually matched to a School until just over 1% remained that could not be categorized (Example- Fire and Police related programs)."

Projected reassign time for new Academic Chairs was calculated using current reports from the District Office and reallocating them based on faculty disciplines. The calculation for Department Chairs can be found in the Faculty Association Agreement<sup>8</sup> on page 40. This number is recalculated every year and may be adjusted based on the current course offerings and faculty teaching.

Program Code Key	
NAA = AA degree	NAS = AS degree
NCE = Credit Certificate	NCC = Non-credit Certificate

School of Natural & Health Sciences		
CAP	Program Code	Program Name
Biological Sciences	NAS767	Biology for Transfer CSUGE
Biological Sciences	NAS768	Biology for Transfer IGETC
Biological Sciences	NCE894	California Naturalist Certificate
Health Sciences		Health Sciences courses & faculty (no programs)
Health Sciences	NAA890	Kinesiology for Transfer CSUGE
Health Sciences	NAA891	Kinesiology for Transfer IGETC
Health Sciences	NAA498	Kinesiology, Health & Wellness
Health Sciences	NAA498B	Kinesiology, Health & Wellness - Plan B
Health Sciences	NAA498C	Kinesiology, Health & Wellness - Plan C
Physical Sciences	NAS769	Chemistry for Transfer IGETC
Physical Sciences	NAS893	Environmental Science for Transfer IGETC
Physical Sciences		Geography courses & faculty (no programs)
Physical Sciences		Physical Science courses & faculty (no programs)
Physical Sciences	NAS638	Physics for Transfer CSUGE
Physical Sciences	NAS640	Physics for Transfer IGETC

<sup>8</sup> [https://www.rccd.edu/admin/hrer/Documents/agreements/Faculty\\_Association\\_Agreement.pdf](https://www.rccd.edu/admin/hrer/Documents/agreements/Faculty_Association_Agreement.pdf)

**22FALL FACULTY COUNT 19 FT & 37 PT      PROJECTED REASSIGN TIME REQUIRED = 1.0**  
 BIO FT=5, PT=12; CHE FT=4, PT=7; GEG FT=2, PT=2; PHS FT=1, PT=0; PHY FT=2, PT=4; HES  
 FT=2, PT=2; KIN FT=4; PT=10

**22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY**  
**1,690 + 395 Math & Science AOE  $n = 2,085$**

<b>School of Math, Engineering, Computer Science &amp; Game Development</b>		
<b>CAP</b>	<b>Program Code</b>	<b>Program Name</b>
Computer Science	NCE803	CIS-C++ Programming
Computer Science	NAS728	CIS-Computer Programming
Computer Science	NCE728	CIS-Computer Programming
Computer Science	NAS728B	CIS-Computer Programming - Plan B
Computer Science	NAS728C	CIS-Computer Programming - Plan C
Computer Science	NCE809	CIS-Java Programming
Computer Science	NAS650	Computer Science for Transfer IGETC
Computer Science	<i>pending</i>	Data Science
Computer Science	<i>pending</i>	Data Science
Computer Science	<i>pending</i>	Data Science – Plan B
Computer Science	<i>pending</i>	Data Science – Plan C
Computer Science	<i>pending</i>	Python programming
Computer Science	<i>pending</i>	Python programming
Computer Science	<i>pending</i>	Python programming – Plan B
Computer Science	<i>pending</i>	Python programming – Plan C
Engineering	NAS763	Pre-Engineering
Engineering	NAS764	Pre-Engineering CSUGE
Engineering	NAS765	Pre-Engineering IGETC
Game Development	NAS972	3D Game Modeling and Animation
Game Development	NCE972	3D Game Modeling and Animation
Game Development	NAS972B	3D Game Modeling and Animation - Plan B
Game Development	NAS972C	3D Game Modeling and Animation - Plan C
Game Development	NAS971	Game Concept Art
Game Development	NCE971	Game Concept Art
Game Development	NAS971B	Game Concept Art - Plan B
Game Development	NAS971C	Game Concept Art - Plan C
Game Development	NAS685	Game Design
Game Development	NCE685	Game Design
Game Development	NAS685B	Game Design - Plan B
Game Development	NAS685C	Game Design - Plan C
Game Development	NAS970	Game Development Core
Game Development	NCE970	Game Development Core
Game Development	NAS970B	Game Development Core - Plan B
Game Development	NAS970C	Game Development Core - Plan C
Game Development	NAS691	Game Programming
Game Development	NCE691	Game Programming
Game Development	NAS691B	Game Programming - Plan B
Game Development	NAS691C	Game Programming - Plan C
Math	NAS493	Math & Science
Math	NAS493B	Math & Science - Plan B
Math	NAS493C	Math & Science - Plan C
Math	NAS719	Mathematics for Transfer CSUGE

Math	NAS720	Mathematics for Transfer IGETC
<b>22FALL FACULTY COUNT 20 FT &amp; 29 PT</b>		<b>PROJECTED REASSIGN TIME REQUIRED = 0.8</b>
MAT FT=12, PT=18; CAT FT=1, PT=0; CIS FT=3, PT=1, CSC FT=0, PT=7; GAM FT=3, PT=3, ENE FT=1		
<b>22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY</b>		
<b>1,289 + 395 Math &amp; Science AOE n = 1,684</b>		

<b>School of Visual &amp; Performing Arts</b>		
<b>CAP</b>	<b>Program Code</b>	<b>Program Name</b>
Art	NAA742	Art History for Transfer CSUGE
Art	NAA743	Art History for Transfer IGETC
Art	NAA496	Fine & Applied Arts
Art	NAA496B	Fine & Applied Arts - Plan B
Art	NAA496C	Fine & Applied Arts - Plan C
Art	NAS647B	Graphic Design - Plan B
Art	NAS647	Graphic Design
Art	NCE647	Graphic Design
Art	NAS647C	Graphic Design - Plan C
Art	NAA693	Studio Arts for Transfer CSUGE
Art	NAA694	Studio Arts for Transfer IGETC
Music	NAA564	Music
Music	NAA564B	Music - Plan B
Music	NAA564C	Music - Plan C
Music	NAA704	Music for Transfer CSUGE
Music	NAA705	Music for Transfer IGETC
Music Industry Studies	NAS684	Music Industries Studies: Audio Production
Music Industry Studies	NAS684B	Music Industry Studies: Audio Production
Music Industry Studies	NCE684	Music Industry Studies: Audio Production
Music Industry Studies	NAS684C	Music Industry Studies: Audio Production - Plan C
Music Industry Studies	NAA645	Music Industry Studies: Performance
Music Industry Studies	NCE645	Music Industry Studies: Performance
Music Industry Studies	NAA645B	Music Industry Studies: Performance - Plan B
Music Industry Studies	NAA645C	Music Industry Studies: Performance - Plan C
		Dance classes & faculty (no program)
		Photography classes (no faculty or programs)
		Theatre courses & faculty (no program)
<b>22FALL FACULTY COUNT 7 FT &amp; 22 PT</b>		<b>PROJECTED REASSIGN TIME REQUIRED = 0.6</b>
AHS FT=1, PT=6; ART FT=2, PT=2; MIS FT=2, PT=2; MUS FT=1 (ED2), PT=11; PHO=0; THE FT=1, PT=1; DAN FT=0, PT=1		
<b>22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY</b>		<b>n = 426</b>

(cont. next page)

<b>School of Humanities &amp; Languages</b>		
<b>CAP</b>	<b>Program Code</b>	<b>Program Name</b>
English	NCC8027	Advanced American College English
English	NCC8028	Beginning American College English
English	NAA648	English for Transfer CSUGE
English	NAA649	English for Transfer IGETC
English		ALR, ILA & JOU courses (no faculty or programs)
English		ESL courses & faculty (no program)
Communication	NAA587	Communication Studies for Transfer CSUGE
Communication	NAA588	Communication Studies for Transfer IGETC
Communication & Languages	NAA495	Communication, Media & Languages
Communication & Languages	NAA495B	Communication, Media & Languages - Plan B
Communication & Languages	NAA495C	Communication, Media & Languages - Plan C
Humanities		Humanities courses & faculty (no program)
Humanities	NAA715	Philosophy for Transfer CSUGE
Humanities	NAA717	Philosophy for Transfer IGETC
Languages		Chinese courses & faculty (no program)
Languages		French courses & faculty (no program)
Languages	NAA707	Spanish for Transfer CSUGE
Languages	NAA708	Spanish for Transfer IGETC
<b>22FALL FACULTY COUNTS 27 FT (+2 LIB) &amp; 52 PT      PROJECTED REASSIGN TIME REQUIRED = 1.0</b>		
CHI FT=0, PT=1; FRE FT=0, PT=1; SPA FT=2, PT=10; HUM- FT=1, PT=3; PHI FT=1, PT=2; ENG FT=15, PT=22; COM FT=5; PT=10; ESL FT=1, PT=2; LIB FT=1 (+2), PT=1; ALR FT=1, PT=0; JOU=0; ILA=0		
<b>22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY</b>		<b>n = 395</b>

<b>School of Social &amp; Behavioral Sciences</b>		
<b>CAP</b>	<b>Program Code</b>	<b>Program Name</b>
*Guidance		Guidance courses & faculty (no program)
Behavioral Science	NAA566	Psychology for Transfer CSUGE
Behavioral Science	NAA568	Psychology for Transfer IGETC
Social & Behavioral Science	NAA616	Anthropology for Transfer CSUGE
Social & Behavioral Science	NAA618	Anthropology for Transfer IGETC
Social & Behavioral Science	NAA499	Social & Behavioral Studies
Social & Behavioral Science	NAA499B	Social & Behavioral Studies - Plan B
Social & Behavioral Science	NAA499C	Social & Behavioral Studies - Plan C
Social & Behavioral Science	NAA695	Sociology for Transfer CSUGE
Social & Behavioral Science	NAA696	Sociology for Transfer IGETC
Social Science		Ethnic Studies courses & faculty (no program)
Social Science	NAA744	History for Transfer CSUGE
Social Science	NAA745	History for Transfer IGETC
Social Science	NAA754	Political Science for Transfer CSUGE
Social Science	NAA755	Political Science for Transfer IGETC
Social Science	NAA1003	Social Justice Studies for Transfer CSUGE
Social Science	NAA1004	Social Justice Studies for Transfer IGETC
<b>22FALL FACULTY COUNT 11 FT &amp; 26 PT + GUI      PROJECTED REASSIGN TIME REQUIRED = 1.0</b>		
ANT FT=2, PT=2; ETS FT=1, PT=0; POL FT=2, PT=5; PSY FT=2, PT=8; HIS FT=2, PT=7; SOC FT=2, PT=4; SJS =0		
<b>22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY</b>		<b>n = 1,564</b>

<b>School of Applied Technologies &amp; Apprenticeships</b>		
<b>CAP</b>	<b>Program Code</b>	<b>Program Name</b>
Architecture	NAS983	Architectural Graphics
Architecture	NCE983	Architectural Graphics
Architecture	NAS983B	Architectural Graphics - Plan B
Architecture	NAS983C	Architectural Graphics - Plan C
Construction	NAS906	Construction Management
Construction	NCE906	Construction Management
Construction	NAS906B	Construction Management - Plan B
Construction	NAS906C	Construction Management - Plan C
Construction	NAS532	Construction Technology
Construction	NCE532	Construction Technology
Construction	NAS532B	Construction Technology - Plan B
Construction	NAS532C	Construction Technology - Plan C
Drafting	NAS995	3D Mechanical Drafting
Drafting	NCE995	3D Mechanical Drafting
Drafting	NAS995B	3D Mechanical Drafting - Plan B
Drafting	NAS995C	3D Mechanical Drafting - Plan C
Drafting	NAS539	Drafting Technology
Drafting	NCE539	Drafting Technology
Drafting	NAS539B	Drafting Technology - Plan B
Drafting	NAS539C	Drafting Technology - Plan C
Drafting	NCE796	Engineering Graphics
Drafting	NCE1020	Essential 3D Tour
Drafting	NCE1021	Essential CAD
Drafting	NCE1022	Essential Fusion 360
Drafting	NCE1023	Essential Revit
Drafting	NCE1024	Essential SolidWorks
Electrician	NAS766	Electrician
Electrician	NCE766	Electrician
Electrician	NAS766B	Electrician - Plan B
Electrician	NAS766C	Electrician - Plan C
Electrician	NAS485	Electrician Apprenticeship
Electrician	NCE485	Electrician Apprenticeship
Electrician	NAS485B	Electrician Apprenticeship - Plan B
Electrician	NAS485C	Electrician Apprenticeship - Plan C
Facility Maintenance	NAS771	Facility Maintenance
Facility Maintenance	NAS771B	Facility Maintenance – Plan B
Facility Maintenance	NAS771C	Facility Maintenance – Plan C
Electronics	NAS656	Digital Electronics
Electronics	NCE656	Digital Electronics
Electronics	NAS656B	Digital Electronics - Plan B
Electronics	NAS656C	Digital Electronics - Plan C
Electronics	NCE856	Electronic: Green Technician
Electronics	NAS644C	Sound & Communication Installer Apprenticeship- Plan C
Electronics	NAS644	Sound & Communication Systems Installer Apprenticeship
Electronics	NAS644B	Sound & Communication Systems Installer Apprenticeship - B
Electronics	NCE644	Sound and Communication Systems Installer Apprenticeship
Manufacturing	NCE968	Apprenticeship: Manufacturing Technician 1
Manufacturing	NAS967	Apprenticeship: Manufacturing Technician 2
Manufacturing	NCE967	Apprenticeship: Manufacturing Technician 2
Manufacturing	NAS967B	Apprenticeship: Manufacturing Technician 2 - Plan B
Manufacturing	NAS967C	Apprenticeship: Manufacturing Technician 2 - Plan C

Manufacturing	NCE966	Computerized Numerical Control (CNC) Operator
Manufacturing	NCC8019	Computerized Numerical Control Operator
Manufacturing	NCE865	Conventional Machine Operator
Manufacturing	NCC8039	Industrial Automation
Manufacturing	NCE737	Industrial Automation
Manufacturing	NAS737	Manufacturing Technology - Industrial Automation
Manufacturing	NAS737B	Manufacturing Technology - Industrial Automation - B
Manufacturing	NAS737C	Manufacturing Technology - Industrial Automation - C
Manufacturing	NAS655	MFG -Computer Numerical Control Programming
Manufacturing	NCE655	MFG -Computer Numerical Control Programming
Manufacturing	NAS655B	MFG -Computer Numerical Control Programming - Plan B
Manufacturing	NAS655C	MFG -Computer Numerical Control Programming - Plan C
Supply Chain	NAS924	Supply Chain Automation
Supply Chain	NCE924	Supply Chain Automation
Supply Chain	NAS924B	Supply Chain Automation - Plan B
Supply Chain	NAS924C	Supply Chain Automation - Plan C
<b>22FALL FACULTY COUNT 5 FT &amp; 10 PT + 12 for apprenticeship    PROJECTED REASSIGN TIME = 0.5</b> ARE FT=0, PT=2; CON FT=1, PT=2, CRP=0, DFT FT=2, PT=1; ELC=0; ELE/ENE FT=1, PT=4; ELE/ENE Apprenticeship = 12; GIS=0; MAN FT=1, PT=1, SCA=0, SCT=0		
<b>22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY</b>		<b>n = 816</b>

### School of Business & Management

CAP	Program Code	Program Name
Accounting	NCC8009	Accounting Basics for Small Business
General Business	NAA494	Administration & Information Systems
General Business	NAA494B	Administration & Information Systems - Plan B
General Business	NAA494C	Administration & Information Systems - Plan C
General Business	NCE858	Bus Adm: Individual and Small Business Income Tax Preparer
Accounting	NCE859	Bus Adm: Small Business Accounting
Accounting	NCE860	Bus Adm: Small Business Payroll Accounting
Accounting	NAS523	Bus Admin-Accounting Concentration
Accounting	NCE523	Bus Admin-Accounting Concentration
Accounting	NAS523B	Bus Admin-Accounting Concentration - Plan B
Accounting	NAS523C	Bus Admin-Accounting Concentration - Plan C
General Business	NAS524	Bus Admin-General Business Concentration
General Business	NCE524	Bus Admin-General Business Concentration
General Business	NAS524B	Bus Admin-General Business Concentration - Plan B
General Business	NAS524C	Bus Admin-General Business Concentration - Plan C
Management	NAS521	Bus Admin-Management Concentration
Management	NCE521	Bus Admin-Management Concentration
Management	NAS521B	Bus Admin-Management Concentration - Plan B
Management	NAS521C	Bus Admin-Management Concentration - Plan C
Real Estate	NAS527	Bus Admin-Real Estate Concentration
Real Estate	NCE527	Bus Admin-Real Estate Concentration
Real Estate	NAS527B	Bus Admin-Real Estate Concentration - Plan B
Real Estate	NAS527C	Bus Admin-Real Estate Concentration - Plan C
Entrepreneurship	NCE861	Business Admin-Entrepreneurship Getting Started
General Business	NAS1001	Business Administration 2.0 for Transfer CSUGE

General Business	NAS1002	Business Administration 2.0 for Transfer IGETC
Logistics	NAS580	Business Administration-Logistics Management
Logistics	NAS580B	Business Administration-Logistics Management - Plan B
Logistics	NAS580C	Business Administration-Logistics Management - Plan C
Logistics	NCE580	Business Administration-Logistics Management concentration
General Business	NAS522	Business Information Worker
General Business	NAS522B	Business Information Worker
General Business	NAS522C	Business Information Worker
General Business	NCE522	Business Information Worker
General Business	NCC8012	Customer Relations
General Business	NCC8013	Emerging Leaders
General Business	NCC8014	Enterprise Communication
Entrepreneurship	NCE977	Entrepreneurial Essentials
Entrepreneurship	NCE978	Entrepreneurial Foundations
Entrepreneurship	NCE979	Entrepreneurship and the Team
Entrepreneurship	NCE864	Entrepreneurship: Legal and Finance
General Business	NCC8015	Financial Literacy
Logistics	NAS579	Logistics Management
Logistics	NCE579	Logistics Management
Logistics	NAS579B	Logistics Management - Plan B
Logistics	NAS579C	Logistics Management - Plan C
Entrepreneurship	NCC8035	Non-Credit Entrepreneurial Essentials
Entrepreneurship	NCC8036	Non-Credit Entrepreneurial Foundations
Entrepreneurship	NCC8037	Non-Credit Entrepreneurship and the Team
Real Estate	NCE854	Real Estate Salesperson and Transaction
General Business	NCE536	Retail Management, WAFC
General Business	NAS536	Retail Management-WAFC
General Business	NAS536B	Retail Management-Wafc - Plan B
General Business	NAS536C	Retail Management-Wafc - Plan C
General Business	NCC8016	Sales Techniques
General Business	NCC8011	Social Media for Business
General Business	NCC8038	Successful Career Transitions
General Business	NCC8017	Workplace Essentials
		Economics classes & faculty (no program)
		Work experience classes (no faculty or program)

**22FALL FACULTY COUNT 7FT & 18 PT** **PROJECTED REASSIGN TIME REQUIRED = 0.5**  
 ACC FT=2, PT=4; APP FT=0, PT=1; BUS FT=3, PT=6; ENP FT=0, PT=0; MAG FT=0, PT=1; MKT FT=0, PT=0; PDS FT=1 (ED2), PT=1; RLE FT=0; PT=3; WKX FT=0, PT=0; ECO FT=1, PT=2

**22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY** **n = 1,879**

<b>School of Human &amp; Public Services</b>		
<b>CAP</b>	<b>Program Code</b>	<b>Program Name</b>
Administration of Justice	NAS504	Administration of Justice
Administration of Justice	NCE504	Administration of Justice
Administration of Justice	NAS504B	Administration of Justice - Plan B
Administration of Justice	NAS504C	Administration of Justice - Plan C
Administration of Justice	NAS642	Administration of Justice for Transfer CSUGE
Administration of Justice	NAS643	Administration of Justice for Transfer IGETC
Administration of Justice	NCE1041	Crime Scene Investigation
Education	NAA885	Child and Adolescent Development for Transfer CSUGE
Education	NAA886	Child and Adolescent Development for Transfer IGETC

Education	NAS544	Early Childhood Education
Education	NCE544	Early Childhood Education
Education	NAS544B	Early Childhood Education - Plan B
Education	NAS544C	Early Childhood Education - Plan C
Education	NAS529	Early Childhood Education for Transfer CSUGE
Education	NAS530	Early Childhood Education for Transfer IGETC
Education	NCE795	Early Childhood Education-Assistant Teacher
Education	NCE797	Early Childhood Education-Twelve Core Units
Education	NAS601	Early Childhood Intervention
Education	NCE601	Early Childhood Intervention
Education	NAS601B	Early Childhood Intervention - Plan B
Education	NAS601C	Early Childhood Intervention - Plan C
Education	NCC8033	Family Child Care Provider
<b>22FALL FACULTY COUNT 4 FT &amp; 11 PT</b>		<b>PROJECTED REASSIGN TIME REQUIRED = 0.3</b>
ADJ FT=2, PT=6; ECE FT=2, PT=5		
<b>22FALL UNDUPLICATED STUDENT COUNT DECLARED PROGRAM OF STUDY</b>		<b>n = 764</b>

As new non-credit, certificate, and associate programs are developed and implemented, some schools and/or disciplines may experience substantial growth. A proposal to split into a smaller school may be submitted to Academic Senate and administration for review in the event that a single discipline or area feel their student headcount or programs have grown enough to warrant division from the current proposed eight (8) school structure, the following metrics are recommended for consideration:

- Unduplicated student headcount of students with declared programs of study offered by the subject discipline/school
- FTES for student enrollments in discipline/school courses
- FT and PT faculty headcounts for discipline/school faculty
- Ability to have commensurate college council participation. Currently the [\*\*Norco College 2020-2025 Strategic Planning and Governance Manual\*\*](#) includes school-based faculty representatives on Academic Council.

# Implementation Timeline

## Suggested Implementation Timeline Activities

### Spring 2023–

- Academic Senate & Management Approval
- Elect new Academic Chairs for new Schools
- Choose New Strategic representatives and appoint through Academic Senate
- Begin Hiring process for any new positions
- Schools Activity Toolkit completed and presented to Senate
- New Schools Meeting May 30<sup>th</sup> with planning for initial kick-off event

### Fall 2023–

- Implementation of new structure i.e. Schools Meetings rather than Departments
- Plan Schools events with support and Toolkit (Project Team Deliverable)
- Develop New Budget Codes in conjunction with new common numbering system adjustments

### Spring 2024–

- Integrate New Schools into Enrollment Management plan with FTES and FTEF plans for growth linked to budget and course offerings.
- Create Schools yearly communication plan with accompanying events.
- Integrate Schools-based and CAP-based outcomes into Program Review with links to communication and events planning as well as Success Team interventions and support programs.

This report represents the continued conversations around actualization of Guided Pathways & Equity frameworks into the systems at Norco College. This work could not be continued without the dedication and hard work of the Project Team, the Institutional Effectiveness support from Caitlyn Busso, our Project Administrators Dr. Tenisha James, David Schlanger, and Dr. Quinton Bemiller, and all of the college partners who gave their feedback and suggestions. We understand this work is in progress and, essentially, will never be finished, but we will continue to work hard and ask the difficult questions in order to create equitable accessible structures in which our students can succeed.

## Appendix 1



# Guided Pathways & Equity Project Team

## 2022-23

This Charter is established between the Guided Pathways and Equity Project Team and the Guided Pathways Leadership Group to structure the process and planned outcomes included herein during the 1-year period of the 2022-2023- academic year.

### Purpose

This Guided Pathways and Equity Project Team is a one-year project team that will guide continued implementation of the Guided Pathways plan; specifically, leading the work pertaining to development of a new “school” structure that more closely aligns with career pathways to increase student engagement, sense of belonging, and career development opportunities via meaningful Career & Academic Pathway (CAP) community events.

### Charge

The charge of this project team is to coordinate and facilitate the direct efforts of:

- EMP Goal 2(*Success*) *Implement Guided Pathways framework* and overlapping efforts through Guided Pathways
- EMP Goal 3(*Equity*) *Close all student equity gaps*
- EMP Goal 4; Objective 4.1 - Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees).

This project team also acknowledges results and recommendations from the HOTEPE Equity Audit conducted in 2021-22, which suggest developing student programming around community, identity, and social justice related issues outside of the context of established learning communities welcomes students who are not as engaged or connected but would like to be.

### **Guiding Principles and Assumptions**

The College's efforts in adopting a guided pathways model and moving forward in our completion initiative is a topic of discussion in nearly every meeting and is woven through the fabric of our planning processes in transforming our institution. The college aligns all strategic goals/objectives with a council, committee, or workgroup. The culture of the college promotes consensus building to support decision making in leveraging existing programs and initiatives in resource allocation and program enhancements. This group will guide the directed efforts to integrate Guided Pathways and Equity at the college through the use of data, holistic assessment, state assessments (SOAA, CAGP), and the Quality Focus Essay in the 2020 Accreditation Document to guide its efforts.

### **Scope & Expected Deliverables**

The scope of the 2022-23 Guided Pathways and Equity Project Team is to advance our Student Equity and Guided Pathways work. This project team will be led by two faculty Co-Chairs, supported by a small tactical team to work towards specific outcomes related to Equity and Guided Pathways. The project will run from September 2022 through June 2023. The team will develop:

- Project Charter outlining objectives, scope, and deliverables
- A plan of action to solicit intentional feedback across all college constituency groups regarding possible reorganization of existing "school" structures into more meaningful Career and Academic Pathways (CAPs).
- A plan of action for development of regularly scheduled CAP community events to increase student engagement, sense of belonging, and career development within their field of study. This will include a proposed strategic communication plan, along with administrative and fiscal support needed for full implementation across all CAPs. This plan of action will be developed in collaboration with student leaders and Career Center leadership.
- Present a proposal to Academic Senate, Faculty Association, Student Support Council regarding new Career and Academic Pathways (CAPs) with specific suggestions for implementation and proposed annual activities for CAPs to promote community, as well as provide a structure for success teams integration into CAPs.
- Final Report of recommendations including any fiscal implications.

### **Membership**

The Project Team will be comprised of 8 members (or as specified by the overseeing committee/council) inclusive of representatives of all primary constituency groups and assigned or appointed by their respective representative bodies OR defined membership based upon expertise, title, functional area of responsibility, etc. Please clarify if all members are voting members or if there are advisory members (e.g., such as a second/alternative non-voting ASNC representative).

Faculty Project Leads: Melissa Bader & Brittnee Quintanar

Instructional faculty reps: Kiandra Jimenez, John Moore, Marissa Illiscupidez, Zina Chacon, Erin Spurbeck

Classified Professional rep: Caitlin Busso

Additional Support provided by Guided Pathways Leadership: Tenisha James, Quinton Bemiller

### **Meeting Time/Pattern**

The Project Team meets monthly on last Friday at 9:30 and as needed with representative bodies on campus. Contact the Co-Chairs or designated facilitator to place an item on a future agenda.

### **Roles of Chairs and Members**

The Co-Chairs are accountable to Guided Pathways and Equity to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Guided Pathways Project Team based on best practices and guidelines for effective facilitation.

Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the project team that can help to achieve the charter deliverables and facilitate dialogue of proposed changes to the existing Guided Pathways Schools structure. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the project team. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with peers with the intention of finding consensus on all issues that come before Guided Pathways and Equity.

### **Meeting Procedures and Expectations**

The Co-Chairs, and members of this governance entity will adhere to meeting and governance best practices as follows:

Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted.

Members endeavor to:

- appropriately prepare for meetings based on the meeting agenda.
- arrive promptly and stay for the duration of entire meetings.
- participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.
- welcome all ideas, interests and objectives that are within the scope of the charter.
- actively listen to engage in respectful and constructive dialogue.
- work with a spirit of cooperation and compromise leading to authentic collaboration.
- move forward once a consensus-based decision has been made.
- continue to progress with the members who are present at each meeting.
- follow through on tasks that are committed to outside of scheduled meetings.

## Appendix 2

### Department Chair Cost by Department (Salary, Fixed, H&W)

Reassign Cost- Department Chairs			
BEIT		FY 2023/24	
55,767.60	40%	60,301.51	63,919.60
12,742.90		14,984.92	18,708.68
11,031.60		11,583.18	12,162.34
79,542.10		86,869.61	94,790.61
Co-Chair			
59,848.00	40%	64,713.64	68,596.46
13,675.27		17,073.57	21,316.35
11,031.60		11,583.18	12,162.34
84,554.87		93,370.39	102,075.15
Co-Chair BEIT			
50,168.80	40%	54,247.52	57,502.37
11,463.57		14,312.27	17,868.87
13,021.36		13,672.43	14,356.05
74,654		82,232.22	89,727.29
Dpt - Chair			
38,929.50	30%	42,094.47	44,620.14
8,895.39		11,105.90	13,865.71
9,177.24		9,636.10	10,117.91
57,002		62,836.47	68,603.75
Co-Chair			
51,726.85	35%	55,932.24	59,288.18
11,819.59		14,756.75	18,423.81
11,393.69		11,963.37	12,561.54
74,940.13		82,652.37	90,273.53
Co-Chair			
11,506.20	10%	12,441.65	13,188.15
2,629.17		3,282.51	4,098.22
1,063.43		1,116.60	1,172.43
15,198.80		16,840.77	18,458.80
Co-Chair			
33,167.81	25%	35,864.36	38,016.22
7,578.85		9,462.19	11,813.54
8,138.35		8,545.27	8,972.53
48,885.01		53,871.81	58,802.29
Co-Chair			
30,375.00	20%	32,844.49	34,815.16
6,940.69		8,665.45	10,818.81

6,510.68		6,836.21	7,178.02
43,826.37		48,346.15	52,811.99
<hr/>			
Asst Dpt Chair			
47,170.80	40%	51,005.79	54,066.13
10,778.53		13,456.99	16,801.05
13,021.36		13,672.43	14,356.05
70,970.69		78,135.21	85,223.24
<hr/>			
Chair COMM			
79,724.40	60%	86,205.99	91,378.35
18,217.03		22,743.96	28,395.83
16,547.76		17,375.15	18,243.91
114,489.19		126,325.10	138,018.09
<hr/>			
Chair A&H			
85,825.80	60%	92,803.44	98,371.64
19,611.20		24,484.58	30,568.99
19,532.04		20,508.64	21,534.07
124,969.04		137,796.66	150,474.71
<hr/>			
Chair Counseling			
64,857.00	50%	70,129.87	74,337.67
22,907.49		28,600.00	35,707.11
13,789.80		14,479.29	15,203.25
101,554.29		113,209.17	125,248.03
<hr/>			
Dpt Chair			
64,369.50	50%	69,602.74	73,778.90
14,708.43		18,363.48	22,926.80
16,276.70		17,090.54	17,945.06
95,354.63		105,056.75	114,650.77
<hr/>			
Dpt Chair SBS			
74,810.00	50%	80,892.05	85,745.58
17,094.09		21,341.97	26,645.44
16,276.70		17,090.54	17,945.06
108,180.79		119,324.55	130,336.08
<hr/>			
Asst Dpt Chair			
23,949.80	20%	25,896.92	27,450.73
8,459.07		10,561.15	13,185.59
5,262.00		5,525.10	5,801.36
37,670.87		41,983.17	46,437.68
<hr/>			
<b>1,131,793</b>		<b>1,248,850</b>	<b>1,365,932</b>

# **BYLAWS OF NORCO COLLEGE OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT/NORCO COLLEGE ACADEMIC SENATE**

## **PREAMBLE**

The Academic Senate of Norco College of the Riverside Community College District (herein referred to as the “Senate”) can change and amend its Bylaws by a minimum of 2/3 majority vote of its voting members present providing that (1) motions to change and amend the Bylaws are proposed in writing, (2) at least one week elapses between the making of a motion to amend and any vote to adopt the motion is taken, and (3) a quorum is present when the vote occurs.

## **ARTICLE I**

Section 1. Senators represent areas of study. Areas of study are defined as departments for the purposes of these Bylaws.

Section 2. Regular Senate meetings are generally held on the first and third Monday of each whole month (contract holidays excepted) during the spring and fall semesters at a location and time announced by the Senate President or as otherwise scheduled by the Senate.

Section 3. Senate meetings and faculty meetings called by the Senate are conducted under the parliamentary guidance of *Robert’s Rules of Order, Revised*, unless otherwise stipulated.

Section 4. The Senate President shall establish the agenda for each Senate meeting, which must be approved by simple majority vote of the voting members present at the meeting. The agenda must be established in accordance with California laws and regulations. Any member of the Norco College faculty may submit an agenda item to the Senate. The established agenda may be abridged or amended by majority vote or by consensus of the members present.

Section 5. The Senate President may contact any Senator who misses two regularly scheduled meetings in a term to assess the attendance issue. If appropriate, the Senate President may contact the Senator’s Department Chair regarding such absenteeism with the hope of resolving the situation and avoiding underrepresentation. Such absentee Senator may be replaced by the Department.

Section 6. A special meeting of the Senate may be called by the Senate President or any five voting members of the Senate.

Section 7. All faculty members are encouraged to participate in Senate discussions.

## **ARTICLE II**

Section 1. Duties and Responsibilities of Senators

Department representatives to the Senate (herein referred to as “Senators”) and their alternates, are accountable to all members of the Norco College faculty. Senators and their alternates shall:

- A. participate in regularly scheduled Senate meetings as active and informed representatives of their electoral constituencies;
- B. consider, and where the Senate agrees, ratify appointments made by the Senate President;
- C. consider, and where the Senate agrees, authorize the execution of contracts and other agreements entered into by the Senate;
- D. inform their constituents about general issues and concerns facing Norco College and specific matters coming before the Senate;
- E. inform the Senate about relevant issues and concerns facing their constituents;
- F. assist the Senate President in gathering data as needed for projects of the Senate;
- G. communicate with other Senator members, in adherence with State laws and RCCD Board Policies;
- H. inform potential or newly elected Senator members of Senate policies;
- I. serve when possible on the Senate's ad hoc committees and other committees as requested by the Senate President and/or the Senate; and
- J. encourage faculty members to become involved in the Senate and its committees.

Section 2. Duties and Responsibilities of the Senate President

The Senate President shall:

- A. develop agendas and conduct meetings of the Senate
- B. distribute, in compliance with relevant State laws and RCCD Board policies, agendas for upcoming regular Senate meetings at least 72 hours prior to the beginning of scheduled meetings.
- C. convene and preside over general meetings of the faculty (full and/or part-time) called by the Senate;
- D. serve as the official Senate spokesperson and advocate on academic and professional matters;
- E. meet regularly with the College President and the District Chancellor, and report the pertinent details of those meetings to the Senate;
- F. meet with other administrators and classified professionals as needed, and report the pertinent details of those meetings to the Senate;
- G. represent faculty matters within the purview of the Senate to the College President;
- H. represent the Senate at meetings of the RCCD Board of Trustees and before all appropriate College and District administrative groups;
- I. participate as requested in the evaluation of administrative staff;
- J. represent the Senate on appropriate Norco College and District administrative councils;
- K. represent the Senate as an ex-officio member of all standing committees of the Senate;
- L. meet with the representative(s) of the Faculty Association to both ensure that the academic and professional aspects of negotiable issues reflect Senate concerns and maintain open lines of communication and cooperation between the Faculty Association and the Senate;
- M. work with the leadership of classified professionals and student groups to maintain open lines of communication and cooperation between those groups and the Senate;
- N. register the Senate's endorsement of relevant documents sent to the state or other authorities;

- O. address academic and professional aspects of regulatory issues in the California Education Code and Title 5, as well as organize the Senate's response in a collegial and timely manner;
- P. serve as a member of the District Academic Senate and serve as the District Academic Senate President every three years on a rotational basis with the Academic Senate Presidents of Moreno Valley College and Riverside City College;
- Q. serve as the primary contact for the Senate of the California Community Colleges (ASCCC) and attend conferences, meetings, and seminars of organizations that relate to California community colleges;
- R. allocate Senate resources within the constraints of the Senate Budget;
- S. meet with new faculty members to familiarize them with collegial governance and Senate operations;
- T. appoint faculty members to Norco College and District committees, task forces, and work groups and have those appointments ratified by the Senate;
- U. appoint, when necessary, a Parliamentarian from among the Senators;
- V. communicate official Senate proceedings to the entire faculty; and
- W. perform such other functions that are necessary for carrying out the purposes and policies of the Senate;

**Section 3.** Duties and Responsibilities of the Senate Vice President

The Vice-President shall:

- A. act in the capacity of the Senate President in Senate meetings when the President is unavailable to serve;
- B. chair the Nomination Committee and all faculty meetings called to seek nominations for elections;
- C. conduct nominations and elections for the Senate under the provisions of Article VII of the Senate Constitution;
- D. maintain records of Senate appointments, including date of appointment, length of term, and other information as necessary.
- E. convene the first yearly meeting of any standing committee without a chair;
- F. participate with the Senate President in monthly meetings with the College President; and
- G. perform such other functions as the Senate and/or the Senate President reasonably assigns in carrying out the purposes and policies of the Senate.

**Section 4.** Duties and Responsibilities of the Secretary/Treasurer

The Secretary/Treasurer shall:

- A. keep minutes of Senate meetings when a classified professional is unavailable and make these records available to the entire faculty following Senate approval;
- B. maintain a file of all minutes and official documents of the Senate, including but not limited to dated copy of Constitution and Bylaws, expiration dates of all terms of office of officers, committee members, and members of the Senate;
- C. prepare and distribute meeting notes for Senate meetings to the entire faculty within five business days of the conclusion of said meeting;
- D. prepare and distribute meeting notes for general faculty meetings convened by the Senate to the entire faculty within five business days of the conclusion of said meeting;

- E. ensure the currency of all contact information for the Senate;
- F. ensure the currency of information on the Senate's website;
- F. keep, as necessary, the financial records of the Senate up-to-date and in good order;
- G. with the approval of the Senate President, make all properly authorized payments that are consistent with the Constitution, the Bylaws, or Senate orders, and which do not threaten the solvency of the Senate; and
- H. perform such other functions as the Senate or the Senate President assigns in carrying out the purposes and policies of the Senate.

### **ARTICLE III. THE ELECTION OF SENATORS**

Section 1. The Nominations Committee shall request that the Norco College academic departments select Senators and Alternate Senators and shall inform the Norco College academic departments in a timely manner whenever a special need exists to fill a vacancy.

Section 2. Each of Norco College's academic departments shall choose one full-time faculty member as its Senator to serve on the Senate and one Alternate Senator to serve in Senate meetings when the primary departmental Senator cannot attend; in this case, the Alternate Senator shall assume all rights and duties the primary Senator including the right to vote in Senate meetings. It is recommended that tenured faculty members be given priority for these positions.

- A. Senators and Alternate Senators shall be chosen by a democratic process with each full-time faculty member of the department having one vote for each member to be elected. Faculty members with assignments in two or more departments will exercise their one vote in the department that houses their primary designated FSA.
- B. Senators and Alternate Senators shall serve for two years beginning on the July 1 following their election.
- C. There are no limitations on the number of consecutive terms to which a member may be elected as a Senator or Alternate Senator.
- D. If an elected Senator or Alternate Senator is unable to serve for any reason, the academic department represented by that Senator/Alternate Senator shall elect a replacement representative for the balance of the term.
- E. Departments may change representatives at any time for any reason for the remainder of any existing term as long as a democratic process is followed.
- F. Any disputes concerning the selection of representation shall be resolved by the Academic Senate. Senate decisions with regard to processes and eligibility shall be final.

Section 3. Senators and Alternate Senators may represent only one academic department at a time.

**ARTICLE IV: ELECTIONS OF SENATE OFFICERS, PART-TIME SENATOR, DISTINGUISHED FACULTY LECTURER, AND FACULTY COMMENCEMENT SPEAKER**

Section 1. The Nomination Committee shall conduct official Senate elections.

Section 2. The Nomination Committee shall be chaired by the Senate Vice-President and composed of two additional Senators appointed by the Senate. No Officer other than the Senate Vice-President shall be eligible to serve on the Nomination Committee. If the Senate Vice-President is a candidate in an election, then the Senate will select a Senator who is not a candidate in the election to serve as the Nomination Committee chair.

Section 3. The Nomination Committee shall call for nominations from the faculty at least one week in advance of the holding an election and strive to have least two candidates who are willing to serve in each election.

Section 4. The Nomination Committee shall distribute ballots for the election of Senate Officers, Part-time Senator, and Distinguished Faculty Lecturer to faculty at least one week in advance of the election. The Nomination Committee shall verify the consent of nominees, either verbally or in writing, prior to distributing the ballots. Elections for these positions shall follow the procedures below.

- A. Elections for the positions of Senate President, Vice-President, and Secretary/Treasurer shall take place every three years in the Spring term before the end of April, and the winners will assume their offices on July 1. If an elected Officer is unable to complete their term, the Senate shall follow the guidelines set forth in Article 5 of the Constitution to fill the vacancy.
- B. Elections for the Part-time Senator shall take place every two years in the beginning of Fall term, and the winner will take their office immediately. If for any reason the elected part-time Senator is unable to complete their term, the Senate shall appoint to the position the candidate who received the next highest number of votes in the election in which the original Part-time Senator was elected. If these provisions cannot be fulfilled, then Section 10 of this Article shall prevail.
- C. Elections for the Distinguished Faculty Lecturer shall take place every three years in rotation with Riverside City College and Moreno Valley College with the election taking place in the prior Spring term.
- D. Elections for the Faculty Commencement Speaker shall take place every Fall semester, except in those years in which the Distinguished Faculty Lecturer rotates to Norco College. In those years, the Distinguished Faculty Lecturer shall serve as the Faculty Commencement speaker.

Section 5. In those years in which Officers are elected, the Senate may arrange for an open forum at which candidates for these positions may present themselves and their programs to the voting faculty.

Section 6. All elections shall be conducted in such a manner as to promote the integrity of the electoral process.

Section 7. The Nominations Committee shall establish the dates and times for distribution, collection, and counting of ballots so that the results can be posted as quickly as possible after votes are counted.

Section 8. All elections shall be decided by majority vote. A run-off election will be held between the top two vote getters if no candidate receives a majority.

Section 9. The results for all Senate elections shall be kept for 30 days for review by any faculty member.

Section 10. In the event of a vacancy for any reason in any elected position not otherwise provided for in the Senate Constitution or Bylaws, the Nomination Committee shall submit the name(s) of at least one, and preferably two or more, replacement candidates for an election within the Senate. Upon presentation of the name(s) of the candidate(s), the Senate shall appoint the candidate who receives a majority of the votes of the Senate voting members who are present for the election. The replacement candidate shall assume office immediately for the remainder of the term of office.

Section 11. The Senate may designate temporary replacements for Officers who are temporarily unable to perform the duties of the office to which they were elected.

## **ARTICLE V. PETITIONS, REFERENDUM, AND RECALL**

### Section 1. Petitions

Anyone may submit a petition proposing an action or policy for the Senate, and the Senate President shall determine if the petition will be heard by the Senate. However, a petition signed by at least ten (10) full-time faculty members must be heard by the Senate in a timely manner.

### Section 2. Referendum

Within four weeks following an official action of the Senate, a petition signed by at least ten (10) full-time faculty members to reverse or reconsider such action may be filed with the Senate President. Within fifteen (15) calendar days of the petition's filing, the Senate Nomination Committee shall arrange for a vote of the faculty to take place. A majority of those faculty members voting shall be necessary to rescind an action of the Senate.

### Section 3. Recall of Officers and Senators

- A. Officers may be recalled from office by a vote of at least 2/3 of the full-time faculty voting in an election conducted by the Senate. A petition signed by at least 1/3 of the appropriate full-time faculty and submitted to the chair of the Nomination Committee or a vote of at least 2/3 of the Senate shall be necessary before such an election can be called. If the officer being recalled is the Vice-President, another Senator will be named to take the Vice-President's place on the Nominations Committee.

- B. The Part-time Senator may be recalled by a vote of at least 2/3 of the appropriate part-time faculty voting in an election conducted by the Senate. A petition signed by 1/10 of the part-time faculty constituency and submitted to the chair of the Nomination Committee or a vote of at least 2/3 of the Senate shall be necessary before such an election can be called.
- C. Recall elections shall take place only during the Fall and Spring semesters in not less than ten (10) calendar days nor more than twenty-one (21) calendar days following the receipt of the petition by the Senate or the vote authorizing the recall election by the Senate.
- D. In the event of a successful recall election of an Officer, the position shall be filled in accordance with Article V of the Constitution.
- E. In the event of a successful recall election of a Senator, the Norco College academic department that was being represented by the recalled Senator shall elect a different full-time faculty member as a replacement representative for the balance of that term.

## **ARTICLE VI. SENATE STANDING COMMITTEES**

The purpose of standing committees is to facilitate the work of the Senate. Each standing committee shall have at least one faculty chair or co-chair. A standing committee may also choose by a majority vote of the faculty on the committee to have an administrative and/or staff co-chair. Administrative and staff committee co-chairs must be approved by the Senate. Faculty chairs and co-chairs do not require Senate approval. Committee chairs or co-chairs will be elected by a majority of the faculty voting members of the committee at its last spring meeting and serve for two years with no limit on the number of terms a chair or co-chair can serve. Faculty co-chairs, or their designated representatives, will present regular reports to the Senate regarding each of their committee's activities.

Standing committees may choose to include administrators, classified professionals, students and/or community members to serve as voting members of the committee, but the majority of voting members of a Senate standing committee must be faculty. Administrators, classified professionals, students, and/or community members shall be selected in a manner determined by their respective constituency groups. Standing committee faculty chairs or co-chairs will inform the Senate President of its constituent voting members on a yearly basis and present reports to the Senate on a regular basis. Senate committees shall notify the Senate President in writing of any changes to committee leadership.

The Senate will provide each committee with general functions and responsibilities, but each committee will create and update their specific mission and purpose when appropriate and necessary. Any changes to committee mission and/or purpose must be approved by the Senate. Standing committee chairs/co-chairs shall establish meeting schedules, create agendas, and ensure minutes are recorded. Faculty chairs or co-chairs will also ensure pertinent documents are memorialized appropriately. Committees should strive to meet no less than once monthly during the full months of the fall and spring semesters.

### **Section 1. Academic Planning Chairs (APC)**

- A. APC serves in an advisory capacity to campus administrators on matters concerning faculty hiring, budget planning, capital expenditures, course scheduling and staffing, and program development.

- B. APC will be led by the Chair of Chairs, a faculty member who is elected by the other members of APC.

Section 2. Assessment Committee

- A. The Assessment Committee supports and encourages assessment of student learning in all instructional programs as well as in student and learning support services. Assessment is defined as the process by which data are used to ensure students are learning the outcomes set by the institution and the use of those data for the purpose of improving student learning, faculty pedagogy, and student and learning support services.
- B. The faculty chair of the Assessment Committee shall serve as the Assessment Coordinator.

Section 3. Course Materials Affordability Committee (CMAC)

- A. CMAC creates equal opportunities for students' success, regardless of socioeconomic circumstances, by providing equitable access to course materials.

Section 4. Curriculum Committee

- A. The Curriculum Committee reviews and approves:
  - 1. curricula for new courses, course modifications, new programs and program modifications and
  - 2. the curriculum approval process.

The Curriculum Committee is the sole approving body for Norco College-only curriculum.

- B. The Curriculum Committee is also responsible for keeping abreast with state-mandated curriculum changes and reporting those changes to faculty.
- C. Curriculum Committee members report on curriculum issues at their department meetings and solicit suggestions and recommendations when needed.
- D. The faculty Chair of the Curriculum Committee shall be a member of the District Curriculum Committee and shall also serve as the District Curriculum Committee Chair every three years on a rotational basis with the Curriculum Committee Chairs of Moreno Valley College and Riverside City College.

Section 5. Distance Education Committee (DEC)

- A. DEC:
  - 1. develops guidelines for distance education courses;
  - 2. recommends policies and procedures to the Senate for best practices in distance education preparation, training and professional development of faculty, and training students to support their success in online learning;
  - 3. advises strategic planning committees on institutional needs and best practices for distance education to best support faculty's ability to teach in an on-line environment; and
  - 4. recommends to the college, and the district, requisite tools needed by the faculty to teach effectively in an on-line mode.
- B. The faculty Chair of DEC shall be a member of the District Distance Education Committee and shall also serve as the District Distance Education Chair every three years

on a rotational basis with the Distance Education Chairs of Moreno Valley College and Riverside City College.

Section 6. Faculty Professional Development Committee (FPDC)

A. FPDC

1. offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote students' ability to achieve their educational goals in an equitable learning environment and
2. collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles in the college with focused efforts around Fall and Spring FLEX

B. The faculty chair of FPDC will serve as

1. the Professional Development Coordinator,
2. a member of the Institute Effectiveness and Governance Council (IEGC), and
3. a member of the Professional Development Coordinating Network (PDCN).

Section 7. LGBTQ+ Advocates Committee

A. The LGBTQ+ Advocates Committee supports, defends, and serves as an advocate for LGBTQ+ students, faculty, and classified professionals and makes recommendations on academics, supportive measures, and training related to intersectionality (sexual orientation, gender identity, sex, race, ethnicity, etc.), LGBTQ+ campus climate, student success, and retention.

B. Members of the committee serve as points of contact on LGBTQ+ issues and make recommendations to the Senate.

Section 8. Library and Learning Resource Center Advisory Committee (LLRCAC)

A. The LLRCAC serves as an active and collaborative forum to foster student success, strategic planning, and sustained continuous improvement of the academic support services in the Library and Learning Resource Center through recommendations, in order to uphold the overall mission of Norco College.

B. LLRCAC members facilitate discussions and feedback on Library and Learning Center resources, services, and events to ensure that they optimally support academic programs at the college and are of sufficient quantity, currency, depth, and variety.

Section 9. Program Review Committee

A. The Program Review Committee establishes guidelines, tools, and content requirements for the Program Review process at Norco College. The committee reviews and evaluates the Program Review and Annual Update of units/programs/disciplines to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning.

B. The faculty chair of the Program Review Committee will serve as

1. the Program Review Coordinator and
2. a member of the Institute Effectiveness and Governance Council (IEGC)

Section 10. The Teaching and Learning Committee (TLC)

- A. TLC fosters a culture of cross-disciplinary communication to support genuine exchange of successful pedagogy and scholarly research. It vows to protect respectful collaboration amongst faculty to ensure student success.
- B. The faculty chair/co-chairs of TLC shall serve as a member/members of the Professional Development Coordinating Network (PDCN).

Section 11. Other Committees

The Senate shall consider the need for, and establish as appropriate, standing, ad hoc, or temporary committees as needed.

# BYLAWS OF NORCO COLLEGE OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT/NORCO COLLEGE ACADEMIC SENATE

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- A. act in the capacity of the Senate President in Senate meetings when the President is unavailable to serve;
- B. chair the Nomination Committee and all faculty meetings called to seek nominations for elections;
- C. conduct nominations and elections for the Senate under the provisions of Article VII of the Senate Constitution;
- D. maintain records of Senate appointments, including date of appointment, length of term, and other information as necessary.
- E. convene the first yearly meeting of any standing committee without a chair;
- F. participate with the Senate President in monthly meetings with the College President; and
- G. perform such other functions as the Senate and/or the Senate President reasonably assigns in carrying out the purposes and policies of the Senate.

### Section 4. Duties and Responsibilities of the Secretary/Treasurer

The Secretary/Treasurer shall:

- A. keep minutes of Senate meetings when a classified professional is unavailable and make these records available to the entire faculty following Senate approval;
- B. maintain a file of all minutes and official documents of the Senate, including but not limited to dated copy of Constitution and Bylaws, expiration dates of all terms of office of officers, committee members, and members of the Senate;
- C. prepare and distribute meeting notes for Senate meetings to the entire faculty within 24 hours of the conclusion of said meeting;
- D. prepare and distribute meeting notes for general faculty meetings convened by the Senate to the entire faculty within 24 hours of the conclusion of said meeting;
- E. ensure the currency of all contact information for the Senate;
- F. ensure the currency of information on the Senate's website;
- F. keep, as necessary, the financial records of the Senate up-to-date and in good order;
- G. with the approval of the Senate President, make all properly authorized payments that are consistent with the Constitution, the Bylaws, or Senate orders, and which do not threaten the solvency of the Senate; and

- H. perform such other functions as the Senate or the Senate President assigns in carrying out the purposes and policies of the Senate.

### **ARTICLE III. THE ELECTION OF SENATORS**

Section 1. The Nominations Committee shall request that the Norco College academic departments select Senators and Alternate Senators and shall inform the Norco College academic departments in a timely manner whenever a special need exists to fill a vacancy.

Section 2. Each of Norco College's academic departments shall choose one full-time faculty member as its Senator to serve on the Senate and one Alternate Senator to serve in Senate meetings when the primary departmental Senator cannot attend; in this case, the Alternate Senator shall assume all rights and duties the primary Senator including the right to vote in Senate meetings. It is recommended that tenured faculty members be given priority for these positions.

- A. Senators and Alternate Senators shall be chosen by a democratic process with each full-time faculty member of the department having one vote for each member to be elected. Faculty members with assignments in two or more departments will exercise their one vote in the department that houses their primary designated FSA.
- B. Senators and Alternate Senators shall serve for two years beginning on the July 1 following their election.
- C. There are no limitations on the number of consecutive terms to which a member may be elected as a Senator or Alternate Senator.
- D. If an elected Senator or Alternate Senator is unable to serve for any reason, the academic department represented by that Senator/Alternate Senator shall elect a replacement representative for the balance of the term.
- E. Departments may change representatives at any time for any reason for the remainder of any existing term as long as a democratic process is followed.
- F. Any disputes concerning the selection of representation shall be resolved by the Academic Senate. Senate decisions with regard to processes and eligibility shall be final.

Section 3. Senators and Alternate Senators may represent only one academic department at a time.

### **ARTICLE IV: ELECTIONS OF SENATE OFFICERS, PART-TIME SENATOR, DISTINGUISHED FACULTY LECTURER, AND FACULTY COMMENCEMENT SPEAKER**

Section 1. The Nomination Committee shall conduct official Senate elections.

Section 2. The Nomination Committee shall be chaired by the Senate Vice-President and composed of two additional Senators appointed by the Senate. No Officer other than the Senate

Vice-President shall be eligible to serve on the Nomination Committee. If the Senate Vice-President is a candidate in an election, then the Senate will select a Senator who is not a candidate in the election to serve as the Nomination Committee chair.

Section 3. The Nomination Committee shall call for nominations from the faculty at least one week in advance of the holding an election and strive to have least two candidates who are willing to serve in each election.

Section 4. The Nomination Committee shall distribute ballots for the election of Senate Officers, Part-time Senator, and Distinguished Faculty Lecturer to faculty at least one week in advance of the election. The Nomination Committee shall verify the consent of nominees, either verbally or in writing, prior to distributing the ballots. Elections for these positions shall follow the procedures below.

- A. Elections for the positions of Senate President, Vice-President, and Secretary/Treasurer shall take place every three years in the Spring term before the end of April, and the winners will assume their offices on July 1. If an elected Officer is unable to complete their term, the Senate shall follow the guidelines set forth in Article 5 of the Constitution to fill the vacancy.
- B. Elections for the Part-time Senator shall take place every two years in the beginning of Fall term, and the winner will take their office immediately. If for any reason the elected part-time Senator is unable to complete their term, the Senate shall appoint to the position the candidate who received the next highest number of votes in the election in which the original Part-time Senator was elected. If these provisions cannot be fulfilled, then Section 10 of this Article shall prevail.
- C. Elections for the Distinguished Faculty Lecturer shall take place every three years in rotation with Riverside City College and Moreno Valley College with the election taking place in the prior Spring term.
- D. Elections for the Faculty Commencement Speaker shall take place every Fall semester, except in those years in which the Distinguished Faculty Lecturer rotates to Norco College. In those years, the Distinguished Faculty Lecturer shall serve as the Faculty Commencement speaker.

Section 5. In those years in which Officers are elected, the Senate may arrange for an open forum at which candidates for these positions may present themselves and their programs to the voting faculty.

Section 6. All elections shall be conducted in such a manner as to promote the integrity of the electoral process.

Section 7. The Nominations Committee shall establish the dates and times for distribution, collection, and counting of ballots so that the results can be posted as quickly as possible after votes are counted.

Section 8. All elections shall be decided by majority vote. A run-off election will be held between the top two vote getters if no candidate receives a majority.

Section 9. The results for all Senate elections shall be kept for 30 days for review by any faculty member .

Section 10. In the event of a vacancy for any reason in any elected position not otherwise provided for in the Senate Constitution or Bylaws, the Nomination Committee shall submit the name(s) of at least one, and preferably two or more, replacement candidates for an election within the Senate. Upon presentation of the name(s) of the candidate(s), the Senate shall appoint the candidate who receives a majority of the votes of the Senate voting members who are present for the election. The replacement candidate shall assume office immediately for the remainder of the term of office.

Section 11. The Senate may designate temporary replacements for Officers who are temporarily unable to perform the duties of the office to which they were elected.

## **ARTICLE V. PETITIONS, REFERENDUM, AND RECALL**

### Section 1. Petitions

Anyone may submit a petition proposing an action or policy for the Senate, and the Senate President shall determine if the petition will be heard by the Senate. However, a petition signed by at least ten (10) full-time faculty members must be heard by the Senate in a timely manner.

### Section 2. Referendum

Within four weeks following an official action of the Senate, a petition signed by at least ten (10) full-time faculty members to reverse or reconsider such action may be filed with the Senate President. Within fifteen (15) calendar days of the petition's filing, the Senate Nomination Committee shall arrange for a vote of the faculty to take place. A majority of those faculty members voting shall be necessary to rescind an action of the Senate.

### Section 3. Recall of Officers and Senators

- A. Officers may be recalled from office by a vote of at least 2/3 of the full-time faculty voting in an election conducted by the Senate. A petition signed by at least 1/3 of the appropriate full-time faculty and submitted to the chair of the Nomination Committee or a vote of at least 2/3 of the Senate shall be necessary before such an election can be called. If the officer being recalled is the Vice-President, another Senator will be named to take the Vice-President's place on the Nominations Committee.
- B. The Part-time Senator may be recalled by a vote of at least 2/3 of the appropriate part-time faculty voting in an election conducted by the Senate. A petition signed by 1/10 of the part-time faculty constituency and submitted to the chair of the Nomination Committee or a vote of at least 2/3 of the Senate shall be necessary before such an election can be called.
- C. Recall elections shall take place only during the Fall and Spring semesters in not less than ten (10) calendar days nor more than twenty-one (21) calendar days following the receipt of the petition by the Senate or the vote authorizing the recall election by the Senate.
- D. In the event of a successful recall election of an Officer, the position shall be filled in accordance with Article V of the Constitution.

- E. In the event of a successful recall election of a Senator, the Norco College academic department that was being represented by the recalled Senator shall elect a different full-time faculty member as a replacement representative for the balance of that term.

## **ARTICLE VI. SENATE STANDING COMMITTEES**

The purpose of standing committees is to facilitate the work of the Senate. Each standing committee shall have at least one faculty chair or co-chair. A standing committee may also choose by a majority vote of the faculty on the committee to have an administrative and/or staff co-chair. Administrative and staff committee co-chairs must be approved by the Senate. Faculty chairs and co-chairs do not require Senate approval. Committee chairs or co-chairs will be elected by a majority of the faculty voting members of the committee at its last spring meeting and serve for two years with no limit on the number of terms a chair or co-chair can serve. Faculty co-chairs, or their designated representatives, will present regular reports to the Senate regarding each of their committee's activities.

Standing committees may choose to include administrators, classified professionals, students and/or community members to serve as voting members of the committee, but the majority of voting members of a Senate standing committee must be faculty. Administrators, classified professionals, students, and/or community members shall be selected in a manner determined by their respective constituency groups. Standing committee faculty chairs or co-chairs will inform the Senate President of its constituent voting members on a yearly basis and present reports to the Senate on a regular basis. Senate committees shall notify the Senate President in writing of any changes to committee leadership.

The Senate will provide each committee with general functions and responsibilities, but each committee will create and update their specific mission and purpose when appropriate and necessary. Any changes to committee mission and/or purpose must be approved by the Senate. Standing committee chairs/co-chairs shall establish meeting schedules, create agendas, and ensure minutes are recorded. Faculty chairs or co-chairs will also ensure pertinent documents are memorialized appropriately. Committees should strive to meet no less than once monthly during the full months of the fall and spring semesters.

### Section 1. Academic Planning Chairs (APC)

- A. APC serves in an advisory capacity to campus administrators on matters concerning faculty hiring, budget planning, capital expenditures, course scheduling and staffing, and program development.
- B. APC will be led by the Chair of Chairs, a faculty member who is elected by the other members of APC.

### Section 2. Assessment Committee

- A. The Assessment Committee supports and encourages assessment of student learning in all instructional programs as well as in student and learning support services. Assessment is defined as the process by which data are used to ensure students are learning the outcomes set by the institution and the use of those data for the purpose of improving student learning, faculty pedagogy, and student and learning support services.
- B. The faculty chair of the Assessment Committee shall serve as the Assessment Coordinator.

Section 3. Course Materials Affordability Committee (CMAC)

- A. CMAC creates equal opportunities for students' success, regardless of socioeconomic circumstances, by providing equitable access to course materials.

Section 4. Curriculum Committee

- A. The Curriculum Committee reviews and approves:
  - 1. curricula for new courses, course modifications, new programs and program modifications and
  - 2. the curriculum approval process.

The Curriculum Committee is the sole approving body for Norco College-only curriculum.

- B. The Curriculum Committee is also responsible for keeping abreast with state-mandated curriculum changes and reporting those changes to faculty.
- C. Curriculum Committee members report on curriculum issues at their department meetings and solicit suggestions and recommendations when needed.
- D. The faculty Chair of the Curriculum Committee shall be a member of the District Curriculum Committee and shall also serve as the District Curriculum Committee Chair every three years on a rotational basis with the Curriculum Committee Chairs of Moreno Valley College and Riverside City College.

Section 5. Distance Education Committee (DEC)

- A. DEC:
  - 1. develops guidelines for distance education courses;
  - 2. recommends policies and procedures to the Senate for best practices in distance education preparation, training and professional development of faculty, and training students to support their success in online learning;
  - 3. advises strategic planning committees on institutional needs and best practices for distance education to best support faculty's ability to teach in an on-line environment; and
  - 4. recommends to the college, and the district, requisite tools needed by the faculty to teach effectively in an on-line mode.
- B. The faculty Chair of DEC shall be a member of the District Distance Education Committee and shall also serve as the District Distance Education Chair every three years on a rotational basis with the Distance Education Chairs of Moreno Valley College and Riverside City College.

Section 6. Faculty Professional Development Committee (FPDC)

- A. FPDC
  - 1. offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote students' ability to achieve their educational goals in an equitable learning environment and
  - 2. collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles in the college with focused efforts around Fall and Spring FLEX
- B. The faculty chair of FPDC will serve as
  - 1. the Professional Development Coordinator,
  - 2. a member of the Institute Effectiveness and Governance Council (IEGC), and
  - 3. a member of the Professional Development Coordinating Network (PDCN).

Section 7. Library and Learning Resource Center Advisory Committee (LLRCAC)

- A. LLRCAC facilitates discussion and feedback on Library and Learning Center resources, services, and events to ensure that they optimally support academic programs at the college and are of sufficient quantity, currency, depth, and variety.

Section 8. LGBTQ+ Advocates Committee

- A. The LGBTQ+ Advocates Committee supports, defends, and serves as an advocate for LGBTQ+ students, faculty, and classified professionals and makes recommendations on academics, supportive measures, and training related to intersectionality (sexual orientation, gender identity, sex, race, ethnicity, etc.), LGBTQ+ campus climate, student success, and retention.
- B. Members of the committee serve as points of contact on LGBTQ+ issues and make recommendations to the Senate.

Section 9. Program Review Committee

- A. The Program Review Committee establishes guidelines, tools, and content requirements for the Program Review process at Norco College. The committee reviews and evaluates the Program Review and Annual Update of units/programs/disciplines to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning.
- B. The faculty chair of the Program Review Committee will serve as
  - 1. the Program Review Coordinator and
  - 2. a member of the Institute Effectiveness and Governance Council (IEGC)

Section 10. The Teaching and Learning Committee (TLC)

- A. TLC fosters a culture of cross-disciplinary communication to support genuine exchange of successful pedagogy and scholarly research. It vows to protect respectful collaboration amongst faculty to ensure student success.
- B. The faculty chair/co-chairs of TLC shall serve as a member/members of the Professional Development Coordinating Network (PDCN).

Section 11. Other Committees

The Senate shall consider the need for, and establish as appropriate, standing, ad hoc, or temporary committees as needed.

## Summary of Proposed Bylaw Revisions

The following document contains a summary of significant changes being proposed to the Senate's bylaws. This document does not list stylistic and wording changes, and changes related to layout or structure that do not significantly impact the bylaws; for example, if a subsection was split into two new subsections but no changes were made to the general function of those subsections, that change is not included below. All interested parties are encouraged to closely review both the original bylaws and the proposed amendments.

Respectfully submitted,

Dan Reade

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### Preamble:

- No significant changes.

### Article I:

- Removal of original Section 6 which allowed the Senate to conduct meetings via electronic ballot during summer and winter periods. This was removed as it does not comply with the requirements of the Brown Act.

### Article II

- Section 1: Duties and Responsibilities of Senators
  - o Removal of original subsection D: "approving the annual budget submitted by the President." The Senate has neither considered nor approved a budget for an extended period of time, so it was felt appropriate to remove this subsection.
  - o Amending of original subsection F, now subsection E: Original subsection stated that Senators should inform the Senate President of relevant actions in Senate committees. This was seen as overly restrictive. The new language encourages Senators to inform the Senate about all issues facing Senators' various constituencies.
- Section 2: Duties and Responsibilities of Senate President
  - o New Subsection B: States President's responsibility to distribute Senate agendas at least 72 hours in advance of Senate meetings and in adherence with all relevant laws and policies.
  - o New Subsection C: States President's responsibility to convene and preside over general faculty meetings called by the Senate.
  - o Split original subsection C into two new subsections, E and F: these state that the President will meet with the College President, District Chancellor, and other administrators and classified professionals as necessary, and report on to Academic Senate about any relevant issues.

- Removal of original subsection S: This original subsection allowed the President to make appointments not otherwise covered by the Constitution. This was removed as other subsections cover any relevant situations and so this subsection was no longer considered necessary.
- New Subsection V: States the President’s responsibility to “communicate official Senate proceedings to the entire faculty.” This was added to clarify the President’s responsibility to ensure faculty are informed of all relevant Senate proceedings and decisions.
- Section 3: Duties and Responsibilities of the Senate Vice President
  - New Subsection D: States the Vice President’s responsibility to maintain records on all Senate appointments.
- Section 4: Duties and Responsibilities of the Senate Secretary/Treasurer
  - New Subsections C and D: These state that the Secretary/Treasurer is responsible for disseminating notes following Senate meetings and general faculty meetings convened by the Senate.
  - Removal of original Subsection E: This called for the Secretary/Treasurer to keep a “resource file on faculty affairs” for the Senate’s use. This subsection was considered excessively vague and was removed.
  - Removal of original Subsection F: This called for the Secretary/Treasurer to communicate official Senate proceedings to faculty. This responsibility has been shifted to the duties of the Senate President.
  - Combination of several Subsections related to finances and financial records: Secretary/Treasurer’s financial responsibilities for the Senate are condensed to new subsections F and G which states the Secretary/Treasurer will, as necessary, keep up-to-date the Senate’s financial records and make appropriate payments as authorized by the Senate President and/or the Senate.

#### Article III: Elections of Senators

- Shift in Article Order. Article III originally covered the election of Senate Officers. As Senators are the primary focus of the Senate, it was deemed appropriate to put the election of Senators before the election of Officers.
- New section 2, subsection B: States that the term of Senators and Alternate Senators will begin July 1<sup>st</sup>. This revises current bylaw language that identifies the first day of service on the school calendar as the day when Senators and Alternate Senators begin their terms.
- New Section 2, subsection F: States that the Senate shall have final authority in resolving any situation in which there is a dispute as to who is the officially recognized Senator or Alternate Senator from a department.

#### Article IV: Elections of Senate Officers, Part-Time Senator, Distinguished Faculty Lecturer, and Faculty Commencement Speaker

- Revised Section 3: Section 3 currently states that a nominations period for Senate officers or other elected positions will close with the holding of an open faculty meeting. The reference to an open faculty meeting was removed.

#### Article V: Petitions, Referendums, and Recall

- Revised Section 2: Removes language from Section 2 related specifically to referendums on emergency actions by the Senate. This was removed as the previous language did not offer any alternative options in the case of emergency actions by the Senate, making the original language seem superfluous.
- New Section 3, subsection D: Changes what happens if an officer of the Senate is successfully recalled. The original bylaws called for an immediate election to replace the officer. This new subsection instead states that the Senate will follow Article V of its Constitution, which says that the Senate will vote for a replacement for the recalled officer for the remainder of the relevant academic year. If the recalled officer's term was set to last beyond the current academic year, a special election will be called to determine the new permanent replacement. This change was made to ensure the bylaws complied with the Constitution.

#### Article VI: Senate Standing Committees

- Adds language clarifying that while Senate approval is required for the appointment of administrators or classified professionals as Senate committee chairs or co-chairs, similar approval is **not** required when a committee appoints a faculty member as chair or co-chair.
- Lists standing committees of the Academic Senate in alphabetical order.
- Includes the LGBTQ+ Advocates Committee as a standing committee of the Senate.
- Makes other minor changes to committee descriptions and responsibilities.

**Red Text** = proposed exact or paraphrased new Title 5 language to add

~~Strike Through~~ = current policy language recommended for removal

**Green Bold Text** = proposed language above (but not in conflict with) new Title 5 language to add

## AP 2105 DISTANCE EDUCATION

### References:

**Section 504 of the Rehabilitation Act;**

**Americans with Disabilities Act;**

Title 5 Sections 55200 et seq.;

34 Code of Federal Regulations Part 602.17 (U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);

ACCJC Accreditation Standard II.A.11`

The Distance Education Department, in collaboration with the colleges' distance education committees, is the official District entity that supports distance education at the colleges. This includes, but is not limited to, technology infrastructure, faculty technology training, reporting, and regulatory compliance.

**Definition:** Distance education means ~~instruction in which the instructor and student are separated by distance and interact through~~ **education that uses technology to deliver accessible instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and instructors(s) either synchronously or asynchronously with** the assistance of the RCCD approved Learning Management System (LMS). In this context, the term "accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

**(1)** For purposes of this definition, an instructor is an individual responsible for delivering required course content and who meets the qualifications for instruction established by an institution's accrediting agency.

(2) ~~Authentication/Verification per Federal Financial Aid or Special Services Eligibility~~ Consistent with federal regulations pertaining to federal financial aid eligibility, The District **has processes in place through which it establishes that a** ~~authenticates or verifies that the student who registers in a distance education course~~ **offered via distance education** is the same student who **academically engages in the course or program**<sup>b</sup>. ~~participates in and completes the course of program and receives the academic credit.~~ The District will **make clear in writing that institutions must use processes that** ~~provide to each student at the time of registration, a statement of the process in place to protect student privacy and~~ **notify students of any projected additional** ~~estimated additional student charges associated with verification of student identity~~ **at the time of registration or enrollment** ~~if any~~ (BP/AP 5040 Student Records, Directory Information and Privacy)<sup>g</sup>. The District may utilize one or more of these methods to authenticate or verify the student's identity:

- (i) secure credentialing/login and password; or
- (ii) proctored examinations; or
- (iii) new or other technologies and practices that are effective in verifying student identification.

**Course Requirements Instructor Contact:**

(1) **Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students as described in the course outline of record), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voicemail, email, or other activities.** 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 via synchronous or asynchronous methods; or
- (ii) Assessing or providing feedback on a student's coursework; or
- (iii) Providing information or responding to questions about the content of a course or competency; or
- (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.

(2) An institution ensures regular interaction between a student and an instructor(s) 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.

(iii) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

- (1) The District makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
- (2) The District expects enrolled students to perform educational activities demonstrating academic engagement during the week.

### (3) Student-to-student interaction

(i) Instructors will provide opportunities for regular and substantive interaction among students. Interaction is designed to facilitate interaction with and about course content.

(ii) Unstructured student-to-student interaction should be facilitated by the instructor using a variety of tools and methods available to accommodate a variety of cultures and communication styles.

### Curriculum Approval:

For any portion of the instruction in a new or existing course that is to be provided through distance education, the course outline of record or a distance education addendum to the course outline of record shall address how course outcomes will be achieved in a distance education mode and how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction as specified in "Instructor Contact" section above.

The course design and all course materials must be accessible to every student including students with disabilities. The distance education course outline of record or addendum shall be approved according to the district's adopted curriculum approval procedures.

~~be reviewed and approved each proposed or existing course offered through distance education. Separate curriculum committee approval is mandatory if any portion of the instruction in a course or a section of a course is designed to be provided through distance education.~~

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedure 2020 Program, Curriculum, and Course Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

**Course Approval:** When approving distance education courses, the Vice-Chancellor, Educational Services, or designee, will certify the following:

- **Course Standards:** Consistent standards of course rigor and content are applied to the distance education courses as are applied to face-to-face classroom courses.
- **Course Determinations:** Determinations and judgments about the consistency and alignment to existing standards of the distance education course structure were made with the full involvement of the curriculum committee approval procedures.
- **Instructor and Student Interaction:** Each section of the course that is delivered through distance education will include regular and substantive interaction between instructor and students, as well as among students, either synchronously or asynchronously.
- The manner in which face-to-face class (seat) time will be effectively replaced in a distance education format has been addressed.
- Course compliance with Section 508 to ensure the electronic and information technology accessibility needs of individuals with disabilities has been addressed.

**Addendum to Course Outline:**

An addendum to the official course outline of record **may** be made if any portion of the instruction of a new or existing course is provided through distance education. The addendum, **if submitted**, must be approved according to the District’s curriculum approval procedures. The addendum **or course outline of record** must address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular and substantive contact between instructors and students; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

**Duration of Approval:** All distance education courses approved under this procedure will continue to be in effect unless there are Major Modifications made to the Course Outline of Record.

**Authentication of Student Identity**

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy, level of technology required to activate the authentication process, and estimated additional student charges associated with verification of student identity, if any.

The District’s chief instructional officer shall utilize one or more of these methods to authenticate or verify the student’s identity:

- secure credentialing/login and password for the LMS;
- proctored examinations (determined by department); or
- new or other technologies and practices that are effective in verifying student identification.

The District’s chief instructional officer shall establish procedures for providing a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

The District requires no additional fees for the authentication methods listed above. If an individual faculty member requires face-to-face proctoring at an off-campus site, any potential or associated fees will be stated in the course syllabus and should be noted in the schedule to alert students to these costs prior to registration.

The faculty teaching distance education courses shall authenticate student identification over the period of the course. Opportunities to authenticate include but are not limited to:

- Systematic monitoring and tracking of student work
- Remote online proctored exams using District furnished resources
- Synchronous oral examinations using an approved photo ID
- In-person proctored exams with photo ID check
- Synchronous or asynchronous video activities using an approved photo ID
- Other technologies or procedures specified by faculty in their course syllabus and approved by the department.

### **Legal Issues in Online Classes:**

**Webcam Use During Live Synchronous Online Classes:** While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws. However, if there are circumstances where full audio and visual student participation is essential to instruction and assessment, a carefully tailored cameras-on requirement is appropriate. ~~Community college districts should adopt policies to address these issues to ensure faculty and students are fully informed and that it respects concerns related to personal educational privacy, access, and equity.~~ Requirements of camera usage for students should be limited to showing individual student faces and should avoid requirements of scanning surrounding environments [statement recommended by district legal counsel].

**Real-Time Captioning During Live Synchronous Online Classes:** An auxiliary aid or service is required if the class includes deaf or hearing-impaired students to ensure they are able to participate in their educational program. In most cases, this requirement will be satisfied by the provision of real-time captioning in live, synchronous online classes. However, the District should give “primary consideration” to the choice of aid or service requested by deaf or

hearing-impaired students, and weigh such requests against the burdens they would impose upon instruction.

**Local District Standards for Quality Distance Education Instruction:**

**Faculty Certification to Teach Online:** Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with the requirements of this procedure, local district policies, accrediting agencies, and negotiated agreements. Faculty requesting or required to teach courses developed for online or hybrid delivery are expected to complete RCCD Distance Education Department online teaching certification training that includes course development, course design, course facilitation, and equity considerations within the learning management system. Enforcement and waiving of the certification requirement shall be done by the Vice-President of Academic Affairs or their designee, as a result of a process approved by the Academic Senate and the office of the Vice-President of Academic Affairs.

**Non-Evaluative Peer Online Course Review:** The voluntary review of courses designed for fully online and hybrid delivery should be completed by a certified team that provides mentorship and support to faculty. The courses are reviewed using industry-recognized, quality-course-design standards which include but are not limited to Quality Matters, the Online Learning Consortium Quality Scorecard, or the CVC-OEI Rubric.

**Office of Primary Responsibility:** Vice Chancellor, Educational Services & Strategic Planning

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**Administrative Approval:** June 15, 2009

**Revised:** July 30, 2012

**Revised:** June 16, 2015 (References and Titles only)

**Revised:**                     

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