



Minutes
Norco Academic Senate Meeting
May 15, 2023
1:30 - 3:30 PM | CSS-217, HUM 107 & via [Zoom](#)

Meeting called to order at 1:31 PM.

I. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Hayley Ashby, Melissa Bader, Michael Bobo, Kimberly Bell, Courtney Buchanan, Alexis Gray, Vivian Harris, J. Marie Hicks, Dominique Hitchcock, Ashlee Johnson, Daren Koch, Virgil Lee, Lisa Nelson, Dan Reade, Tim Russell, Jody Tyler, Steff Warsinski, Sigrid Williams, Dana White, Patty Worsham

Guests: Laura Adams, Charise Allingham, Quinton Bemiller, Sarah Burnett, Caitlin Busso, Zina Chacon, Jessica Dobson, Ezichi Emeraeh, Ashley Etchison, Teresa FriedrichFinnern, Monica Green, Tenisha James, Analia Marinelli, Jethro Midgett, Gustavo Ocegüera, Jason Parks, Brittnee Quintanar

II. Approval of Agenda

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

III. Approval of [May 1, 2023 minutes](#)

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

IV. Comments from the Public

None

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

- The elections for the Norco College Faculty Association Representatives are complete
 - Araceli Covarrubias was elected as the Full-time Representative
 - Diana Campuzano was elected as the Part-time Representative
- The District is waiting for guidance from the State Chancellor's Office before issuing a demand to bargain about the revised language in Education Code for the inclusion of DEIA metrics in tenure and IOI evaluations; at issue is whether the current language in the RCCD contract is going to fulfill this State mandate
- When evaluating part-time faculty members, student evaluations from all the classes the part-time faculty member is teaching at Norco College should be included in the evaluation; however, student evaluations from other colleges in the District should not be included if the faculty member is teaching at more than one college in RCCD
- There has been an issue with full-time faculty members not being given credit for their experience as teaching assistants in their placement on the RCCD salary scale; faculty members should receive one year of teaching credit for every two years spent as teaching assistants

VI. **College Reports:**

- A. Associated Students Senate Representative
 - Asian American Pacific Islander event will take place tomorrow, May 16th from 11am-2pm
 - NOMU Music and Arts Festival will be on May 26th, 5-10pm
 - Elections for ASNC start tomorrow, May 16th and end on Wednesday, May 17th
- B. President (Monica Green)
 - Commencement coming up on June 9th with 500 graduates
 - Tentatively scheduled June 1st Town Hall during college hour to wrap up the year
- C. Vice President of Academic Affairs (J. Parks)
 - Acknowledged the error with the five cap; error on IT side (not locally at the College) and it has been resolved, so it will not happen again
 - Norco Advantage data: 274 student attendees and 168 enrolled; 42 students enrolled in Summer Semester taking an average of 1.5 classes and 5 units; 158 students enrolled in Fall taking an average of 4 classes and 13.1 units; 37% enrolled in Math, 71% enrolled in English and a quarter of that enrolled in Math and English
 - Last week attended the Innovation in Action Summit with Dan Reade, Lana Borissova, Courtney Buchanan, and Monica Green working out a jump start for the equity academy; Dan Reade is taking the lead on that faculty academy
 - Norco College was one of the 15 colleges in California accepted into the Strategic Enrollment Management Academy; group of 10 individuals from Norco College; first convening on June 2-3, 2023
 - Talked to Blackmore about sunseting WebAdvisor, but no definitive dates yet, stay tuned for an email with more information
- D. Vice President of Planning and Development (T. James)
 - Norco College was one of 40 colleges to receive an annual allocation for Asian American, native Hawaiian, Pacific Islander students from the state; discussing staffing support for direct student support services to that student population; the work will take place during the 2023-2024 year
 - Mark DeAsis is providing information via email on all the AAPI events kicking off this week
 - Looking to fill Faculty Inquiry Teams; there are still slots available for interested faculty
 - Looking for English and math faculty for equitable placement, support, and completion to lead coordination efforts and strategic communication around AB 1705
- VII. Action Item: Senate President Appointments (K. Bell)
 - The following appointments made by the Academic Senate President:
 - Guided Pathways Faculty Lead (Melissa Bader and Britnee Quintanar) one year extension
 - GP Counseling Lead (Jethro Midget) one year extension
 - Still looking for Equity Faculty Lead and Equity Inquiry Team members

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

- VIII. Information Item: [Five to Thrive](#) (K. Bell)
- Norco College is scheduled to present Five to Thrive on August 15th
 - Let Kimberly Bell know if you are interested in presenting
 - Due a week prior to the meeting
 - Compensation is available for faculty who are off contract
- IX. Information Item: [Faculty Professional Development-Process Update to PD Travel Request](#) (D. White)
- Updates to the Senate of the previously approved process change for submitting PD travel
 - Show and tell on how to locate the link on the website
 - Previously in a PDF version that has been transitioned to Nuventive
 - Faculty will log in to Nuventive and enter the request into the Faculty Development request section
 - Currently there is \$8,000 left for faculty for this academic year, first come first serve
 - Part time faculty can submit through Nuventive
 - The process for Flex compensation for part-time faculty has been streamlined
 - Flex activities for equity are approved by the Department Chair
- X. Action Item: The Senate approved the [Document Control System](#) developed by an IEGC workgroup to establish responsibility, support continuous improvement, and ensure accuracy of governance documentation, including the routing and tracking of documents; the proposed Document Control System aims to improve productivity within our participatory governance structure through improved documentation quality, compliance, and security to support our institutional effectiveness efforts; the Document Control Team is forwarding a draft of the Document Control System to the Academic Senate for review and is requesting approval for implementation in the 2023-2024 academic year; the document is a technical proposal and leverages resources we have in place currently to get the work done; beginning to build the proposal out to implement and will adapt as we move forward especially given the District's work in this area and potential RFP; feedback recommended keeping in mind the human element
- M/A. Gray, S/M. Hicks; Approved by Consensus
- XI. Action Item: The Senate had the first read of the [Rising Scholars Advisory Committee Charter](#) for the Rising Scholars Advisory Committee as a standing committee of the Senate; trying to bring the program into the structure of the College; update to Dean of Educational Partnerships; Kim Bell will work with Lisa and Jessica to see how this applies to 10+1; if it does not fall under the Senate, the VPPD indicated that she will look at how to include the group in strategic planning; potential approval next meeting.
- XII. Action Item: The Senate had the first read and referral to APC of the [Update Syllabus Shell, Dropping this Class](#) that updates the language on the Syllabus Shell regarding dropping a class; APC workgroup was put together to look at the syllabus shell and so it makes sense for these changes to be folded into the full revision.
- First Motion: M/A. Johnson, S/D. Hitchcock to add language to syllabi shell
 Second Motion: M/A. Gray, S/D. Reade to send to APC for review;
 Approved, one abstention

- XIII. Action Item: The Senate had the first read and approved the [Update Syllabus Shell, Rave Guardian](#) that updates the language on the Syllabus Shell regarding Rave Guardian; was taken to APC last Friday and APC approves; based on the incident at RCC this semester; two sentences and a QR code for the Rave Guardian app.
M/D. Hitchcock, S/D. Reade; Approved by Consensus
- XIV. Information Item: [Guided Pathways Work Plan 2022-2026](#)
- Four-year plan 2022-2026 required to be submitted to the State Chancellor's Office to receive funding
 - Work plan will be adjusted as needed
 - Ten areas to the work plan and the first five had metrics like the Student Equity Plan
 - Made tremendous progress on the metrics based on the 75% mark
 - Review of the activities related to the plan including integration (e.g., institutionalizing ZTC)
 - Linkages to the community and Student Equity Plan
 - Data institute will be brought to the College in the Fall to look at the progress
- XV. Action Item: The Senate had a second read of [College CAP Hour](#) that recommends one College CAP Hour per month for career and academic pathways activities related to the schools and faculty/student engagement; presented to ASNC on Friday and they were enthusiastic and endorsed the idea; College Council will have an electronic vote to approve and has asked for approval of ASNC and Academic Senate first; may require some coordination with the college calendar to institutionalize the CAP Hour.
M/A. Johnson, S/M. Hicks; Approved by Consensus

Extend meeting by 15 mins; M/M. Hicks, S/A. Johnson; Approved

- XVI. Information Item: [Equitable Placement, Support and Completion \(AB 1705\) Funding Allocation](#)
- State funding is a one-time allocation of \$423,000 to finalize AB 705 / AB 1705
 - Will be Faculty-led and needs one math coordinator and one English coordinator for a 0.5 FTES reassign time starting in Fall 2023
 - Also requires an instructional support coordinator to help with the research and data, and monitoring needs (assessment and closing achievement gaps)
 - Includes Special Projects for faculty to go through the Equity Academy
 - Will bring math and English disciplines district-wide together four times with dates to be determined
 - Would be open to part-time faculty participation as well
 - The Academic Senate President works with the recommending group and the disciplines to select individuals
- XVII. Action Item: The Senate reviewed and approved the [Fall 2023 Senate Meeting Schedule](#).
M/A. Gray, S/J. Tyler; Approved by Consensus

XVIII. Standing Committees & Liaisons Reports

Library & LRC (V. Harris)

- Funding is available for book and eBook purchases; send [purchase recommendations](#) to Vivian Harris (vivian.harris@norcocollege.edu)
- Poetry Performance is Tuesday May 2nd 12:50-1:50pm in the Wilfred J Airey Library or via [Zoom](#)
- Author Appearance (Alan Downs) is Thursday, May 18th 12:50-3pm in CSS-217 or via [Zoom](#)

Accreditation (H. Ashby)

- Met with Faculty Professional Development Committee, Assessment Committee, and Distance Education Committee last week to gather information related to the college recommendation and QFE Project
- Receiving evidence and content from faculty on those groups and in the process of following up individually
- Follow up meetings scheduled with Gustavo Ocegüera regarding QFE Project 1 this week
- Aim to have a draft of the Midterm Report completed by July 1, 2023

Program Review (T. Russell)

- Next year the Comprehensive Program Review will be due
- Will be working over the summer on how-to guides, videos and scripts
- Fall FLEX presentation will talk about the process

CSEA (D. Koch)

- The Classified Senate received requests for clarification regarding classified representatives' "terms." Classified professionals are appointed by CSEA's Committee Appointment Process and are appointed for permanent terms unless otherwise stated at the time of appointment. Therefore, unless notified via email, all classified representatives and classified co-chairs will continue to serve on their respective committees and councils.
- CSEA and the Classified Senate have updated how Classified professional representatives will be listed in the membership of the committee or group as CPROS Representatives without employee title to reflect that their representation is of the classified constituency group and not in their role as an employee. Any documentation that outlines membership will list: (the number) classified representatives appointed by CSEA (i.e. 4 Classified Representatives appointed by CSEA). Recommended membership or any such criteria is not applicable to classified professionals.
- The Classified Senate has posted its election notice today to elect its Chair and Secretary for the 2023-2025 term. All classified pros will help select these facilitators via an online process. Information is found at ncclassifiedsenate.com/calendar/
- Reminder: Classified pros would like to invite faculty to join CPROS in celebrating our Classified Professional of the Year, Alex Spencer, at his recognition event on May 24th at 10am in CSS 217.

CTE (S. Williams)

- Lots of federal bipartisan bills regarding CTE currently in hearings and looking to be approved
- Looking at expanding the Federal Pell Grant and eligibility to high quality, short-term job training programs to build our strong workforce
- Secondary students will have access to high quality short-term CTE programs
- Federal Government is looking at building skill attainment versus just degrees and will have more information in the Fall

DSPC (M. Bader)

- [DSPC Operational Guidelines and Structure](#) just established for Committees and Subcommittees

DBAC (C. Buchanan)

- Michael Collins sent an email stating that the governor released the May Revise and it was not looking so great
- Email will go out to Norco College after Friday's DBAC meeting

Equity (D. Hitchcock)

- Still finalizing faculty inquiry groups and will get that done within the next two weeks; contact Kimberly Bell if you are interested
- Orientation was moved from May 19 to June 2, 12-2pm

XIV. Officer Reports

A. Secretary/Treasurer (Hayley Ashby)

- No Report

B. Vice-President (Dan Reade)

- No Report

C. President (Kimberly Bell)

- DSPC Membership for new structure 2023 with breakouts – see the [spreadsheet link](#) and contact Kimberly Bell if you feel you should be serving on one of these committees/subcommittees
- [AP 2101](#) Update and [BP 2110](#) Update – Faculty Association logistics listed as an FYI because the Academic Senate voted but there may be faculty pay implications
- Ongoing recruitment for faculty appointments for Equity and Faculty Inquiry Team members

XV. Meeting adjourned at 3:43 PM.



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Guests: Laura Adams, Maria Adams, Charise Allingham, Kevin Baccari, Quinton Bemiller, Sarah Burnett, Caitlin Busso, Zina Chacon, Peggy Campo, Ezichi Emeraeh, Ashley Etchison, Monica Green, Justin Grimes, Tenisha James, Kiandra Jimenez, Jethro Midgett, Susan Mills, John Moore, Jacob Nkwamba, Gustavo Ocegüera, Jason Parks, Brittnee Quintanar, Erin Spurbeck, Desiree Wagner,

II. Approval of Agenda

M/D. Reade, S/J. Tyler, one abstention; Approved as Amended

III. Approval of [April 17, 2023 minutes](#)

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

IV. Comments from the Public

None

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

- The Faculty Association elections for Part-time and Full-time Representatives end today (5/1) at 5 PM. The election results will be announced during tomorrow's (5/2) Faculty Association meeting.
- The Trustees will consider whether to offer a Golden Handshake to eligible employees at the Board of Trustees meeting on Tuesday, 5/16.

VI. **Action Item:** The Senate and 2nd read and approved the [Guided Pathways School Reorganization Proposal](#) with [revisions](#) and [feedback](#) from the 1st read.

M/A. Gray, S/A. Johnson; Approved unanimously

VII. **Action Item:** The Senate had the first read of the [Document Control System](#) and will have the 2nd read with potential action on May 15, 2023.

M/D. Reade, S/A. Kramer; Approved unanimously

VIII. **Action Item:** The Senate had the first read and approved the [Board Policy Ch. 3 Revisions](#)

M/D. Reade; S/J. Tyler; Approved unanimously

IX. **Action Item:** The Senate had a first read of the [AP2101 & AP2110 Recommended Updates](#) and approved AP2101, option 2 approval of AP2110 that includes both Honorary and

Honorary Posthumous Degrees; the District Curriculum Chairs have worked on revisions to AP 2101 & AP2110, in Winter/Spring 2023, based on Title 5 Changes and Federal Changes; the Senate is now being asked for guidance and approval; Independent Study Option 1 would not require a student to be enrolled in a course in the discipline in addition to the Independent Study course; Independent Study Option 2 would require a student to be enrolled in a course in the discipline in addition to the Independent Study course; Faculty Association is involved in the discussion of how the faculty load would be determined.

M/A. Gray; S/D. Reade; Approved unanimously

- X. **Action Item:** The Senate ratified Librarian Transfer Position Rehire vote completed in APC on April 7, 2023; the position has already gone to executive cabinet for action.

M/A. Olaerts, S/A. Johnson; Approved unanimously

XI. College Reports:

A. Associated Students Senate Representative

- Barber event on Thursday was successful with lots of positive feedback
- Eid Mubarak Event was also held on campus last week and it was nice to have the representation of different groups
- NOMU Music and Arts Festival will be on May 26th, 5-10pm

B. President (Monica Green)

- Working to institutionalize RJTF work and focused on enrollment and persistence for Black and African American students; three main areas of focus: Black Student Care, Associate Faculty Professional Development, and Celebrating Black Culture
- Recently met with UCR for pipeline discussion; UCR is struggling to meet 2:3 ratio; hoping UCR will accept all NC ADT students; working to get student leaders from NC together with UCR student leaders
- Department Chair and Enrollment Management Retreat; the retreat included information on the recovery plan, scheduling practices, common principles for enrollment management, educational services and planning

C. Vice President of Academic Affairs (J. Parks)

- Enrollment started today for Summer and Fall Semesters; experienced some technical difficulties today
- Still working on the web site; company has templates and is working on them; completed in August/September; faculty will be asked to review the site in the Fall to find errors and issues
- This summer WebAdvisor is going away and the District is working on the changes; district communication on this will hopefully come out soon

D. Vice President of Planning and Development (T. James)

- Looking for faculty to assist and students to serve on two inquiry teams: Black/African American Student Equity Onboarding and Retention and Hispanic/Latinx Equity Momentum and Graduation; launch 2023-2024; stipend for faculty and research assistant position for students; email will go out
- Will bring the 2022-2026 GP Workplan to the next Senate meeting; 4-Year Plan due June 1, 2023; needs to be Board approved
- Also recruiting for a Faculty Equity Lead that will work with Tenisha James and Gustavo Ocegura to apply for the culturally competency equity funds available through the Chancellor's Office

XII. Senate Vice President, Dan Read announced 62nd RCCD Distinguished Faculty Lecturer-
Congratulations to **Melissa Bader**.

XIII. Standing Committees & Liaisons Reports

Library & LRC (V. Harris)

- Funding is available for book and eBook purchases; send [purchase recommendations](#) to Vivian Harris (vivian.harris@norcollege.edu)
- Poetry Performance is Tuesday May 2nd 12:50-1:50pm in the Wilfred J Airey Library or via [Zoom](#)
- Author Appearance (Alan Downs) is Thursday, May 18th 12:50-3pm in CSS-217 or via [Zoom](#)

Accreditation (H. Ashby)

- A skeleton of the Midterm Report has been created and content is being entered into that document
- Hayley Ashby reached out to the DEC to request time on the May meeting agenda to review the recommendation related to strengthening the processes around regular and substantive interaction in DE courses; the DEC will participate in identifying ways that we have improved these processes since the last ACCJC visit in 2020
- Hayley Ashby is also following up on the equity-focused professional development plan and the survey of student needs
- Jason Parks is coordinating with the district on the response to the district recommendation having to do with the cyclical review of board policies; he is also following up on items having to do with the SPGM and the Student Success Teams
- Hayley Ashby virtually attended the Spring Plenary discussion on accreditation during changing times; changes referenced the Standards, ACCJC's formative review process, the importance of innovation, and the shift from diversity to social justice policy; emphasized clearly defined roles for writing accreditation reports and an organizational structure that is continuously maintained

CSEA (D. Koch)

- The Shared Governance Committee is in the process of filling classified representative appointments to the SEM Program Team and the Student Equity Project Teams with a shortened timeline; the summer timeline for classified representatives to be appointed to all groups will begin June 1st; any group with a vacancy please submit the [request form](#) by May 25th; CPROS representative appointments, reappointments, criteria, and terms are outlined and followed in the CSEA Committee Appointment Process
- Classified School Employees Week is this month from May 22-26; there will be several events throughout the week including the Classified Professional of the Year Recognition Event on May 24th at 10am; faculty are invited to join CPROS in this celebration

LGBTQ+ (C. Young)

- The Unity Zone, in consultation with the LGBTQ+ Advocates, ASNC, and PRISM will be organizing a Lavender Celebration

- We completed our first ALLY training which had 23 combined new and reaffirmed ALLYs (it was the largest ALLY gathering I have been a part of); another ALLY training to be held on 5/23, 2-4pm, in IT 211 (in-person)
 - The LGBTQ+ Advocates have also begun to formulate a plan on diversifying the ALLY training into specific areas; the first of these areas will be offered in Fall Flex, titled ALLY+; the contents of this training are still being worked on
 - We have had discussions on how best to create an ALLY database that is accurate and current in terms of ALLIES listed and in the rapidly changing information reflective of the community; from these discussions, we proposed a system that will implement a rotation between the general overview ALLY training and specific areas of focus within the community (also in part due to the feedback from ALLY workshops we received); in keeping up with the changing information, we proposed an ALLY “currency” element, so we avoid the issue of having names listed on our ALLY database from 7-10 years ago, etc.
 - In conjunction with these discussions of diversifying ALLY into six specific focus areas, we discussed creating a certificate of completion to provide attendees if they meet certain requirements; these certificates are not meant to be in place of ALLY placards, but as recognition from our committee of the dedication from ALLIES; this is still an early discussion
- We completed the tri-fold brochure mentioned back in March and it was sent to print; this brochure will be handed out for various outreach to local high schools and for tours
- The Speaker Series begins in May; the dates, times, mediums, and topics are below; all of these events have been submitted for equity flex
 - Welcome to the Gayborhood: Monday, 5/8, CSS 217 (it will also be livestreamed and have a concurrent Zoom webinar), from 2-4pm
 - Polyamory and LGBTQ+ Relationships: Tuesday, 5/16, CSS 217 (it will also be livestreamed and have a concurrent Zoom webinar), from 10:30am-12:30pm
 - LGBTQ+ Experiences and Inclusivity Student Panel: Monday, 5/22, Zoom, from 3:30-5:30pm
 - Deconstructing Gender: Trans and Non Binary Identity(ies): Thursday, 5/25, Zoom, from 12-2pm
- We voted in a member of ASNC to the LGBTQ+ Advocates; this will help us to get ASNC’s perspective in the planning of future events and ideas
- We verified our membership for the LGBTQ+ Advocates
- We discussed some issues that have come up regarding the bathroom stalls on the second floor of humanities (as they became gender neutral restrooms); we have signs that reflect the bathrooms as gender neutral, but we need to get the word out regarding these bathrooms; we plan on doing a “marketing push” to inform students on the bathroom
- We discussed the issue of food insecurity at the Unity Zone that was brought up at a PRISM meeting; students were advised to be considerate of what type of snacks that were being taken and of how many; this was not the first time this had been brought up; the Advocates had stressed in the meeting, and had been confirmed via the Unity Zone, that this should not happen again

- This led into further discussion regarding space constraint concerns and what may happen with students using the Zone as the LGBTQ+ population increases

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)

XIV. Officer Reports

A. Secretary/Treasurer (Hayley Ashby)

- No Report

B. Vice-President (Dan Reade)

- No Report

C. President (Kimberly Bell)

- Attended the 2023 Spring Plenary; sent out request for feedback on CCC focus; academic freedom resolutions sent to ASCCC executive team and not voted on
- Expect email asking for volunteers to participate on teams for next year

XV. Meeting adjourned at 3:28 PM.

Faculty Senate Appointments 5/15/2023

Equity Faculty Lead – SEA/GP

Guided Pathways Faculty Lead – SEA/GP - Melissa Bader –1 year ext.

Guided Pathways Counseling Faculty Lead – SEA/GP - Jethro Midgett – 1 year ext.

Equity Inquiry Teams

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Fall 2023 College Report Schedule

<u>Date</u>	<u>Type of Meeting</u>	<u>Report By College</u>
August 15, 2023	Regular Board Meeting	Norco College
September 19, 2023	Regular Board Meeting	Riverside City College
October 17, 2023	Regular Board Meeting	Moreno Valley College
November 21, 2023	Regular Board Meeting	Norco College
December 12, 2023	Regular Board Meeting	Riverside City College



Faculty Professional Development Committee

Faculty Professional Development Committee

FLEX Requirements

FLEX Tracker

Faculty Professional Development Request Form

Limited funding for professional development activities not covered by your department budget is available for faculty. Contact your Department Chair or Direct Supervisor to determine if full or partial department funding is available before submitting a request. Requests for funding may be submitted by individuals only. Before submitting your application, you must receive endorsement from your Department Chair to verify that this professional development activity fits within the scope of your

Professional Development Funding Request

PD Resources

Race and Equity
Tranings

Archived FLEX Events

Help and Training

Leading from the
Middle Professional
Development Plan

LinkedIn Learning

Professional
Development Videos

Governance Entities
(Home)

Professional
Development (Home)

be asked to upload the approval or support
from your department chair or dean.

First- Click below on the Faculty Professional Development Request button to access Nuventive:

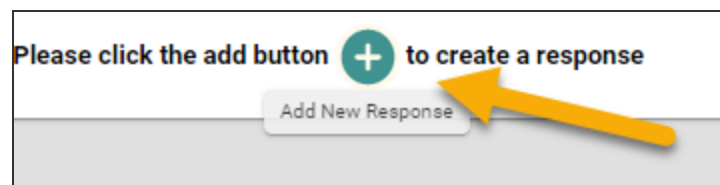


Log into Nuventive using your college email and password. If this is your first time logging into the system please contact [Charise Allingham](#) for access.

Next- Find your Program Review Unit and click on Faculty Professional Development

The screenshot shows a vertical navigation menu on the left side of a web application. The menu items are: Home, Program Review (with a dropdown arrow), Assessment, Resource Requests (with a dropdown arrow), Reflections/Submission, Overall Report (with a dropdown arrow), Program Review (2021-2024) (highlighted in yellow), Data Review, Assessment Review, Program Review: Part 1, Program Review: Part 2, Submission, Resource Requests, Faculty Professional Development Request, Faculty Hiring Request, and Document Repository. Three red arrows point from the right side of the menu to the 'Program Review (2021-2024)', 'Faculty Professional Development Request', and 'Program Review' items. On the right side of the screenshot, there are three numbered instructions in red text with white outlines: '1. Find your department unit' (with an arrow pointing to the top of the menu), '2. Click on the Program Review (2021-2024) tab' (with an arrow pointing to the highlighted item), and '3. Click on Faculty Professional Development' (with an arrow pointing to the 'Faculty Professional Development Request' item).

1. Click on the green plus to start a new request



2. Fill out the form to the best of your ability and **upload your travel approval** from your department chair or dean.
3. Don't forget to Approve, Submit and email [Eileen Cechini](#).

Approve and Submit ⓘ

Yes | ▾

Please upload proof of approval for travel from your department chair or Dean.

Document Name	Document Description
---------------	----------------------

Add Document

Deadline to submit: Funding requests must be approved prior to travel (no exceptions). To be considered for funding, a complete application must be submitted 45 days before the activity for in-state travel. Out-of-state travel, as well as travel beyond 500 miles from Norco College, must be submitted 60 days before the event. See RCCD Policy 6900 and RCCD Administrative Procedure 6907 for more information.

Please note: Once approved and submitted your request will be submitted to the Faculty Professional Development Committee for funding consideration. If unfunded your request will be submitted through the next resource allocation process with all other program review resource requests.

Any questions please contact: [Eileen Cechini](#) or the Faculty Professional Development Chair

PROFESSIONAL DEVELOPMENT ACTIVITY FUNDING REQUEST FLOW CHART

1. Discuss desired professional development and secure approval from department chair or Dean.
2. Complete Faculty Professional Development Form in Nuventive (See instructions above)

has been completed.

4. The Professional Development Administrator reviews request and consults with Professional Development Committee chairs (if necessary). A decision will be emailed to applicant within 10 business days.
 - If travel is approved, Eileen Cechini will contact applicant to initiate the travel process via Concur.
 - Applicant makes own travel arrangements for approved travel costs.
5. After the activity is completed, applicant submits receipts in Concur and provides a copy of information plan materials to the Professional Development administrator for record keeping purposes only.
- **FLEX CREDIT:** Complete and submit flex credit form and evidence to [Nicole Brown](#) or SSV 127.

Norco College

2001 Third Street
Norco, CA 92860

Campus

A-Z

Maps & Directions

Counseling

Disability Resources

Library

Online Programs

Tutorial Services

Policies

Clery Reports

Complaint Procedures

EEO

FERPA

Privacy

Section 508

Title IX

Labor Compliance

Disability Resources

Resources

Accreditation

Academic Calendar

Class Schedules

Bookstore

Feedback

Employment Opportunities

WeTip



NORCO COLLEGE DOCUMENT CONTROL SYSTEM

Presented by

Dr. Hayley Ashby, Professor Library, Accreditation Faculty Co-Chair
Dr. Tenisha James, Interim Vice President, Planning & Development



NORCO
COLLEGE

DOCUMENT CONTROL TEAM



Lead:

Dr. Tenisha James, Interim Vice President, Planning & Development

Faculty:

Dr. Hayley Ashby, Professor Library, Accreditation Co-Chair

Dr. Anthony Farmand, Associate Faculty

Classified Professionals:

Ms. Charise Allingham, Administrative Assistant III, Institutional Effectiveness

Ms. Desiree Wagner, Administrative Assistant IV, Planning and Development

WHAT IS THE PURPOSE OF DOCUMENT CONTROL SYSTEM?

To draft a document control system for Norco College which will improve accuracy and access to important documents. This system will be instrumental to maintain document integrity and traceability as we evolve and grow.



No more digging around in filing cabinets!

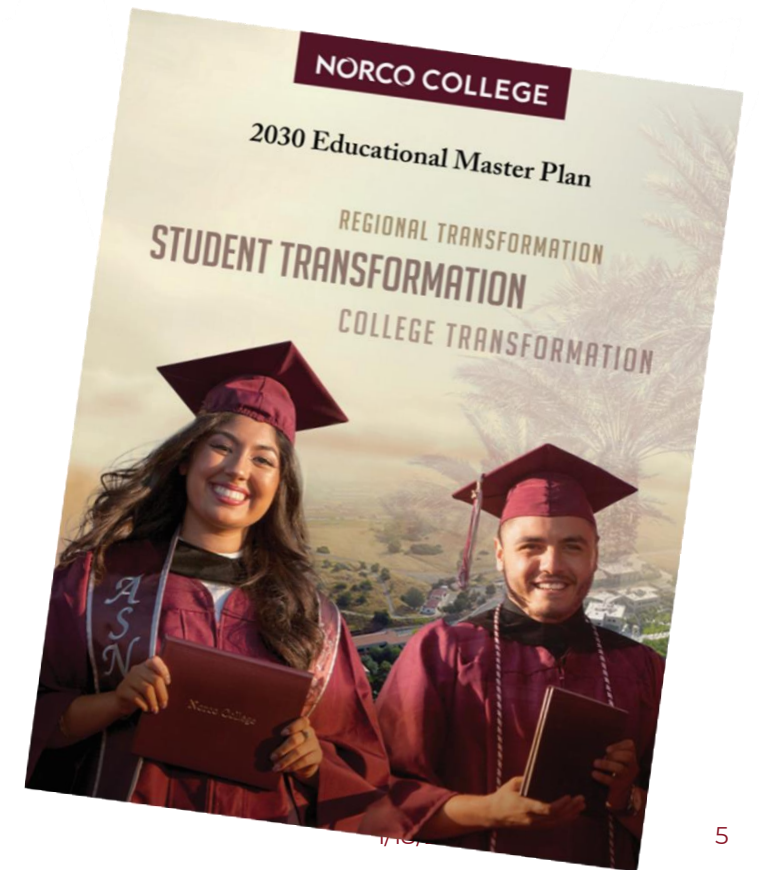
DOCUMENT CONTROL SYSTEM DEFINED



- A document control system is a group of interrelated processes, workflows, and software products used in the production and management of documentation within an organization. A document control system (synonymously referred to as a document control process, document management system, document control, or document control procedure) sets the framework for how documents are approved, stored, updated or amended, how changes are tracked, how and where documents are published (internally or externally), and how documents are replaced, archived, and made obsolete.
- A document control system supports our efforts to advance our Educational Master Plan through increased efficiency in the organization of strategic and organizational documents to support continuous institutional improvement and alignment as outlined in our Strategic Planning and Governance Manual.

STRATEGIC ALIGNMENT

1. EMP Objective 8:3 – Revise governance process – formalize all unwritten governance processes for more effective implementation of the Educational Master Plan
2. The SPGM p.82, “Establish and maintain a Document Control System that includes a repository, establishes responsibilities, and ensures accurate organizing, routing and tracking of documents.”
3. EMP Core Commitment: Integrity – Maintaining an open, honest, and ethical environment.
4. Improvement Plan 2: Governance & Decision-making Making Processes & Procedures



RESEARCH & PROCESS

- Discussed and documented existing document control practices and procedures
- Identified external laws, regulations, and requirements that impact document control practices (e.g., accreditation, FERPA, ADA, etc.)
- Determined the scope of the document control system (i.e., public v. confidential)
- Researched best practices from other educational institutions, organizations, associations, CA state resources, Library of Congress, National Archives, and ebooks
- Researched technology tools currently used within the District and investigated other possible solutions
- Developed a table of contents and drafted a Document Control Manual

DOCUMENT CONTROL SYSTEM

PART I

Introduction

- ❖ Purpose
- ❖ Definition
- ❖ Strategic Alignment

Document Inventory

- ❖ Scope of Inventory
- ❖ Types of Documents
- ❖ Document Locations
- ❖ Document Inventory Form

Retention Scheduling

- ❖ Guidelines and Requirements
- ❖ Document Lifecycle and Stages
- ❖ Retention Schedules
- ❖ Retention Periods

NORCO COLLEGE
Charter for [Group Name]
[DATE]

This Charter is established between the [Group Name] and the [Overseeing Senate or Council] to structure the process and planned outcomes included herein during the [duration dates of charter in years/terms] period of the [year-year] academic/calendar year(s). (Councils = 5-year Charter; Committees, Project Teams, Workgroups, etc. = 1-year Charter) (Replace all bracketed text with entity-specific language.)

[State the overall responsibility and context for the work of the proposed body. It is here that it should be made clear to what overseeing body the proposed body is making recommendations and from what body they are taking direction and/or by what body their work is being coordinated.]

Purpose

[Identify and describe the primary work to be accomplished within the context of the overall goals of the college including specific EMP goal/objective alignment or as part of a particular strategic initiative (e.g. access, equity, success). State the connections specifically to equity and/or Guided Pathways. This section establishes clear expectations and sets boundaries for topics within their overall purview and/or delineates the boundaries of their work so that they are not duplicating the efforts or services being provided or performed effectively by other governance groups and/or other areas/offices/organizations/people within the college community.]

Charge

[Identify the guiding principles and assumptions that should guide this group's efforts. State if there are other entities (within the district or external to RCCCD) that need to be consulted or considered. Include any accreditation standards, state laws, federal guidelines, reporting mandates, etc. Also state if there is any associated budget with their groups' charge.]

Guiding Principles and Assumptions

[Specify the parameters and requirements within which the body will work as well as expected deliverables, products, or outcomes form the work.]

Scope & Expected Deliverables

Membership

[Description of the number and composition of the members based on role/perspective/expertise and constituency group.]

Composed of [number] members (or as specified by the overseeing representatives of all primary constituency groups and respective representative bodies OR defined membership based on area of responsibility, etc. Please clarify if all members are voting members (e.g. such as a second/alternative non-voting ASNC members (e.g. such as a second/alternative non-voting ASNC

[Chair] - [Constituency]
[Co-Chair] - [Constituency]
[Constituency] - [Constituency]
[Constituency] - [Constituency]

Meeting Time/Pattern

The general pattern or schedule. See examples below.

Meet [day] on [day] at [time] in [location]. The [proposed body] meets [day of month] at [time] in [location]. Contact the Chair/Co-Chair to place an item on a future agenda.

Roles of Chairs and Members

Responsible to [the overseeing body] to ensure continuity of dialogue and chairs are responsible for preparing agenda and facilitating based on best practices and guidelines for effective

Members with important expertise and perspectives relevant to [proposed body] that can help to achieve the [proposed body's] strategic charge. Members are expected to actively attend and participate in decision-making processes of the [proposed body] and perspectives of the constituency group to which they belong are in effective dialogue with [proposed body] peers with the [proposed body] in all issues that come before the [proposed body].

Meeting Procedures and Expectations

The [proposed body] governance entity will adhere to meeting and governance procedures outlined in the charter and prioritize actions pending, actions required.

DOCUMENT CONTROL SYSTEM

PART II



Document Management

- ❖ Storage and Organization
- ❖ Naming Conventions
- ❖ Revision Procedures
- ❖ Automation
- ❖ Backup and Restoration

Access Control

- ❖ Roles and Responsibilities
- ❖ Types of Access

Disposition of Documents

- ❖ Disposition Decision Workflow
- ❖ Archiving Documents
- ❖ Document Deletion

Appendix

- ❖ Acronym Abbreviation List & Glossary
- ❖ Templates
- ❖ Training
- ❖ System Maintenance



NORCO
COLLEGE

QUESTIONS?

THANK YOU FROM THE
DOCUMENT CONTROL PROJECT TEAM!

- ❖ DR. TENISHA JAMES
- ❖ DR. HAYLEY ASHBY
- ❖ DR. ANTHONY FARMAND
- ❖ CHARISE ALLINGHAM
- ❖ DESIREE WAGNER



NORCO COLLEGE

Document Control System

DRAFT



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Introduction

Norco College embarked on a two-year process in 2017 to develop the 2030 Educational Master Plan (EMP), which was Board approved in 2019. Our new strategic plan required rethinking our current participatory governance processes and procedures, which ultimately led to the creation of the Norco College Strategic Planning and Governance Manual (SPGM) adopted in the 2020-2021 academic year. Our commitment in developing an SPGM was to emphasize responsibility, transparency, collaboration, and inclusivity. Our structure includes a variety of operational groups and committees that report to our four Leadership Councils and Academic Senate, which submit approved recommendations to College Council and Executive Cabinet, ultimately, with final decision-making authority by the President, Chancellor, and Board of Trustees. Our four leadership councils include Academic Council, Institutional Effectiveness and Governance Council, Resources Council, and Student Support Council.

The Institutional Effectiveness and Governance Leadership Council (IEGC) is charged with the coordination and recommendations for functions related to planning, mission, academic quality, institutional effectiveness and integrity, leadership and governance as outlined in the SPGM. As such, a critical role in the IEGC charge is to ensure that our governance structure is formalized to ensure responsibility and transparency. In the Spring of 2023, a workgroup of IEGC was formed to create a Document Control System to establish responsibility, support continuous improvement, and ensure accuracy of governance documentation, including the routing and tracking of documents. The proposed Document Control System aims to improve productivity within our participatory governance structure through improved documentation quality, compliance, and security to support our institutional effectiveness efforts.

Purpose

To draft a document control system for Norco College which will improve accuracy and access to important documents. This system will be instrumental to maintain document integrity and traceability as we evolve and grow.

Definition

A document control system is a group of interrelated processes, workflows, and software products used in the production and management of documentation within an organization. A document control system (synonymously referred to as a document control process, document management system, document control, or document control procedure) sets the framework for how documents are approved, stored, updated or amended, how changes are tracked, how and where documents are published (internally or externally), and how documents are replaced, archived, and made obsolete.

A document control system supports our efforts to advance our Educational Master Plan through increased efficiency in the organization of strategic and organizational documents to support continuous institutional improvement and alignment as outlined in our Strategic Planning and Governance Manual.

Strategic Alignment

- EMP Objective 8:3 – Revise governance process – formalize all unwritten governance processes for more effective implementation of the Educational Master Plan
- The SPGM p.82, “Establish and maintain a Document Control System that includes a repository, establishes responsibilities, and ensures accurate organizing, routing and tracking of documents.”
- EMP Core Commitment: Integrity – Maintaining an open, honest, and ethical environment.
- Improvement Plan 2: Governance & Decision-making Making Processes & Procedures

Document Inventory

Scope of Inventory

The documents in the College's inventory are public documents in either printed or electronic form that fall into one of the following categories:

- College/District Publications – Materials used to communicate with the public about college activities, instructional offerings, services, and resources. For Example, college catalogs, academic calendars, and brochures.
- Strategic Planning Documents – Materials associated with strategic planning entities that are externally responsive and future oriented. For example, council meeting minutes, strategic plans, and accreditation reports.
- Governance Documents – Materials connected to participatory governance groups concerned with addressing operational issues. For example, Academic Senate agendas, President's Regular Updates, and department meeting minutes.

Types of Documents

Documents included in the inventory may be locally generated and apply specifically to the College or may be developed district wide and pertain to all RCCD colleges.

These documents may include the following types of materials in a variety of file formats:

- Plans
- Reports
- Processes
- Charts
- Fact Books
- Scans
- Agendas
- Notes
- Minutes
- Charters
- Presentations
- Handbooks
- Catalogs
- Schedules
- Calendars
- Forms
- Manuals
- Guides
- Brochures/Flyers
- Newsletters
- Proposals
- Program Reviews
- Syllabi

Document Locations

Documents within the scope of the inventory may reside in a physical or electronic location and may be housed locally in an office or on an individual computer or stored globally online or in an electronic repository.

Possible locations include:

- College website
- District website
- SharePoint
- Teams
- Email
- Shared folders
- Personal computers
- Department/Area offices

Document Inventory Form

An efficient document management program relies on a regular assessment of what documents exist, where the documents are stored, how often the documents are updated, and how the documents are used.

Each department or area should periodically complete a document inventory form to provide specific details on the documents it creates, maintains, and stores.

The information collected from inventory forms is used to establish and maintain a Document Retention Schedule that will ensure the overall accuracy, currency, and integrity of college materials.

The Document Inventory Form requests the following information:

- Date Inventory Prepared
- Department/Area Maintaining the Documents
- Person Responsible for Documents
- Building and Room Number
- Phone Number and/or Email
- Document Title
- Document Description
- File Location
- Media Type
- Years Covered
- Reference Status (Active, Semi-Active, or Inactive)
- Remarks

[Example of Inventory Worksheet](#)

Retention Scheduling

Retention scheduling is the process of determining the status or life of documents from initial creation to final disposition. Scheduling should take into consideration the purpose of the document and federal, state, and local regulatory requirements.

Guidelines and Requirements

Document control procedures must consider current regulations to ensure compliance with the law and external requirements. Best practices should also guide the creation and maintenance of documents for internal and public use.

Accreditation

Regional and programmatic accreditation requires that the College provide evidence that demonstrates the institution's alignment with established standards. Accreditation evidence is consistent with the mission and may be used to demonstrate continuous improvement by documenting ongoing assessment, planning, and decision-making practices.

Document control procedures including the consistent use of acronyms, file naming conventions, file organization, and archiving facilitate the discovery and utilization of evidence for accreditation purposes.

Accreditation evidence may include:

- Institutional fact books
- Institutional environmental scans
- Institutional reports
- Institutional presentations
- College catalogs
- Planning documents
- Program reviews
- Faculty handbooks
- Student handbooks
- Meeting agendas
- Meeting minutes
- Survey results
- Assessment results

Americans with Disabilities Act (ADA)

<https://www.ada.gov/topics/intro-to-ada/>

Create documents with accessibility in mind to ensure that your content can be read and understood by as wide an audience as possible. An accessible document is a document created to be as easily readable by a low-vision or non-sighted reader as a sighted reader.

Well-designed, accessible files accelerate the distribution of information. Providing accessible electronic documents allows a greater variety of users to obtain information regardless of their individual needs.

Word document accessibility:

<https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d>

PDF accessibility:

<https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html>

Alt Text:

Alt properties enable screen readers to read the information about images contained in digital documents.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Resources:

- i. [Resources for Post-Secondary School Officials](#)
- ii. [FERPA 101: for Colleges and Universities](#)
- iii. [FERPA 201: Data Sharing under FERPA](#)

Personally Identifiable Information (PII)

[The U.S. Department of Labor defines PII](#) as “Any representation of information that permits the identity of an individual to whom the information applies to be reasonably inferred by either direct or indirect means. Further, PII is defined as information: (i) that directly identifies an individual (e.g., name, address, social security number or other identifying number or code, telephone number, email address, etc.) or (ii) by which an agency intends to identify specific individuals in conjunction with other data elements, i.e., indirect identification. (These data elements may include a combination of gender, race, birth date, geographic indicator, and other descriptors). Additionally, information permitting the physical or online contacting of a specific individual is the same as personally identifiable information. This information can be maintained in either paper, electronic or other media.”

(<https://www.dol.gov/general/ppii#:~:text=Further%2C%20PII%20is%20defined%20as,with%20other%20data%20elements%2C%20i.e.%2C>)

Personal Information as defined by RCCD:

[RCCD FERPA Information](#)

For more information and a list of Directory Information Please see [RCCD Board Policy 3040 – Student Records, Directory Information and Privacy](#) ([https://www.rccd.edu/bot/Board_Policies/Chapter 3 - Student Services/3040.pdf](https://www.rccd.edu/bot/Board_Policies/Chapter_3_-_Student_Services/3040.pdf))

Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.

(<https://aspe.hhs.gov/reports/health-insurance-portability-accountability-act-1996>)

Acronyms

Use Abbreviations and Acronyms that the reader can quickly recognize.

Be sure to spell out the word/words of an abbreviation/acronym when used in the body of the text the first time and put the acronym in parenthesis. Do not put the acronym in parenthesis if the acronym will not be used again in the document.

Example: Accreditation Commission for Community and Junior Colleges (ACCJC)

Link to the [Acronym list](#)

Brand Guide

(Insert -Why to refer to the Brand Guide)

Typography

- Century Gothic
- Avenir
- Monserrat
- Raleway
- Relation

Link to [Norco College Brand Guide](#) (should sections be included in the Appendix?)

Document Lifecycle and Stages

Document management involves the control of documents from initial development or receipt through final disposition.

A document's lifecycle refers to its movement through three stages, which define the document's status. These stages are active, semi-active, and inactive.

STAGE	DEFINITION	ACTIVITIES
Active	Support the College's current governance and planning functions, processes, projects, and initiatives	Creation, distribution, and use
Semi-Active	No longer used for current activities, but may be referenced and must be retained due to external requirements	Digitize, store, and move
Inactive	No longer required for current activities and no longer needed for external requirements	Archive or delete

Retention Schedules

Retention schedules are an essential component of a document control system as they identify the document to be managed and specifies how long it is to be retained. The retention schedule should consider the purpose of the document and its relevance to external requirements.

A retention schedule provides instruction and guidance on how to maintain documents and is compiled and updated by a document controller.

The benefits of establishing and implementing a document retention schedule:

- Helps ensure compliance with external retention requirements for all documents regardless of format.
- Identifies documents that may have privacy or security concerns.
- Identifies who is responsible for maintaining documents to ensure the integrity of information.
- Reduces storage of active documents to allow for the disposition of inactive, duplicate, or obsolete material.
- Establishes a timeframe for documents to be transferred from active to inactive storage.
- Provides direction for the deletion of records.

The following steps guide the development of a document retention schedule:

1. Plan and communicate – Identify roles and responsibilities and develop an action plan to create a retention schedule.
2. Analyze college functions – Determine relevant college processes using strategic planning documents and organizational charts.
3. Conduct a records inventory – Use the established inventory template to record information about institutional documents to be included in the repository.
4. Document all internal and external requirements – Determine which documents meet college obligations and external compliance.

5. Determine retention periods – Use the records inventory and recommended retention timeframes for internal/external requirements to establish retention periods.
6. Prepare draft retention schedules – Use the established retention schedule template to develop a retention schedule.
7. Review, approve, distribute, and train – Broadly communicate the schedule, address feedback, and revise as necessary; provide training on how to implement the schedule at all levels.

Document controllers should review the retention schedule annually. The schedule may remain in effect as long as the nature, content, and functional usefulness of the documents is the same.

Document retention schedules should be updated under the following conditions:

- Changes in the purpose of the document
- Changes in internal/external requirements
- Changes in the nature of the college function or process formalized in the document
- Changes in the way the document is used by college employees to perform their work
- Changes in the organization of the document or series of documents, including the aggregation (compiling content in separate documents) or disaggregation of content (separating content in one document)
- Changes resulting from modifications to the protocols for the document control system

Retention Periods

The retention period refers to the length of time that a document is stored in the College’s repository based on its usefulness in support of operational functions, strategic planning, and external requirements.

The following criteria determine the value of the document to the institution and should guide the retention period:

- Operational – The usefulness of a document in reference to the regular functions and responsibilities of college business
- Strategic – The usefulness of a document in supporting institutional planning and processes
- Legal – The usefulness of a document in demonstrating compliance with laws, regulations, federal/state codes, contracts, grants, accreditation, and other external requirements
- Research – The usefulness of a document in providing information for institutional research purposes
- Historical – The current or future usefulness of a document in recording and preserving the history of the College

The table below provides suggested retention periods based on retention criteria:

RETENTION CRITERIA	RETENTION RANGE
Operational	1-5 years
Strategic	5-10 years
Legal	10 years
Research	5-10 years
Historical	Indefinitely

Document Management

Storage and Organization

Storage and organization are key components of effective document management. To manage large volumes of documents efficiently, it is essential to have a well-organized system for storing and retrieving them. This can involve creating a system of folders and subfolders, using consistent naming conventions, and establishing metadata standards for indexing and categorizing documents. It is also important to consider factors such as security, accessibility, and scalability when developing a storage and organization system. This can involve implementing security measures to protect sensitive documents, ensuring that documents can be accessed easily by authorized personnel, and ensuring that the system can accommodate growing volumes of data over time.

By developing a well-organized system for document storage and retrieval, Norco College can improve efficiency, reduce errors, and enhance the overall quality of document management processes. By following these steps, Norco College can create an efficient and effective system for storing and organizing documents, enabling easy retrieval and use of important information when needed.

It must be noted that Controlled, Personally Identifiable Information (PII) storage and organization is a critical aspect of any organization's data management strategy. PII includes any information that can be used to identify an individual, such as their name, social security number, date of birth, or address. It is essential to ensure that PII is stored securely and organized in a way that limits access to only authorized individuals. This includes implementing security measures such as encryption, access controls, and regular monitoring and auditing of PII storage systems. Effective organization of PII also involves establishing clear policies and procedures for the creation, handling, and retention of PII documents. By implementing controlled PII storage and organization practices, Norco College can mitigate the risk of data breaches and protect the privacy of their employees and students.

Effective storage and organization are critical components of document management. To ensure that documents can be easily accessed and utilized when needed, it is essential to establish a consistent and efficient system for storing and organizing documents. The following steps can be taken to complete storage and organization for document management:

Choosing a storage solution: Determine the best storage option based on the needs of the organization. Physical storage, such as file cabinets or boxes, may be suitable; however, the preferred solution is digital storage using cloud-based solutions such as shared-drive or on-premises servers.

Develop a standardized naming convention: Create a consistent naming convention for documents to ensure that they are easily identifiable and searchable. This can include the date, document type, and a unique identifier.

Categorize documents: Group documents into logical categories based on their purpose or content. This can be done by creating folders or tags that make it easy to locate documents.

Establish an indexing system: Create an index or table of contents that provides a quick reference guide to the location of documents within the storage system.

Implement access controls: Establish policies and procedures to control access to documents to ensure that only authorized individuals can view or modify them. This can include password protection, encryption, and user permissions.

Naming Conventions

The use of a universal naming convention is important to ensure consistency, improve findability/ searchability and offer transparency. Overall, the use of a universal naming convention will keep Norco's important documents organized.

Best practices when naming a file:

- Keep the file name short but meaningful (under 25 characters)
- Include any unique identifiers, e.g., project title, committee acronym, source.
- Ensure the purpose of the document is quickly and easily identifiable.
- Be consistent.
- Include only alphanumeric characters, avoid special characters and spaces
 - No spaces, periods, slashes, backslashes, underscores
 - Separate with dashes only.
 - Use camel case to distinguish words (using a capital when words are not separated by a space i.e. CollegeCatalog) or Pascal case (all words start with a capital, no spaces)
- Make use of consistent, relevant elements.
 - Use acronyms and abbreviations when able.
- Add date to end of file name in one of the following formats:
 - YYYYMMDD
 - YYYY
 - YYYY-YY
 - YYSemester (YYSUM, YYFAL, YYWIN, YYSR)
- File Naming Convention structure
 - Source-ContentTitle-Date (Who-What-When)
 - Examples
 - NC-StrategicPlan2021-24 (Norco College Strategic Plan 2021-2024)
 - NC-CollegeCatalog2022 (Norco College Catalog 2022)
 - NAC-Minutes230308 (Norco Assessment Committee Minutes March 8, 2023)
 - NC-FLEX-Agenda-22FAL (Norco College FLEX Agenda Fall 2022)

Best Practices when naming a folder:

- Be consistent.
- Use concise wording.
- Write out full names; avoid using acronyms.
- Use subfolders to logically organize documents (e.g., document type, academic year).

Revision Procedures

See [Archiving Documents](#) for details on how to archive a document when revisions are made.

Automation

Automation can play a crucial role in improving the efficiency and effectiveness of document management. To implement automation effectively, Norco College should consider the following steps:

Identify areas for automation: Determine which areas of document management could benefit from automation. This could include document capture, indexing, storage, retrieval, and distribution.

Evaluate automation solutions: Evaluate different automation solutions to determine which one best meets the needs of the organization. Consider factors such as cost, ease of implementation, scalability, and integration with existing systems.

Develop a roadmap: Develop a roadmap for implementing automation, taking into account the resources required, timelines, and dependencies on other projects or initiatives.

Establish data standards: Establish data standards to ensure that automated processes produce consistent, high-quality data. This can include defining metadata fields, file naming conventions, and data entry rules.

Train staff: Train staff on how to use the automated systems effectively. Provide guidance on how to enter data, use the system, and troubleshoot issues.

Monitor and optimize: Monitor the automated systems regularly to ensure they are working as expected. Optimize the systems as needed to improve performance and address any issues that arise.

By implementing automation effectively, Norco College can streamline document management processes, reduce errors, and improve data quality. This can ultimately lead to increased productivity, improved customer service, and reduced costs.

Backup and Restoration

Effective backup and restoration are critical components of document management. To ensure that important documents are protected from loss or corruption, it is essential to implement a backup and restoration plan that meets the needs of the organization. The following steps can be taken to implement backup and restoration for document management:

Determine critical data: Identify the documents and data that are critical to the organization's operations and must be backed up regularly. This can include records, contracts, and other important documents.

Develop backup procedures: Develop procedures for backing up critical data. This may involve selecting a backup technology, such as tape, disk, or cloud-based solutions, and determining backup frequency and retention policies.

Test backup procedures: Test backup procedures regularly to ensure that backups are complete, and that data can be restored in the event of a disaster or data loss.

Establish restoration procedures: Develop procedures for restoring data in the event of a data loss or corruption. This may involve determining restoration priorities, such as restoring critical data first, and selecting a restoration technology, such as file-level restoration or disaster recovery.

Test restoration procedures: Test restoration procedures regularly to ensure that data can be restored quickly and accurately in the event of a disaster or data loss.

Maintain and update procedures: Maintain backup and restoration procedures regularly and update them as necessary to ensure that they remain current and effective.

By following these steps, Norco College can establish an effective backup and restoration plan that protects critical data and ensures that important documents are available when needed.

Access Control

Roles and Responsibilities

Keep in mind laws and regulations when creating documents for internal and public use.

Roles

A document controller oversees all controlled documents for the College, making sure everyone is on the same page when they need to be. The controller also creates, designs, and maintains the architecture for document processes and procedures and enforces the proper chain of action and document identification. The controller goes through all documents and makes edits, updates, and checks for accuracy. Once this process is complete, the controller approves the document and distributes it to the correct people ensuring proper labeling, numbering, and accessibility to employees. When needed, the controller archives and maintains a secure storage space for these documents.

Examples of roles that may be designated as the document controller:

- Co-chair
- Administrative Assistant
- Recorder

Responsibilities

- Manage and maintain all controlled College documents.
- Update documents, forms, and templates.
- Manage and maintain document control process systems.
- Take charge of all document identification, filing, and uploading to the college website.
- Frequently conduct document audits confirming they are current and accurately reflect recorded evidence.
- Ensure revised documents are accessible.
- Assist with communication during external audits.
- Conform to College and District enforced specifications and document control process and procedures.
- Attend trainings on document processes to ensure correct handling of documents from the ground up.
- Oversee document through its entire lifecycle (from creation to disposition).
- Check and edit incoming documents and prepare for distribution.
- Create document filing and organizing systems that are both effective and efficient.
- Ensure proper organization and security of documents (paper and electronic).
- Log document requests and help retrieve documents as needed for employees.
- Make available, notify, and distribute documents to relevant recipients.
- Confirm delivery of documents to proper personnel.
- Collaborate and communicate with managers and project leaders.

Document Control Structure (Examples)

Document Control Structure for College Governance					
College President	Administrator Co- Chair	Classified Professional Co- Chair	Faculty Co- Chair	Student	Document Controller
Full Access to Documents	Full Access to Documents	Read Only Access to Documents	Read Only Access to Documents	Read Only Access to Documents	Full Access to Documents

Document Control Structure for Departments					
College President	Administrator	Classified Professional	Faculty	Student	Document Controller
Full Access to Documents	Full Access to Documents	Read Only Access to Documents	Read Only Access to Documents	Read Only Access to Documents	Full Access to Documents

Types of Access

Full Access

Full access permission has full authoring permissions and can do anything with the document that an author can do, including set expiration dates for content, prevent printing, and give permissions to users.

Read Only Access

Read-only helps prevent unintentional changes you make to the document from being saved. Read-Only mode does not allow you to make any changes to the document, preventing you from inadvertently saving changes.

Disposition Of Documents

Disposition Decision Workflow

See [Retention Schedules](#) and [Retention Periods](#) sections

Archiving Documents

Archiving Documents is the process in which static (fixed/unchanged) documents are stored until they need to be accessed in the future. The process of archiving documents is important for keeping a historical record and for evidence of continuous improvement for important review processes such as accreditation.

Archive Norco College documents when new versions are created, and/or when a document is no longer required for current activities and no longer needed for external requirements (valid or used). See [Retention Schedules](#).

How to archive a document:

1. Add 'Inactive' to the beginning of the file name.

- a. Example: Inactive-NAC-Charter-2020-21

Save the file as a PDF/A

- b. PDF/A is an ISO-standardized version of the Portable Document Format (PDF)

Specialized for use in archiving and long-term preservation of electronic documents.

PDF/A identifies a 'profile' for electronic documents that ensures the document can be reproduced exactly the same way using various software in years to come. PDF/A documents are 100% self-contained, all of the information necessary for displaying the document, in the same manner, is embedded in the file.

Save to the Archive folder within the same folder structure as the original location.

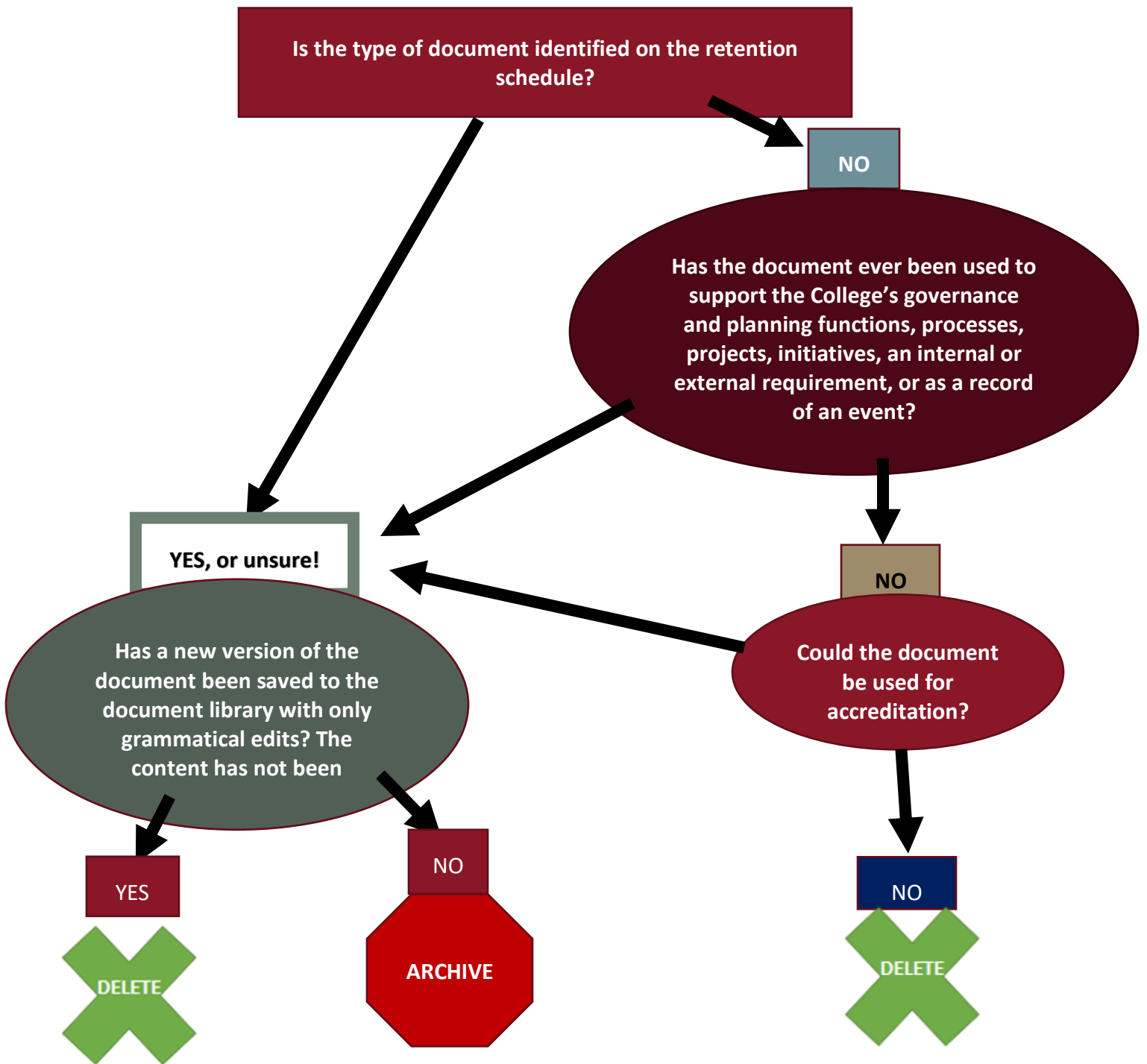
- c. Example: Archive NAC Supporting Documents

Document Deletion

Deleting documents will permanently remove them from the document inventory. Take caution to not delete documents without checking the retention scheduling section for guidance on what documents need to be retained.

See Retention Schedule for suggested document retention periods. Use the flowchart below to determine if a document should be deleted or archived.

Retention or Deletion Flowchart:



Appendix

Acronym Abbreviation List

College/District Departments, Committees, Programs and Processes

AC – Academic Council	CARE – Cooperative Agencies Resources for Education
ACE – Accelerated, Certificate and Employment	CC – College Council
ADT – Associate Degree for Transfer	CCCAA – California Community College Athletic Association
AHWL-Arts, Humanities and World Languages	CI – Completion Initiative
ALO – Accreditation Liaison Officer	CI-D – Course Identification Numbering System
AOE – Area of Emphasis (Degree)	CJPC – Career and Job Placement Center
AP-Administrative Procedures	CML – Communications, Media and Languages
APC – Academic Planning Chairs	CNUSD – Corona Norco Unified School District
A&R- Admissions and Records	COC – Circle of Change Leadership Conference
AS-Academic Senate	COR – Course Outline of Record
ASCCC – Academic Senate of the California Community Colleges	CPROS- Classified Professionals (staff)
ASNC – Associated Students of Norco College	CSEA 535 - California School Employees Association Chapter 535
ASRCCD – Associated Students of Riverside Community College District	CTA – California Teachers Association
ASRCC - Associated Students of Riverside Community College	CTE – Career & Technical Education
ASMVC - Associated Students of Moreno Valley College	CWI – Center for Workforce Innovation
BAM – Budget Allocation Model	DBAC – District Budget Advisory Council
BEIT - Business, Engineering and Information Technology	DCC – District Curriculum Committee
BIRT – Behavioral Intervention and Resource Team	DE - Distance Education
BOT – Board of Trustees	DEIA – Diversity, Equity, Inclusion and Accessibility (Committee)
BP – Board Policy	DEMC – District Enrollment Management Committee
BS – Basic Skills	DOI - Dean of Instruction
CAI – Common Assessment Initiative	DRC - Disability Resource Center
	DSP – District Strategic Plan

DSPC – District Strategic Planning Council
 EC – Education Code
 ECE – Early Childhood Education
 EOPS - Extended Opportunity Programs and Services
 EMP – Educational Master Plan
 FLEX - Flexible Calendar Program
 FMP – Facilities Master Plan
 FMTF – Function Map Task Force
 FYCP – Five Year Construction Plan
 FYSI – -Foster Youth Success Initiative
 FYSS – Foster Youth Support Services
 GELO – General Education Learning Outcome
 GC – Government Code
 GP – Guided Pathways
 GSA – Gender Sexuality Awareness Club
 HACU – Hispanic Association of Colleges and Universities
 HRER – Human Resources and Employee Relations
 HSCE- High School Concurrent Enrollment
 ICC – Inter-Club Council
 IDS – Instructional Department Specialist
 IE - Institutional Effectiveness
 IEAC – Inland Empire Athletic Conference
 IEGC – Institutional Effectiveness and Governance Council
 IEP – Institutional Effectiveness and Planning
 IGETC – Intersegmental General Education Transfer Curriculum
 IMC – Instructional Media Center
 INST- Instruction
 IOI – Improvement of Instruction
 IR – Institutional Research
 ISS – Institutional-Set Standards
 JFK/JFKMCHS – John F. Kennedy Middle College High School
 KPI – Key Performance Indicators
 LLRCAC – Library and Learning Resource Center Advisory Committee
 LGA – Local Goal Alignment
 LGBTQ+ - Lesbian, Bisexual, Gay, Transgender, Questioning
 LLRC – Library and Learning Resource Center
 LLRCC – Library and Learning Resource Center Committee
 LFM – Leading from the Middle
 LMP- Logistics Management Program
 LO – Learning Outcome
 LRC - Learning Resource Center
 MAP – Military Articulation Platform
 MC – Marketing Committee
 MLA – Management Leadership Association
 MMAP – Multiple Measures Assessment Project
 MVC – Moreno Valley College
 NAC-Norco Assessment Committee
 NAS (NCAS) – Norco College Academic Senate
 NC – Norco College
 OAC – Orientation, Assessment, Counseling
 OEC – Orange Empire Conference (Athletic Conference within which Norco College previously

competed)
PAB – President’s Advisory Board
PD - Professional Development
PDC- Professional Development Center
PDC – Faculty Professional Development Committee
PLO – Program Learning Outcome
RC – Resource Council
RRO – Robert’s Rules of Order
PR – Program Review
PRC - Program Review Committee
RCC – Riverside City College
RCCD - Riverside Community College District
RJT – Racial Justice Taskforce
ROP – Regional Occupational Programs
RR - Resource Request
SA – Summer Advantage
SBS - Social and Behavioral Sciences
SE - Student Equity
SEP – Student Educational Plan
SFS – Student Financial Services
SI – Supplemental Instruction
SLO – Student Learning Outcome
SP – Strategic Plan
SPGM- Strategic Planning and Governance Manual
SS – Student Services
SSS – Student Support Services
SSC – Student Support Council
SSCCC – Student Senate for California Community Colleges

SSS/SSS RISE-TRIO- Student Support Services/
Realizing Individual Success through Education
SSSP – Student Success and Support Programs
STEM – Science, Technology, Engineering and Math
SWOT – Strengths, Weaknesses, Opportunities and Threats
SWP – Strong Workforce Program
TC – Technology Committee
TLC – Teaching and Learning Committee
TSS – Technology Support Services
VFS – Vision for Success
VPAA - Vice President, Academic Affairs
VPBS - Vice President, Business Services
VPPD – Vice President, Planning & Development
VPSS - Vice President, Student Services

Norco College Buildings

ATEC – Applied Technology Building
CACT – Center for Applied Competitive Technologies
CRC - College Resource Center
CSS – Center for Student Success
HUM – Humanities
IT – Industrial Technology
LIB – Library
LRC – Learning Resource Center
NOC or OC – Operations Center
PDC – Professional Development Center
SC - Soccer Complex
SSV – Student Services

ST – Science and Technology

STEM – Stem Center

THTR – Theater

VRC – Veteran’s Resource Center

WEQ – West End Quad

Glossary of Terms

AB 1725 Comprehensive California community college reform legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity, and staff development.

Abstention A member who declines to vote. The abstention is not counted in anyway – it has no bearing on the outcome. A member is required to abstain if they have a financial conflict of interest in the outcome of a vote.

Academic Year Period of time schools use to measure a quantity of study. Academic year can vary from school to school and even from educational program to educational program at the same school, but generally refers to July 1 through June 30.

Accreditation The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

Academic Senate The Academic Senate represents the faculty in academic and professional matters. The Roles of College Constituencies section of the Strategic Planning and Governance Manual further describes the role of faculty.

Ad Hoc Committee A committee created by a council or standing committee to address and make recommendations on a particular subject as needed and meets until a task is completed. The members need not be from a council or standing committee.

Administration Synonymous with management, this term is used to describe one of our five constituency groups defined by duties/job descriptions.

Adopted Budget Legislatively required that each District adopt a fiscal year budget by September 15th unless a statewide extension, as a result of a budget impasse, is enacted.

Advisory Group A group that makes recommendations and/or provides key information and materials to a position, program, group, or operational unit.

Allocation The division or distribution of resources according to a formula or plan.

Agenda The schedule of the meeting. The order of business, including reports of officers, committees, individual members, and action items.

Amendments A minor change or addition designed to improve a text, plan, or piece of legislation.

Brown Act (The Ralph M. Brown Act) The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter "the Brown Act," or "the Act") governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature's determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other.

Budgeting and Accounting Manual (BAM) The BAM has the authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations (CCR), is distributed as part of the Board of Governors' responsibility to define, establish, and maintain the budgeting and accounting structure and procedures for the California Community Colleges as defined in California Education Code (EC) Section 70901.

Cabinet An administrative body led by the President that meets regularly to address administrative tasks. Synonymous with Executive Cabinet.

California Community College Chancellor's Office (CCCCO) The California Community Colleges is the largest higher education system in the nation. The system is comprised of 72 districts, 116 colleges and enrolls more than 2.9 million students. Community colleges provide basic skills education, workforce training and courses to prepare students to transfer to four-year universities. Colleges also provide opportunities for personal enrichment and lifelong learning. The Chancellor's Office operates under the direction of the state chancellor who is guided by the Board of Governors. The Chancellor's Office is charged with providing leadership, advocacy and support of the California Community Colleges. Serving as the administrative branch of the California Community Colleges system, the Chancellor's Office is also responsible for allocating state funding to the colleges and districts. Located in Sacramento, the Chancellor's Office includes the offices of the chancellor and vice chancellors who oversee the work of ten major divisions. Website: www.cccco.edu.

California School Employees Association (CSEA) Chapter 535 The exclusive collective bargaining representative of Classified Professionals in the classified service employees unit in the Riverside Community College District for matters on salaries, benefits, and working conditions as well as the appointing body of classified representatives on committees and governance groups.

California Teachers Association/Faculty Association (CTA/FA) Selected by the faculty of the Riverside Community College District as its sole collective bargaining agent under the provisions of Senate Bill 160, representing the faculty on salaries, fringe benefits, and working conditions, as well as the appointing body of faculty representatives on hiring and other decision making committees that directly affect faculty working conditions.

CCCCO MIS Data Mart A database program maintained on the Chancellor's Office website (Data Mart) that enables external users to query student and staff MIS data and generate aggregated reports by college, district or statewide.

Census The date in a semester in which students' enrollment is counted for funding purposes. The census date in primary terms (fall and spring) is based on 20% of the meeting pattern for courses scheduled less than 18 weeks.

Center An off-campus site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution. Centers must be approved by both the CCCC and ACCJC through a substantive change.

Charter A written constitution or description of an organization's functions designed to communicate transparently the scope, duration, purpose, and deliverables of a particular strategic planning entity.

Chief Executive Officer A term used to describe a multi-college district chancellor or the superintendent/president of a single-college district.

Civility Formal politeness and courtesy in behavior or speech

Classified Professional District employees in the classified employees service unit in job classifications listed in the CSEA Chapter 535 collective bargaining agreement, Article 1.A.. This term is used to describe one of our five constituency groups. Classified professionals is the agreed upon term at Norco College for the collective body referenced in Ed Code and policy as "staff" or "classified staff."

Co-Chair/Chair A person in charge of a meeting or organizational entity; often jointly with another co-chair(s).

Completion The action or process of finishing something.

Committee: A group composed of a variety of individuals representing college constituent groups and has a charge that has been approved by a council or the college president

Confidential Staff – A group of employees comprised of Executive Administrative Assistants to the Board of Trustees, Chancellor, Vice Chancellors, and College Presidents, as well as select Human Resources positions. Confidential employees that are part of the classified service and their employment is consistent with the provisions of classified employees.

Consensus A general agreement reached without a formal vote. Everyone agrees. No objection. Also called “general consent” or “without objection.”

Consultation The mechanism for system-wide shared governance through which the Chancellor confers on policy issues with institutional and interest group representatives prior to making his recommendations to the Board.

Council A group of constituency representatives designated or selected to perform specific functions on behalf of the College with a defined scope/purview as documented within the SPGM and their individual charters.

Course Outline of Record (COR) A Course Outline of Record defines the content, objectives, methods of instruction and evaluation, sample textbooks, and instructional materials for a course. CORs are filed with the California Community College State Chancellor’s Office.

Demographic A particular sector of a population.

Disciplines Curricular subject matter areas designated by the Board of Governors (relying on the work of the Academic Senate) and used in establishing minimum qualifications for faculty.

Distance Education/Distance Learning Classes and other educational services offered via the Internet or other technological means of teaching/learning remotely.

Dual Enrollment Program in which high school students earn college credit during high school hours or extended hours. College courses are offered on the high school campus or online. Dual Enrollment courses are closed courses only offered to high school students. Dual Enrollment courses are Free to high school students.

Education Code (EC) The body of law that regulates education. Other laws that affect colleges are found in the Government code, Public Contracts code, Penal Code and others.

Effectiveness The degree to which something is successful in producing a desired result; success.

Enrollment Management The term used to describe processes related to setting priorities for and continuing student enrollment.

Equity The quality of being fair and impartial.

Ex-officio Those members of board, council, or committee appointed by virtue of another position or expertise. May be voting members or non-voting. Must be specified in the appointment.

Expenditures Payment of cash or cash equivalent for payroll, goods or services or a charge against available funds in settlement of an obligation.

Faculty The teaching employees of the college, or of one of its departments or divisions, viewed as a body. Classified by job descriptions, the faculty are one of the five constituencies of the college.

Fiscal Year A 12-month period to which the annual operating budget applies and at the end of which a government determines its financial position and the results of its operations. For governmental agencies in the State of California, it is the period beginning July 1 and ending June 30. Some special projects or grants use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government's fiscal year.

Full-Time Equivalent Faculty (FTEF) The total number of full- and part-time faculty based on full teaching workload, not headcount. 1.0 FTEF = One faculty member teaching 100% or their contractual workload for a primary term (fall or spring). If the contractual full-time term workload is 15 lecture hours per week, an instructor teaching 5 three-unit lecture classes would be = 1.0 FTEF. One lecture hour per week equals $1/15^{\text{th}}$ (.6667 FTEF); three lecture hours per week equals $3/15^{\text{ths}}$ (.2 FTEF). The lab calculation varies based on the level of preparation and grading associated with the lab activity.

Full-Time Equivalent Students (FTES) A measurement used to convert part-time and full-time student contact hours into full-time equivalent study load. One FTES represents 525 total student contact (class) hours. One FTES typically represents one student taking 15 units of coursework for two primary 16.4 week terms ($15 * 2 * 17.5 = 525$)/525=1.0 FTES. FTES are the primary measure by which state apportionment funding (and base workload) is allocated to districts.

RCCD operates on a compressed 16-week calendar, altering the calculation of FTES for a standard full-length primary term course, using a value called the Term Length Multiplier (RCCD's is 16.4):

$\text{FTES} = (\text{Weekly Student Contact Hours}) * (\text{Term Length Multiplier}) / 525.$

$\text{FTES} = (\text{Weekly Student Contact Hours}) * 16.4 / 525$

Full-Time Faculty Obligation (FON) The number of FTEF (full-time equivalent faculty) a district is required to maintain under the California Education Code requirements, which aims to achieve a full-time to part-time faculty percentage ratio of 75/25. Districts that fail to maintain a minimum FON are assessed a penalty equivalent to the statewide cost of 1.0 FTEF for each FTEF short of the FON.

General Education A required pattern of courses covering a breadth of subjects thought to be useful for all college students regardless of major. The RCCD general education courses are defined in the College Catalog.

General Fund The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

Germane Relevant to a subject under consideration

Goals the object of a person's ambition or effort; an aim or desired result.

Governance having authority to conduct the policy, actions, and affairs of a state, organization, or people.

Headcount The actual number of students enrolled. This is also known as unduplicated enrollment.

Key Performance Indicator (KPI) A quantifiable measure identified with specific goals and objectives for the purpose of evaluating the college's success.

Learning Outcomes

- **Service Area Outcome (SAO)** An assessment measure by campus units that do not provide direct instruction to students yet do provide services that influence student success in achieving

learning outcomes. SAOs align with SLOs and may be measured indirectly through unit-designed surveys, performance indicators, and other achievement-based measurement tools.

- **General Education Learning Outcome (GELO)** Measurable outcomes of knowledge, skills, abilities students should master as a result of their overall college experience. At Norco, GELOs are synonymous with Institutional Learning Outcomes (ILOs).
- **Program Learning Outcome (PLO)** Measurable outcomes of knowledge, skills and abilities acquired by completing a series of courses associated with a specific degree, certificate or program.
- **Student Learning Outcome (SLO)** Measurable outcomes of knowledge, skills and abilities acquired by completing a course, or other campus services.

Majority At least one more than half. If a vote results in a tie there is no majority and the proposal does not pass.

Management – Synonymous with Administration (see above)

Management Information System (MIS) Refers to computer-based systems that manage student, fiscal and other information. The CCC MIS database is comprised of unit record student and employee data from all colleges in the system.

Minutes The recorded (written, video, recorded) memorialization of action taken at a meeting. Should include all action items motions and the results of every decision/vote. Also members present, date, start time, end time.

Methodology A system of methods used in a particular area of study or activity.

Network A collaborative hub of individuals often representing different groups brought together to coordinate efforts, exchange information and facilitate calendar planning.

Objectives A thing aimed at or sought; tactics intended to reach a larger goal

Operational The routine functioning and activities of a department, unit, division, or individual employee.

Operational Group: A unit, team, department, division, or cross-functional team collaborating to execute routine functioning in support of our strategic plans. Creating college-wide plans is strategic; carrying out and implementing the tactics thereto are operational.

Overseeing To watch and manage a job or activity; having some degree of responsibility

Participatory Governance The practice of involving faculty, classified professionals, students and administrators in policy discussions and institutional planning at the local and state levels.

Pell Grant A federal financial aid program that provides funds to low-income students to help pay their educational expenses.

Planning Team A group that convene various employees year-round from multiple departments and disciplines to discuss tactical and operational plans for a specific event, objective, or initiative.

Professional Development Refers to employees developing and improving their skills to better meet the needs of their job duties, to further their development, and to acquire new perspectives/abilities.

Program A determination for program review and assessment purposes. An instructional program is any program of study that leads to a degree, transfer degree, or California Community College State Chancellor's Office recognized certificate of achievement. A non-instructional program is any

offering/initiative with an on-going, clearly identified budget code, parameters, or defined scope.

Program Review Program Review is a process for continual evaluation, self-study, and improvement to ensure that our students are well-prepared and well-served to assist them in successfully achieving their further academic, career, and professional endeavors. It is the central process at the college where each academic and support department identifies goals and resource needs for program improvement.

Project Team A small, organized group of people who perform shared/individual tasks of a specifically defined charter/project/objectives. Synonymous with a workgroup, project teams focus on short-term projects (up to 1-year) targeting a specific metric, outcome, or issue.

Staff This term is commonly used two ways. **1.** A more general term referencing all employees and constituency groups of the Riverside Community College District including faculty, classified, confidential, and management positions. **2.** As referenced in California Education Code and Board Policy referring to members of the classified employee group (locally referred to as classified professionals).

Standing Committee A permanent committee of the Academic Senate intended to consider all matters pertaining to a designated subject that meets on a regular basis.

Strategic Relating to the identification of long-term or overall aims and interests and the means of achieving them.

Student a person who is studying at Norco College; the focus of our mission.

Student Success The primary definition of student success is the completion of a course, degree, certificate, or program of study that leads to transfer or career success.

Student Success and Support Programs (SSSP) A categorical program that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors.

Success The accomplishment of an aim or purpose. Success in an academic course is a grade of D or higher.

Task Force A constituency-represented group created to address a special college-wide subject/issue and meets until the subject/issue is resolved.

Title 5 The section of the California Administrative Code that regulates community colleges. The Board of Governors adopts Title 5 regulations.

Title IX The Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. It states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title V A federally funded grant program of the Higher Education Act (HEA). Created in 1998 to assist certain colleges and universities in improving the higher education of Hispanic students in the United States.

Town Hall Open convening's that allow college leadership to address everyone in the Norco College community for the purpose of conveying significant plans and/or getting input on issues impacting the college.

Quorum minimum number of members required to conduct a meeting. Any action taken without quorum is null and void.

Templates

(List with links to templates on the website or direct link to webpage with current templates?)

Suggested templates:

Charter

Report of Effectiveness

Minutes

Notes

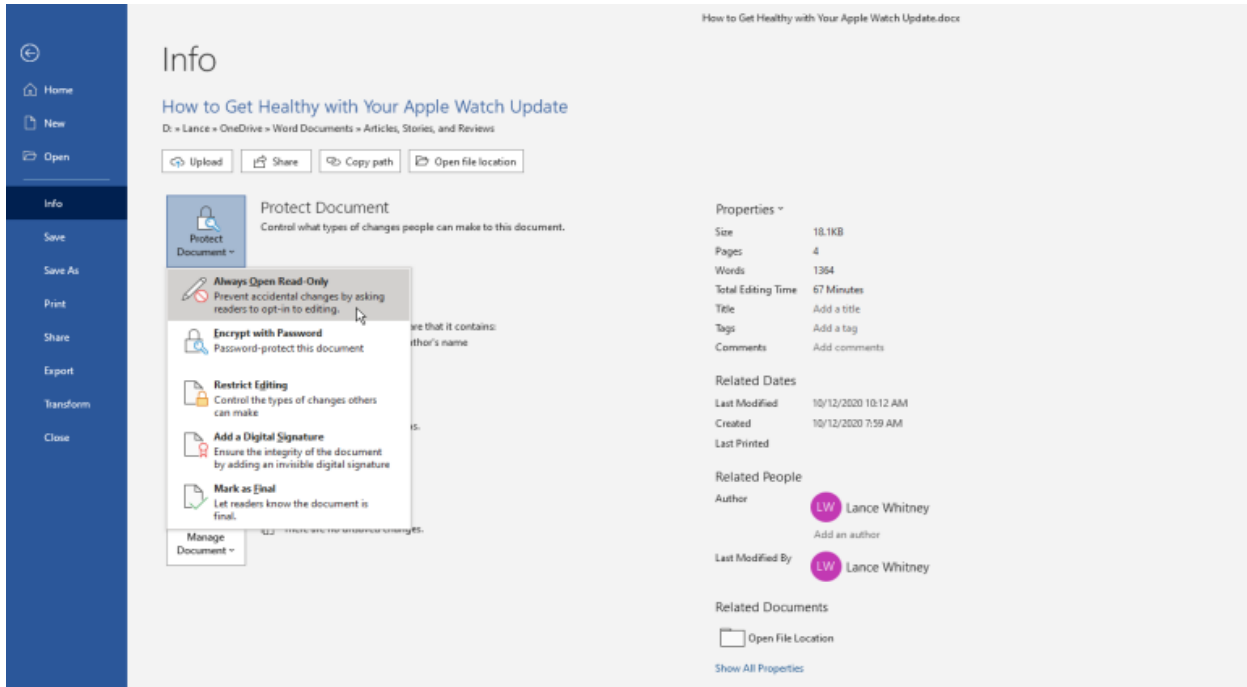
Agendas

Regular reports

Worksheets – Retention Schedule, Document Inventory

Guides – Document Security Instructions from Types of Access

Read Only

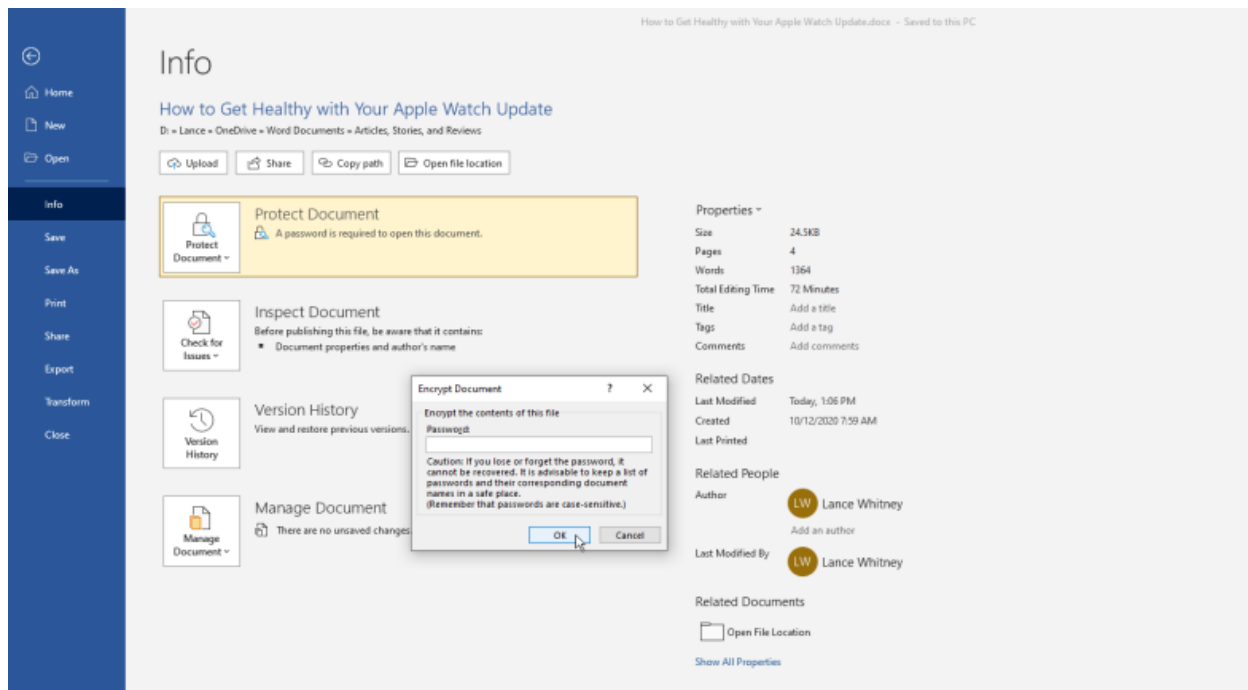


You can ensure no one else can edit a document by making it read-only. Open **File > Info > Protect Document** to view your security options. From the Protect Document menu, select Always Open Read-Only. Now just save the document, close it, then reopen it again.

Word flashes a message that the author would like you to open this as read-only, unless you need to make changes. Click Yes to open the document in read-only mode. Of course, anyone can say no and open the document in edit mode. The goal is to make it easier for people to open the document as read-only to mitigate the chances of making unintended changes.

To remove the read-only restriction, open the document in edit mode. Click the File menu, go to **Info > Protect Document > Always Open Read-Only**.

Password Encryption

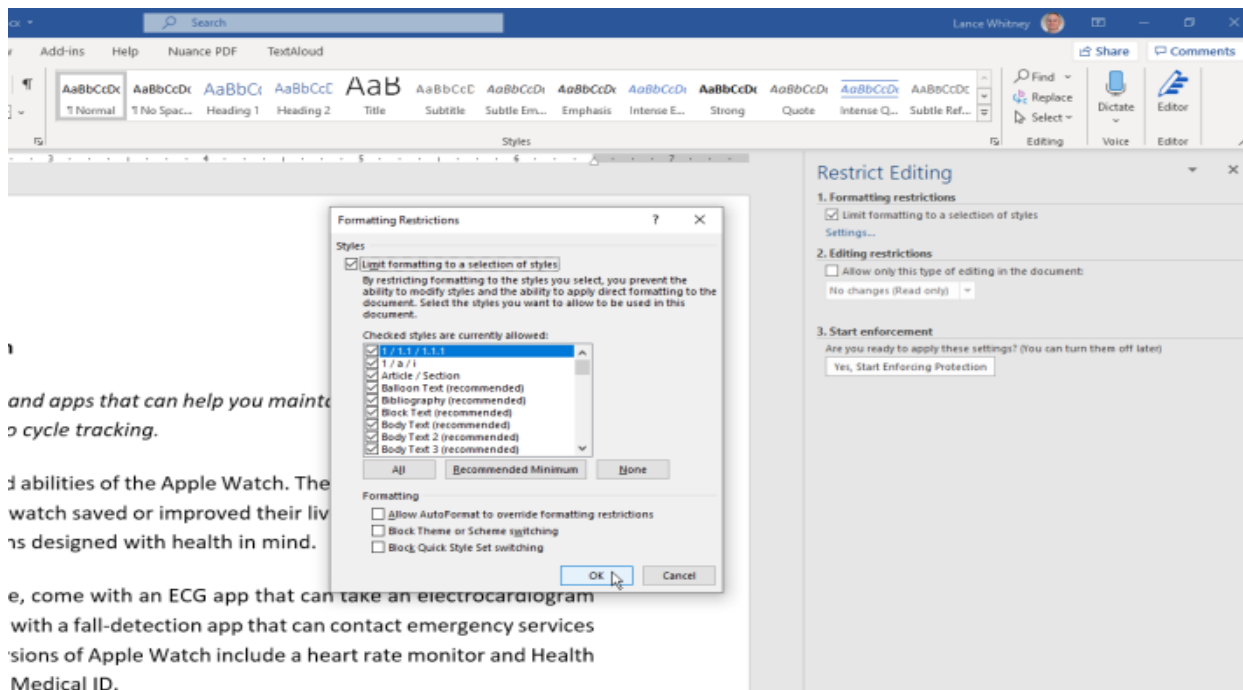


You can encrypt a document with a password by going to **File > Info > Protect Document** and choosing the Encrypt with Password option. Word will prompt you to create a password for the document. Be sure to use a complex but memorable password because there's no way to retrieve or reset the code if you forget it.

Now save the document, close it, and reopen it again and Word will prompt you (and anyone else) to enter a password to access the document.

To remove the password, click the File menu, go to Info, and select Protect Document, then click Encrypt with Password. A pop-up window will appear where you can delete the obscured password, then click OK. Resave and close the document, and the next time you open it, you won't be asked for a password.

Restrict Format Editing



and apps that can help you maintain cycle tracking.

abilities of the Apple Watch. The watch saved or improved their lives designed with health in mind.

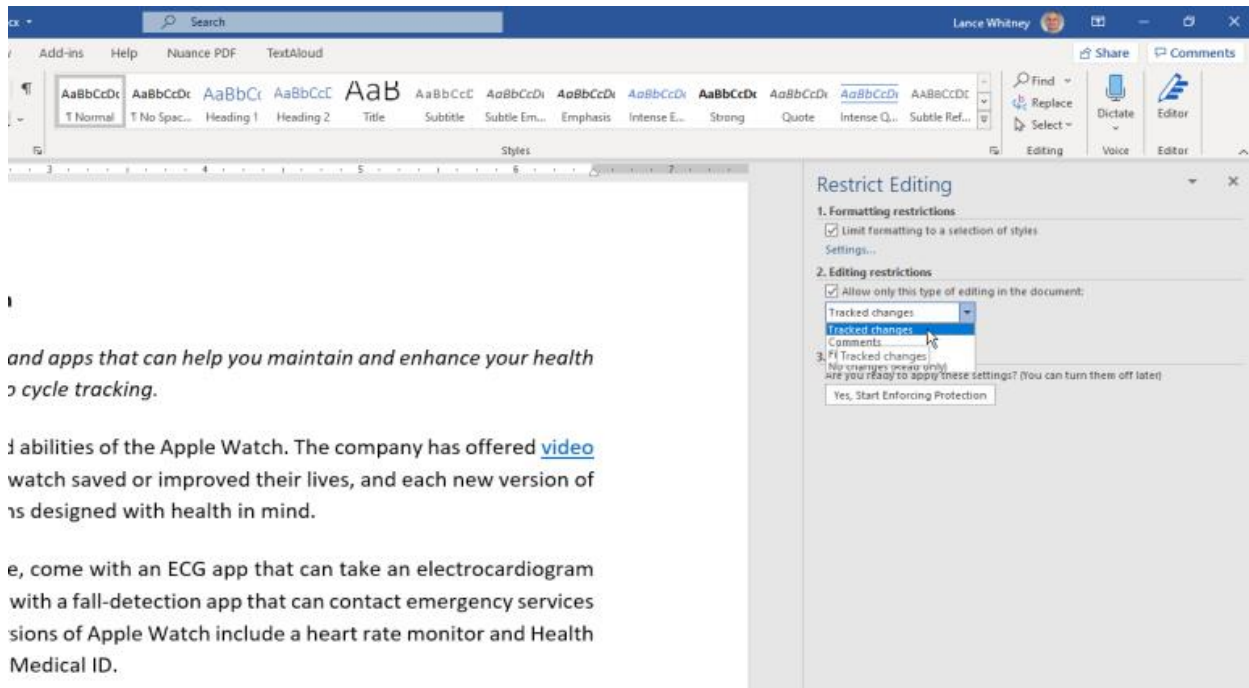
Some come with an ECG app that can take an electrocardiogram with a fall-detection app that can contact emergency services. Some versions of Apple Watch include a heart rate monitor and Health Medical ID.

You can limit the ways in which your document can be edited. Click **File > Info > Protect Document** and select Restrict Editing. Your document then displays a Restrict Editing pane on the right-hand side of the document for formatting and editing restrictions. Here, you can give people permission to read your document, select what parts they can edit, and choose how they do it.

Check the box next to “Limit formatting to a selection of styles” to prevent people from changing the formatting of your document. Click Settings to open a Formatting Restrictions pop-up window, which shows all style changes that are allowed by default. You can keep that as is, change it to the Recommended Minimum, or change it to None. If you're not sure which setting to pick, choose Recommended Minimum.

You can also check any of the three options under Formatting to allow AutoFormat to override formatting restrictions, block the ability to switch themes or schemes, and block the ability to switch QuickStyle Sets. If you're not sure, leave these three settings unchecked. Click OK to close the Formatting Restrictions window.

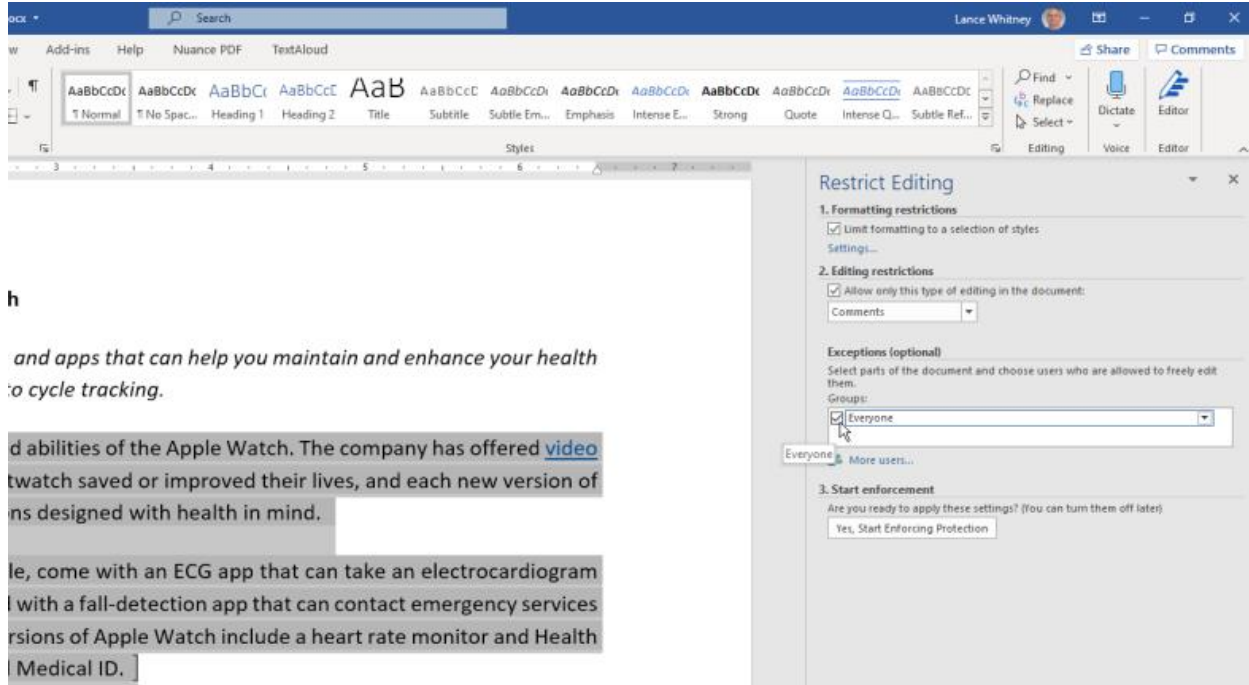
Restrict Content Editing



Under Editing Restrictions, check the box next to “Allow only this type of editing in the document” to set how readers can change content in the document. Click the drop-down menu underneath to choose between four options:

- **Tracked changes** turns on Track Changes in the document and restricts all other types of editing.
- **Comments** allows readers to insert comments in your document without making any modifications.
- **Filling in forms** lets readers fill in forms you have created but not change the content of the forms.
- **No changes (Read only)** puts your document in read-only mode so no changes can be made.

Editing Exceptions



The screenshot shows the Microsoft Word interface with the Restrict Editing pane open on the right. The document content on the left includes a heading 'h' and several paragraphs of text. The Restrict Editing pane is set to 'Comments' for editing restrictions. In the 'Exceptions (optional)' section, the 'Everyone' checkbox is checked, and a mouse cursor is hovering over it. The 'Start enforcement' section is also visible, with the 'Yes, Start Enforcing Protection' button highlighted.

h

*and apps that can help you maintain and enhance your health
to cycle tracking.*

d abilities of the Apple Watch. The company has offered [video](#)
twatch saved or improved their lives, and each new version of
ns designed with health in mind.

le, come with an ECG app that can take an electrocardiogram
l with a fall-detection app that can contact emergency services
rsions of Apple Watch include a heart rate monitor and Health
Medical ID.

Restrict Editing

1. **Formatting restrictions**
 Limit formatting to a selection of styles
Settings...

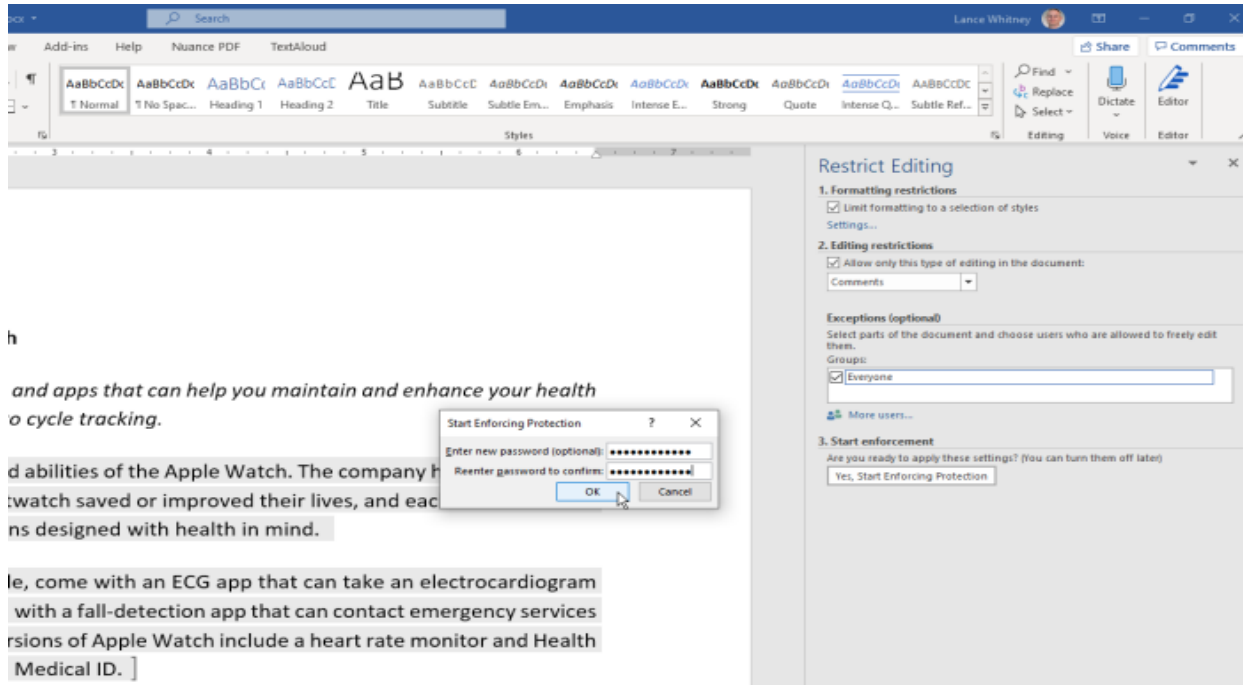
2. **Editing restrictions**
 Allow only this type of editing in the document:
Comments

Exceptions (optional)
Select parts of the document and choose users who are allowed to freely edit them.
Groups:
 Everyone
Everyone More users...

3. **Start enforcement**
Are you ready to apply these settings? (You can turn them off later)
Yes, Start Enforcing Protection

If you check the option for Comments or No changes (Read only), you can create exceptions for people to be able to edit certain parts of your document. In the Exceptions section, check the box for Everyone and select any parts of the document that you want to be editable.

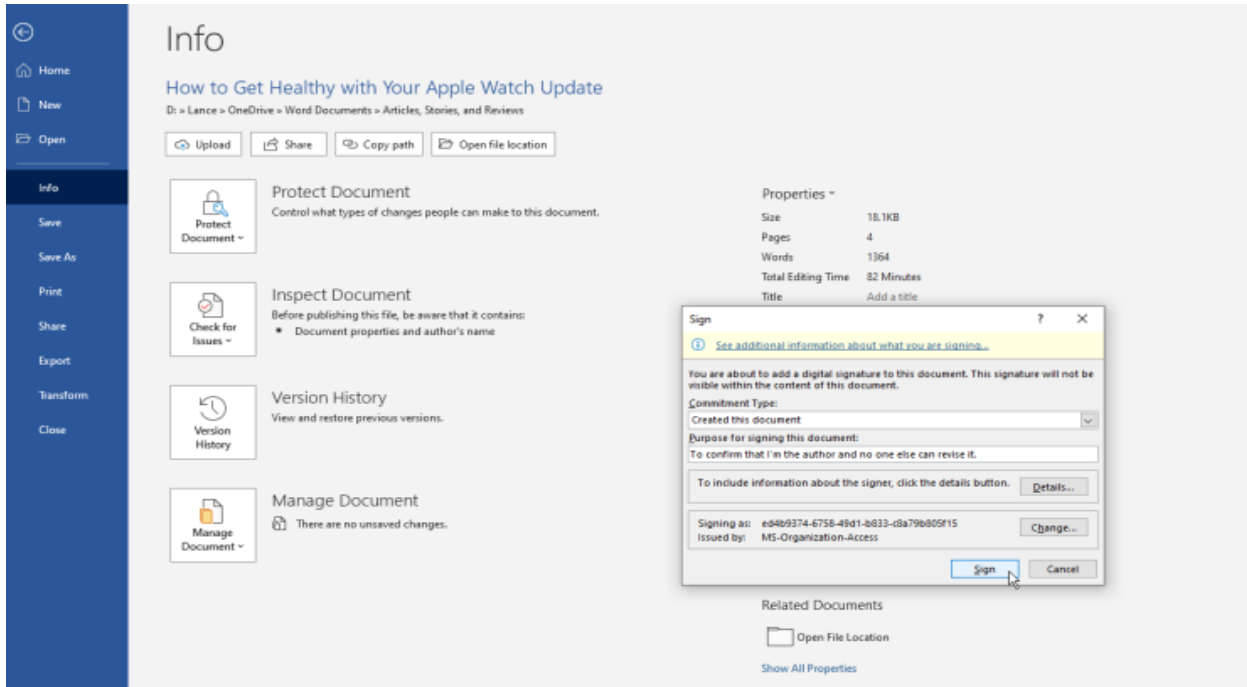
Enforce Protection



Once everything has been set, click “Yes, Start Enforcing Protection,” then type and retype a password and click OK. Save the document, close it, then reopen it to see the editing controls on the top ribbon have been grayed out. If you allowed editing in certain sections of the document, click in that area and the controls become accessible again.

To turn off the protection, click the Review tab and click the Restrict Editing icon. Click the Stop Protection button at the bottom of the Restrict Editing pane, then enter the password and click OK. Uncheck the options for Formatting and Editing restrictions that appear on the pane.

Add Digital Signature



To protect your document with a digital signature, open **File > Info > Protect Document** and select **Add a Digital Signature**. This tells people who read your document that you and no one else signed it, indicating that you were the last person to revise and save it.

To create a digital signature, you'll need a signing certificate. The first time you do this, Word flashes a message asking if you want to set up a digital signature. Click **Yes**, and a Microsoft support page will pop up to help you find a digital ID. Try the links for the various providers to get a digital ID. Then, click the "Add or remove a digital signature in Office files" link. Scroll down the page to learn how to add a digital signature.

After you have the digital ID, return to the **Protect Document** button and again click **Add a Digital Signature**. Fill out the necessary fields and click the **Sign** button. You may be asked to confirm the digital signature, then click **OK**.

Your document is now digitally signed and made read-only. Word explains that the document has been signed and marked as final and that if anyone tampers with it, the signatures become invalid. Anyone who opens the document will see the notice of your digital signature.

Mark As Final



Instead of using a digital signature, you can still mark the document as final in a more unofficial way. Open **File > Info > Protect Document** and choose Mark as Final. Word will inform you that the document is now final and will be saved. By marking a document as Final, you disable typing, editing, and proofing capabilities and a message will appear to any reader that the document has been finalized.

When someone opens the document, they will see a message at the top of the screen informing them of the file's status. However, a reader can still make changes to the document if they click the Edit Anyway button. When that button is clicked, they can then edit and re-save the document.

The ultimate goal of this option is not to prevent anyone from editing the document but to tell readers that it is the recommended final version. If someone still wants to edit the document further, their actions will be recorded. When a document is marked as Final, then edited again, the original person who locked it is still shown as the author, while the other person will be saved as the one who last modified the document.

Training

(Discuss the need for training to implement document control to ensure consistency and proficiency in performing the associated functions; training would be coordinated through Instructional Technology Specialist; training would also be coordinated with the provider of the technology solution adopted for document control purposes; in addition to in person trainings, instructional guides and videos will be posted to the website)

System Maintenance

(Insert draft here- Refers to the overall maintenance of the document control system in terms of ensuring that file/folder names follow conventions, files/folders are properly organized, and that guidelines and requirements are followed; annual audit conducted during the summer to maintain the integrity of the document control system by ensuring that conventions are followed and documents are up to date; **who is the master document controller? Could we expand the part-time admin assistant position in the library to full-time and include the responsibilities for supporting training and overall maintenance of the document control system? This could be the master document controller.**)



Charter for Rising Scholars Advisory Committee

2023-2028

This Charter is established between the Rising Scholars Advisory Committee (RSAC) and the Academic Senate to structure the process and planned outcomes included herein during the 2023-2028 academic year.

Purpose

The Rising Scholars Advisory Committee is a standing committee of the Academic Senate. The purpose of the committee is to support, defend, and serve as an advocate for Rising Scholars students, faculty, and classified professionals. This committee is responsible for making recommendations on academics, supportive measures, and training related to teaching and learning in the prison environment, to bridge the visibility and resource gaps between instruction and access inside the CRC and the college campus (both online and “real”), to ensure relevant data is collected and reported, both on the CRC student population (student success and retention) and how that population’s data impacts generalized Norco College data, and work in collaboration with our Norco CRC students to ensure their voices are heard in college spaces. Members of the committee serve as points of contact on Rising Scholars issues and make recommendations to the Senate.

The potential transformative impact of higher education in prison is not simply identified as a mode through which students transform themselves, but in the process of bringing the project of higher education into carceral spaces, the spaces themselves are transformed as are the faculty and staff in those spaces and of necessity, the institutions entering those spaces. Higher education in prison transforms not just its students, but also professors, prison spaces, and even hosting institutions, which at first may appear “outside” the project itself.

Charge

As part of the Rising Scholars Network (RSN), our charge is built around three RSN principles: (1) on-site programming in the CRC; (2) supported transition to college campuses upon release; and (3) college buy-in and commitment to program success.

Providing this education and support to justice-involved students in California’s community colleges serves a significant governmental and public interest, namely reduced recidivism and reduced poverty among Californians who have been involved in the criminal justice system. The current challenge is that the men in this program and those formerly incarcerated are invisible to the Norco College Community. The program has yet to root itself in the institution so that these 400+ students can participate as stakeholders in their education.

In short, lets identify the demands of transformation for our students, our faculty and our college institution and re-envision an intentional and deliberate transformative project.

The Rising Scholars Advisory Committee (RSAC) is primarily responsible for coordinating the listed Educational Master Planning objectives below for the California Rehabilitation Center students:

Goal 2: (Success) Implement Guided Pathways framework:

- Increase number of students who complete transfer level math and English at the CRC per year (maybe within the first year);
- Increase student support in counseling and schedule planning

Goal 3: (Equity) [Identify and] Close all student equity gaps. [We don’t know if the gaps listed below actually apply to this population or not, so we would like to identify equity gaps.]

- Reduce the equity gap for African American students
- Reduce the equity gap for Latinx students

Charge

- Reduce the equity gap for Men of Color
- [Close equity gaps in student support services at the CRC]

Goal 4: (Professional Development) Implement Professional Development around Guided Pathways and equity framework; foster a culture of ongoing improvement.

- Develop an on-boarding training program for new faculty required/compensated
- Trainings to better understand how to navigate carceral spaces same
- Justice-Involved & trauma-informed training (tie to the microaggression objective) - understanding who our students are and how to meet their needs.
- Development of promising practices that lead to create a sense of belonging for students

Goal 7: (Programs) Become the regional college of choice by Offer a comprehensive range of programs that prepare students for the future and meet employer workforce needs.

- Build and support academic support services to improve student success
- Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.
- Develop comprehensive breadth of academic programs

Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture

- Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
- Train and recruit colleague mentors for new faculty (paid for their service).
- Create trainings and support to meet the social emotional wellness of faculty teaching in incarcerated spaces

Guiding Principles and Assumptions

- A. The Rising Scholars Network Committee is a standing committee of the Academic Senate.
- ~~B. The Rising Scholars Network Faculty Coordinator chairs the Rising Scholars Network Committee (and serves as a member of the Institutional Effectiveness and Governance Council (IEGC) or provides a designee??)~~
- C. The Rising Scholars Advisory Committee offers ongoing opportunities to increase student, staff, faculty, administration, and community representation for those involved in the Rising Scholars program and will advocate for equity and parity for our students and faculty at the California Rehabilitation Center.
- D. Our students inside the CRC are entitled to all of the services and support that our students on the Norco main campus and online are provided.
- E. Program Success DEFINITION
- F. The following Accreditation Standards guides the discussions of the Rising Scholars Advisory Committee:
 - a. Standard II.C.1: The institution regularly evaluates the quality of student support services and demonstrates that these services, **regardless of location or means of delivery**, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
 - b. Standard II.C.2: The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
 - c. Standard II.C.3: The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Scope & Expected Deliverables

- Increased student representation
 - The Rising Scholars Advisory Committee will be the primary group for Currently and formerly incarcerated and justice-impacted student related needs, questions, and considerations.
 - The need for student resources & involvement (tutoring, wrc, counseling, library, DRC, ASNC, etc.) -- resources need equity and parity – not able to access
 - Responsive to student concerns directly and immediately (advocacy)
 - Student Celebration and honoring of notable Rising Scholars' persons, events, and advocacy organizations
 - Student (formerly- and currently-incarcerated) inclusion in our decision-making and governance
 - Coordinated efforts in Outreach to identify Norco College as a welcoming institution for Rising Scholars students (formerly incarcerated)
- Increased staff, faculty, administration representation
 - The Rising Scholars Advisory Committee being the primary group for staff, full- and part-time faculty, administration needs, questions, and considerations
 - Responsive to staff, faculty, administration concerns directly and immediately (advocacy)
 - Actively involved in providing best practices for the recruitment and hiring process for the Rising Scholars Program: Ensure and enhancing diversity in hiring practices
 - Part-time faculty representation (stipend or special project for a representative) what does that require 20-30 hours
- Increased community representation (justice-impacted families, justice-impacted serving organizations, etc)
- The Consideration of policies and procedures that do not result in disadvantages and/or discrimination toward members of the Rising Scholars community (students, staff, faculty, administration.
- Assessing and Awareness of Analytics/Outcomes:
 - Better institutional data collection and/or self-reporting benchmark information for decision-making
 - Work group determinations based on the unique needs of the Rising Scholars population.
 - Coordinating with appropriate bodies to include the Rising Scholars program in their Program Review

Membership

The Rising Scholars Advisory Committee will be comprised of 7 voting 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.
 Faculty/RSN Coordinator – Chair (voting)

- Associate Dean of Educational Partnerships ~~Special Programs~~ - Co-Chair (voting)
- Faculty Coordinator, RS – Co-Chair (voting)
- Admissions & Records CSEA Representative (voting)
- Dean of Student Support
- Counseling Faculty Representative (voting)
- RSN Student Representative (alumni or former RS student from CRC) – (voting)
- ~~Part time Faculty Representative (voting)~~
- ~~Three additional Norco faculty from CRC (one voting)~~
- ~~Additional members will be sought to institutionalize the program~~
- All faculty that are members can vote

All ~~CRC~~ faculty are invited to RSAC meetings

Meeting Time/Pattern

Alternating Mondays from Academic Senate, 12:00-2pm.

Contact the Chair/Co-Chair(s) or designated facilitator to place an item on a future agenda.

Roles of Chairs and Members

The Chair/Co-Chair(s) are accountable to the RSAC to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the RSAC 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 RSAC that can help to achieve the RSAC's charter deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the RSAC. While representing the perspectives of the constituency group to which they belong members are expected to engage in effective dialogue with RSAC peers with the intention of finding consensus on all issues that come before the RSAC.

All governance entities must specify within this Charter how information will be disseminated to representative/constituency groups. In each of the five Councils, it is recommended that a chair (or a designated delegate) shall prepare a brief summary of each Council meeting and send it to the College community within [5 days?] 24 hours of the meeting to fulfill transparent communication reporting.

Meeting Procedures and Expectations

The Chair(s), 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.

Update Syllabus shell as follows:

Dropping this Class:

Please speak with your instructor and/or an academic counselor before making the decision to drop this class. Dropping a class could have financial aid and/or academic consequences.

You may withdraw from this course by using EduNav prior to the drop deadlines listed. The drop deadline is available in EduNav by clicking on the course section number. You can access EduNav by clicking on the Register and Drop Classes link listed under the Registration section in WebAdvisor. If there is a hold restricting use of EduNav for this purpose, you may bring a completed ADD/DROP card to the Admissions counter of the college and complete the process there. It is the student's responsibility to drop this class should he/she decide no longer to attend.



RAVEGuardian



RCCD uses RAVE Guardian to quickly notify you in case of an emergency. You can download the app by following this QR Code.

Norco College

College CAP Hour Proposal (Bemiller/Campo):

It is proposed that Norco College adopt a **College CAP** (Career and Academic Pathways) **Hour**. Each month during Fall and Spring semesters, one College Hour per month would be officially designated as College CAP Hour. During these College CAP Hours, no governance meetings, department meetings, council meetings, workgroup meetings or any other business meetings would be scheduled. Instead, one hour would be fully dedicated to activities which support and promote Career and Academic Pathways.

Examples of CAP Hour activities may include student club/organization meetings which align with specific disciplines or Schools. For example, American Medical Student Association, Art Club, Clear Perspectives: Publication, Philosophical and Psychological Affairs Club, Pre-Law & Political Science Club, etc. Another example of a CAP Hour activity might be Informational Sessions on specific programs/subjects, such as Anthropology, Biology, Chemistry, Drafting, Economics, Engineering, Geography, etc. During these Informational Sessions, students could have access to Counselors, Educational Advisors, Discipline Faculty/Faculty Advisors, guest speakers, alumni, representatives from transfer institutions, etc. to learn more about opportunities in a particular field of study. One last example of CAP Hour activities could include cross-disciplinary activities, where students from various academic programs come together for real-world applications of learning and creating, such as a STEAM event, where art students and science students collaborate.

Outside-of-the-classroom experiences, a.k.a. experiential learning, or “sticky spaces” are recognized as an important component of Pillar Four of Guided Pathways. These experiences promote student retention and success and will facilitate one of the key purposes of Schools at Norco College, which is to help students find community within their academic areas. Guided Pathways resources and planning will help to support implementation of Schools activities; however, we need the time and space blocked out on our College Calendar monthly. The Deans of Instruction and Department Chairs have already identified designated rooms for almost every discipline/program at Norco College, which helps to create spaces on campus that students can identify as their “home room”. The next step is to institutionalize CAP Hour at our college.

The Norco College Guided Pathways Work Plan seeks to comprehensively and strategically scale and integrate Student Equity and Guided Pathways. In the 2022-2026 cycle we intend to prioritize the following as part of our implementation plan:

- Enhance academic counseling and advising to help students identify a Career and Academic Pathway so students can make informed decisions regarding their educational and future careers (GP School Reorganization).
- Integrate the principles of continuous improvement with a focus on data analysis and monitoring as we scale outcomes and target interventions to improve student outcomes and close equity gaps (Equitable Assessment Canvas Project).
- Prioritize student equity inquiry work to elevate the voices of students to disrupt systemic barriers for DI students (Student Equity Plan Inquiry).
- Promote shared understanding of equity mindedness and enhance opportunities for professional development and training in culturally relevant curriculum (Equitable Teaching and Learning Academy).
- Create holistic student supports systems by expanding support for Career and Academic Pathways (CAP) from pre- enrollment (outreach/recruitment) through transfer/completion. Increase the integration of Basic Needs and Financial Literacy into our CAP communities (Student Services Reorganization & Expansion of College Promise).
- Institutionalization of the Pathways and Enrollment Management Work Group to help lead the pillar specific practices using the Loss Momentum Framework to guide strategic and operational efforts (Pathways & Enrollment Management Charter). Launch of a First Year Experience Program to intersect the work of GP and Equity in early momentum metrics (Title V PACES Grant).
- Creation of formalized systems under the reorganized division of Planning & Development for collaborative problem- solving, data-informed decision making, scaling and communication of high impact practices, continuous feedback and evaluation, and a focus on equity minded professional development and training (VPPD Reorganization).

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process. *

Our local goal is to increase by 5% per year, which is 65.3% successful enrollment by 2025-26. Our progress is greater than 75% to meet the goal (51.2% to 65.3%). Equity considerations from this metric are taken from our current Student Equity Plan in which Black/AA students showed disproportionate impact the greatest number of years.

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term. *

The persistence metric shows an upward trend from 2011-12 to 2015-16 then a downward trend through 2019-20. Due to this variability in the trend, our local goal is to increase by 2% per year, which is a 69.0% persistence rate by 2025-26. Our progress is greater than 75% to meet the goal (62.5% to 69.0%). Equity considerations from this metric are taken from our current Student Equity Plan.

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year. *

The transfer math and English completion metric shows a continuous upward trend from 2011-12 to 2020-21. Our local goal is to increase by 5% per year, which is 19.8% transfer math and English completion by 2025-26. Our progress is greater than 75% to meet the goal (15.5% to 19.8%). Equity considerations from this metric are taken from our current Student Equity Plan in which Hispanic/Latinx students showed disproportionate impact the greatest number of years.

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution. *

The transfer metric shows an inconsistent and relatively flat trend from 2011-12 to 2016-17. Due to this variability in the trend, our local goal is to increase by 2% per year, which is a 24.4% transfer rate by 2025-26. Our progress is greater than 75% to meet the goal (22.1% to 24.4%). In the wake and aftermath of COVID, transfer was one of

the metrics most impacted for Norco College. We have seen a persistent disproportionate impact for Latinx/Hispanic students in transfer in all six years of data. Not only must we increase the number of personnel who are trained in transfer, we must embed transfer and support for transfer pathways into our career and academic pathway communities.

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys. *

The completion metric shows a continuous upward trend from 2011-12 to 2017-18. Our local goal is a 5% increase per year, which is 15.2% completion by 2025-26. Our progress is greater than 75% to meet the goal (11.9% to 15.2%). Equity considerations from this metric are taken from our current Student Equity Plan.

As a continuation of the change to a "schools" based institution that groups alike majors and career options together, we also are attempting to implement school-based success teams that are made up of cross functional employees such as faculty, administrators, classified professionals, and students. These teams will provide guidance to the students throughout their journey in how to connect their education/classes to both their future goals and present realities. The connection to life is something that has been identified as a loss momentum point that we are attempting to alleviate with a more structured plan of support with more breadth of connection points.

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics. *

Norco College has been moving towards the complete integration of the SEA Program and Guided Pathways. This work begins in operational efforts by project teams to address the essential practices of Guided Pathways through an equity focused perspective. However, the work completed in those areas has not been institutionalized nor have we been able to reach full integration.

Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics. *

Expansion of the ADT selection options and course offerings based on student want/need. In an attempt to increase the number of pathways students have to obtain the education and career goals that they decide on

The development of an enrollment management workgroup that includes Deans of Instruction, Instructional Faculty, Counseling Faculty, Dean of Admissions, Classified Professionals, working together to identify trends and pinpoint where the needs are.

Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics. *

Established infrastructure to track and advertise ZCT to students in digital and printed schedules. Currently faculty are prompted when they electronically sign their teaching assignments. This prompt is good, but it comes late in the planning process. Department chairs and Deans of Instruction are integrating ZTC reminders into their offer of courses. This is all dependent upon individual intervention. This needs to be integrated into the systems as well as program reviews.

Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics. *

Through the About Students Regional Consortium, the following strategy was developed to address the challenge listed above:

Strategy #4 Continuing to provide and expand academic advisement services is an important component of student success. Members of the consortium will provide academic counseling, transition to post-secondary advisement, and other support students need to continue on their path to advancement.

Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics. *

Norco College has an established timeline of deliverables and goals related to our integration efforts for Strategic Enrollment Management. This includes participation in the statewide SEM project, which Norco College was selected to participate in. Administrative leads in Academic Affairs and Student Services are working closely with faculty leadership, mid-level managers, and classified professionals to develop a plan to identify high impact practices, evaluate, and drive data-informed decision making as core components of our strategic enrollment plan.



Required Action: Equitable Placement, Support and Completion (AB 1705) Funding Allocation and the Submission of Funding Plans

*Memo Attached

Norco College Funding Allocation: \$423,443.83

Narrative

Norco College intends to support equitable placement, support, and completion of transfer-level English and Math through institutional effectiveness, professional development, strategic communication, and Communities of Practice in English and Math. The funding will be utilized to expand the capacity of the Institutional Effectiveness office by funding a one-year Instructional Programs Support Coordinator – IPSC (with the possibility of continued funding). The position will collaborate with subject matter experts in English and Math to assist in the evaluation of corequisites and other support models, increase automation in collaboration with Assessment leads, and ensure disaggregated data is used to inform equity conversation. The IPSC will bridge subject matter experts to the Office of Institutional Effectiveness to ensure that professional development is evaluated to ensure the iterative improvement of the effectiveness of the professional development (Ed Code 78213.2(e)(2)). The college is prioritizing funding a faculty coordinator in the English and Math discipline with a 0.50 FTE reassign for each discipline. The faculty coordinator will lead the implementation of AB 1705, assist in coordinating comprehensive campus-wide strategic communications, assist in planning efforts for discipline summits, and support professional development activities in inclusive teaching practice sand subject pedagogy. The faculty reassign time will be utilized to “design, implement, and evaluate corequisite transfer-level mathematics/quantitative reasoning and English courses at scale” (Ed Code 78213.2(e)(1)). Funding will be utilized to support two AB 705/1705 summits each academic year for two-years, and participation in a Teaching and Learning Equity Academy for all English and Math faculty (as required by Ed Code 78213.2(f)).

Budget

Instructional Programs Support Coordinator	\$	155,000.00
English AB 1705 Faculty Coordinator (.5 FTE)	\$	93,000.00
Math AB 1705 Faculty Coordinator (.5 FTE)	\$	93,000.00
23 SPRs for PD (Equity Academy) 20 hours (~2300 each)	\$	52,900.00
4 Summits	\$	40,000.00
TOTAL	\$	433,900.00
	\$	(10,456.52)

Fall 2023 Academic Senate Meeting Schedule Proposal

August 28, 2023*
September 11, 2023
October 2, 2023
October 16, 2023
November 6, 2023
November 13, 2023**
December 4, 2023

*The 4th Monday in August. The first Monday in September is a campus holiday. If we do not schedule an alternate day, then our first meeting would not occur until September 18th, which is during the fourth week of classes.

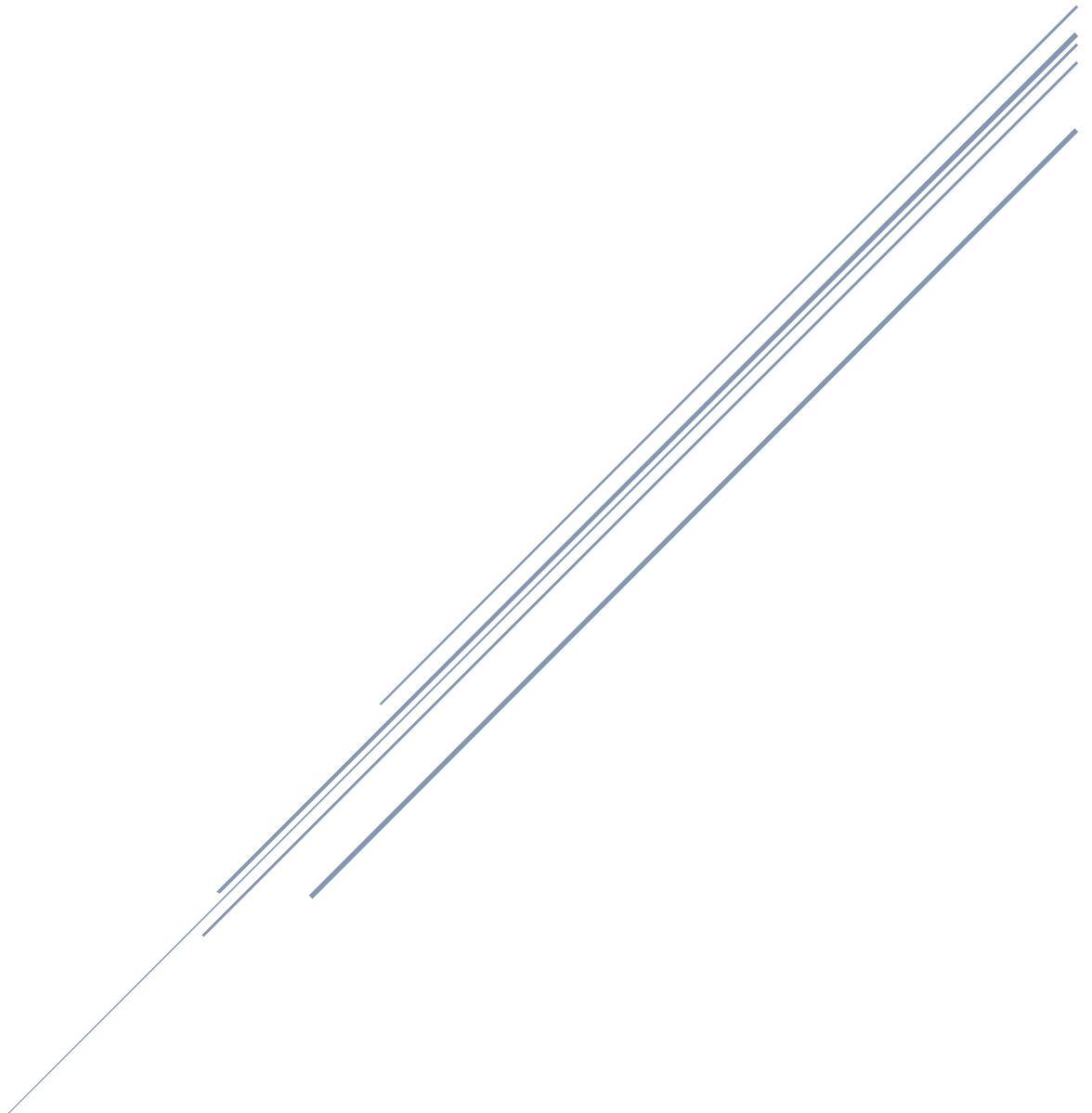
**The 2nd Monday in November. The third Monday in November is a campus holiday. If we don't schedule an alternate meeting day there will be only one Senate meeting during the seven-week period from October 16th to December 4th.

Riverside Community College District 2023-2024 ACADEMIC CALENDAR

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DISTRICT STRATEGIC PLANNING COUNCIL, COMMITTEES & SUB-COMMITTEES

Operational Guidelines and Structure



Riverside Community College District
DSPC Approved 2/24/23

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Purpose

The District Strategic Planning Council (DSPC) and the five DSPC committees are responsible for integrating the strategic plans of the three colleges into a coherent District Strategic Plan and ensuring that appropriate district support services are available to assist the colleges in their efforts to improve student success, access, and equity. The three colleges develop and implement strategies to improve the quality of student instructional programs and have the primary responsibility to meet or exceed the district strategic goals and targets, which shall be derived essentially from the colleges and their planning activities. The guiding principle of the DSPC committees and sub-committees are to:

- identify and expand upon effective strategies among the three colleges
- share sound practices and ensure economies of scale
- conserve resources by identifying and coordinating infrastructure and technological solutions among district entities
- monitor, evaluate, and assess strategic goals and achievement by all entities

All planning proposals originate at one of the three colleges or from the program-review process within district support services and are submitted to the appropriate DSPC committees or sub-committees for vetting and input.

This Operational Guidelines and Structure document is subject to review and revision which should occur at least every three (3) years. Any necessary or appropriate changes may occur subject to DSPC approval.

Structure

The DSPC includes representatives from the five committees and their sub-committees.

Chancellor

The Chancellor must endorse any district or college plan documents that require Riverside Community College District Board of Trustees approval before it can be submitted to the Board. The Chancellor's cabinet advises the Chancellor on all planning documents from district support services and/or the colleges. Once the Chancellor has approved the plan it is sent to the appropriate Board committee for discussion and recommendation for approval.

The District Strategic Planning Council (DSPC)

The DSPC approves the District Strategic Plan and other district long- and short-term strategic plans, oversees the work of the five DSPC committees, and makes recommendations to the Chancellor's cabinet on all college and district planning activities, documents, and policies that require approval by the Board of Trustees, particularly those that involve district budget appropriations and/or academic and student service initiatives that impact the colleges or district support services. DSPC will only act on any district or college planning proposals if one or more of the five DSPC committees or one of the sub-committees has reviewed the proposal and made a

formal recommendation to the DSPC. If the DSPC determines that it cannot make a positive recommendation to the Chancellor, the council will provide a written rationale and offer concrete suggestions for changes to the recommending committee or sub-committee who submitted the proposal.

It is expected that members of the council, committees, and sub-committees will have familiarity with the topics and issues addressed by their particular bodies. Each member shall have a vote unless specifically designated as a non-voting member. Members may appoint a designee or send a proxy to serve in place of the member. While members who will be unable to serve for an extended period may choose a designee who has voting rights, voting is not permitted for a proxy sent by a member who is unable to attend a scheduled meeting. When a vacancy occurs in an administrative position that is a member of the DSPC, the administrative co-chair shall appoint a designee.

DSPC meetings will be held monthly during the primary academic terms and as needed the remainder of the year. The District Academic Senate shall select the faculty co-chair (rotating by college each year). District employees may be asked to attend DSPC meetings to make presentations at the invitation of the co-chair(s). No recommendations made by the DSPC shall in any way override the authority of the Academic Senate conferred by Title 5 §53200 et seq.

Committees of the District Strategic Planning Council (DSPC)

The primary responsibilities of the five DSPC committees are to monitor, assess, and evaluate the district strategic goals and objectives assigned to them by the DSPC and provide one written assessment of the assigned goal(s) to the DSPC in spring. The appropriate DSPC committee assists in the development of the district five-year plans listed in the District Strategic Plan and coordinates the planning activities of the colleges into a coherent strategy. The committees are charged to provide regular updates to DSPC on the progress of plan development. The Chancellor will designate one of the Vice Chancellors or Associate Vice Chancellors to chair a committee, who shall provide the necessary district support services to the committee. The District Academic Senate shall ratify the selection of the faculty co-chair (rotating by college each year) for each of the five committees. The administrative co-chair shall also serve on the parallel Board of Trustees committee to provide regular updates for Board consideration. Members of the Board of Trustees who oversee the functional areas in question and receive recommendations from the groups are strongly encouraged to attend committee meetings.

Each member shall have a vote unless specifically designated as a non-voting member. Members may appoint a designee or send a proxy to serve in place of the member. While members who will be unable to serve for an extended period may appoint a designee who has voting rights, voting is not permitted for a proxy sent by a member who is unable to attend a scheduled meeting. When a vacancy occurs in an administrative position that is a member of a committee or sub-committee, the administrative co-chair shall appoint a designee.

Each committee may create temporary task forces or work groups and designate specific tasks to them. Unless there are extenuating circumstances, the sub-committee, task force, or workgroup will regularly report the results of their work to the authorizing committee. The authorizing committee may permit the sub-committee, task force, or workgroup to report directly to DSPC if deemed necessary. The committees shall select the membership of all task forces using the accreditation guidelines (Accreditation Standard IV A, Sections 1-5). The administrative co-chairs of the committees shall select the administrative co-chairs of the designated sub-committees, task forces, and workgroups. Vice Chancellors shall provide the necessary and appropriate district administrative support to the sub-committees, task forces, or workgroups. District employees may be asked to attend DSPC committee and sub-committee meetings to make presentations at the invitation of the co-chair(s). The faculty co-chair of a task force or sub-committee shall be selected by the faculty serving on the task force or sub-committee, given that the Academic Senate has delegated the co-chair selection process. Ideally, the membership of the sub-committees or task forces should come directly from the college committees assigned to complete the work and have the necessary expertise in the area. Each college, using its participatory governance processes, shall submit its representatives to the various committees.

To ensure that the topics or issues addressed within the DSPC are brought to the colleges for their consideration and implementation, members of the DSPC shall report district-level actions and discussions to their college-level units. The colleges shall provide feedback on the issues for DSPC's consideration.

Following are the Committees of the DSPC:

- Teaching and Learning Committee (TLC)
- Human Resources Committee (HRC)
- Institutional Planning, Effectiveness, and Governance Committee (IPEGC)
- Resources Committee (RC)
- Advancement and Partnership Committee (APC)

Membership of District Strategic Planning Council

- Vice Chancellor, Educational Services & Strategic Planning –co-chair (1)
- College Presidents (3)
- Vice Presidents, Planning and Development (3)
- Vice Chancellor, Business & Financial Services (1)
- Vice Chancellor, Human Resources & Employee Relations (1)
- Vice Chancellor, Institutional Advancement & Economic Development (1)
- Academic Senate Presidents (3)
- Faculty member from each college, ideally the Strategic Planning faculty co-chairs (3)

- Academic Planning Council/ Department Leadership Council faculty co-chairs (3)
- Faculty Association representative (1)
- Classified Professional representatives (5)
- Confidential representative (1)
- Student Trustee (1)

1. Presidents, Vice Chancellors, and Vice Presidents of Planning & Development are permanent members.
2. All other member terms are two years, with the exception of the student representative who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair will be the current District Academic Senate President, rotating by college each year.
5. Co-chairs vote on recommendations only in the event of a tie.
6. Faculty Association will appoint Faculty Association representative.
7. CSEA will appoint Classified Professional representatives.

Teaching and Learning Committee

The Teaching and Learning Committee (TLC) is charged with improving the overall quality of teaching and learning throughout the district in alignment with district mission, vision, and commitment to diversity, equity, inclusion, and anti-racism.

The TLC oversees student access, success, and equity goals established in the District Strategic Plan. The TLC coordinates specific strategies and practices used by the colleges and district office to implement plans efficiently and effectively, thereby ensuring integration, alignment, and economies of scale in goal attainment. The TLC monitors, assesses, and evaluates the district strategic goals and objectives assigned by the DSPC and provides at least one written assessment of the assigned goals to the DSPC in spring. The TLC assists in the development of the district five-year plan listed in the District Strategic Plan, coordinates the planning activities of the colleges into an integrated strategy, and provides regular updates to DSPC on the progress of plan development.

Specifically, TLC accomplishes its coordination and integration through:

- gathering and sharing promising practices for teaching and learning for possible districtwide scaling
- supporting and facilitating innovation and development of teaching and learning by identifying or connecting projects/initiatives to appropriate resources
- providing recommendations on prioritized shared needs for teaching and learning

Membership of the Teaching & Learning Committee

- Vice Chancellor, Educational Services & Strategic Planning – co-chair (1)
- Associate Vice Chancellor, Educational Services and Institutional Effectiveness (1)
- Vice Presidents, Academic Affairs (3)
- Vice Presidents, Student Services (3)
- Dean, Educational Services and Distance Learning (1)
- Faculty member from each college, ideally the College Teaching & Learning Committee Faculty Chair (3)
- Faculty member from each college, ideally Faculty Counselors overseeing Transfer Center (3)
- Faculty Guided Pathway Leads (3)
- District Curriculum Chair (1)
- Classified Professional representatives (4)
- Student representative from each college, ideally the college Teaching and Learning student representative (3)

1. Vice Chancellor, Educational Services and Strategic Planning; Associate Vice Chancellor, Educational Services and Institutional Effectiveness; Vice Presidents of Academic Affairs and Student Services; and Dean, Educational Services and Distance Learning are permanent members.
2. All other member terms are two years, with the exception of the student representatives who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair, rotating by college each year, will be chosen by the faculty members on the committee.
5. Co-chairs vote on recommendations only in the event of a tie.
6. CSEA will appoint Classified Professional representatives.
7. The Associated Students will appoint the student representatives.

Following are the **Teaching and Learning sub-committees**. Teaching and Learning sub-committees' purpose and membership are detailed below.

- Guided Pathways Sub-Committee (GPS)
- Noncredit Sub-Committee (NCS)
- Distance Education Sub-Committee (DES)
- Professional Growth & Sabbatical Leave Committee (PG&SL)
- District Curriculum Committee (DCC)

Guided Pathways Sub-Committee (GPS)

A permanent sub-committee which develops design principles and coordinates scaling of Guided Pathways and focuses on strategies and practices to reduce student equity gaps districtwide. Sub-committee members share promising practices, align pillar activities, advance efforts to create an environment of inclusion and belonging for students, coordinate on statewide reports, and develop Board of Trustees presentations. GPS focuses on equitable student pathways emphasizing technical skills and living wage employment, on pathways to further educational attainment, and on pathways partnerships with feeder K-12 districts and four-year colleges and universities.

Membership:

- Associate Vice Chancellor, Educational Services and Institutional Effectiveness – co-chair (1)
- Vice Chancellor, Educational Services & Strategic Planning (1)
- Faculty member from each college, ideally the Guided Pathways College Leads (3)
- Faculty member from the Diversity, Equity and Inclusion from each college (3)
- College Deans or Associate Deans of Educational Partnerships (3)
- Administrative Guided Pathways Leads (3)

- Administrative Student Equity Leads (3)
- Classified Professional representatives (3)
- Student representative (1)
 1. Associate Vice Chancellor, Educational Services and Institutional Effectiveness; Vice Chancellor, Educational Services and Strategic Planning; College Deans or Associate Deans of Educational Partnerships; and Administrative Guided Pathways Leads are permanent members.
 2. All other member terms are two years, with the exception of the student representative who will serve a one-year term.
 3. College Academic Senates will appoint faculty members.
 4. The faculty co-chair, rotating by college each year, will be chosen by the faculty members on the committee.
 5. Co-chairs vote on recommendations only in the event of a tie.
 6. CSEA will appoint Classified Professional representatives.
 7. The Student District Consultation Council will appoint the student representative.

Noncredit Sub-Committee (NCS)

A permanent sub-committee which develops, monitors, and assesses the implementation of RCCD's five-year plan for noncredit. This plan aligns college and District Strategic Plans to support faculty in developing and offering noncredit courses and programs for basic skills, English as a second language, career and technical education, adults with disabilities, and older adults and to enhance noncredit student support services.

Membership:

- Executive Director, Adult Education and Community Initiatives – co-chair (1)
- Associate Vice Chancellor, Educational Services & Institutional Effectiveness (1)
- Vice President, Academic Affairs (1)
- Dean, Enrollment Services (1)
- Faculty member from each college, ideally the Noncredit College Leads (3)
- Faculty member from each college, ideally representing each College's Curriculum Committee (3)
- Associate Deans, Career and Technical Education (3)
- Classified Professional representatives (4)
- Student representative (1)
 1. Associate Vice Chancellor, Educational Services & Institutional Effectiveness; Executive Director, Adult Education and Community Initiatives; Vice President, Academic Affairs; Associate Deans, Career and Technical Education; and Dean of Enrollment Services are permanent members.

2. Vice President, Academic Affairs and Dean, Enrollment Services will rotate by college each year.
3. All other member terms are two years, with the exception of the student representative who will serve a one-year term.
4. College Academic Senates will appoint faculty members.
5. The faculty co-chair will be chosen by the faculty members on the committee.
6. Co-chairs vote on recommendations only in the event of a tie.
7. CSEA will appoint Classified Professional representatives.
8. The Student District Consultation Council will appoint the student representative.

Distance Education Sub-Committee (DES)

A permanent sub-committee which contributes to policy development, recommends procedures, and promotes practices that contribute to the quality of distance education in the district. DES considers academic issues in distance education, along with promising practices for delivering student support services in the online environment. DES also considers economies of scale in districtwide technology solutions for distance education.

Membership:

- Dean, Educational Services and Distance Learning – co-chair (1)
- Administrative co-chairs of College Distance Education Committees (3)
- Associate Vice Chancellor, Information Technology and Learning Services (1)
- Vice President, Academic Affairs (1)
- Vice President, Student Services (1)
- Faculty member from each college, ideally the Distance Education College Committee Chairs (3)
- Classified Professional representatives (3)
- Student representative (1)

1. Dean, Educational Services and Distance Learning; Associate Vice Chancellor, Informational Technology and Learning Services; administrative co-chairs of College Distance Education Committees; Vice President of Academic Affairs (rotated by college); and Vice President of Student Services (rotated by college) are permanent members.
2. All other member terms are two years, with the exception of the student representative who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair will be chosen by the faculty members on the committee.
5. Co-chairs vote on recommendations only in the event of a tie.
6. CSEA will appoint Classified Professional representatives.
7. The Student District Consultation Council will appoint the student representative.

Professional Growth and Sabbatical Leave Committee (PG&SL)

A standing committee of the District Academic Senate, which reviews and approves faculty requests for professional growth plans and subsequent salary reclassifications in accordance with filed plans. PG&SL reviews and makes recommendations to the Academic Senate, college presidents, and chancellor on sabbatical leave requests and requests for promotions to the ranks of Professor and Distinguished Professor.

Membership:

- Associate Vice Chancellor, Educational Services & Institutional Effectiveness – co-chair (1)
- Faculty members from each college (6, 2 per college)
 1. Associate Vice Chancellor, Educational Services and Institutional Effectiveness is a permanent member and provides support but is not a voting member.
 2. All other member terms are two years.
 3. College Academic Senates will appoint faculty members.
 4. The faculty co-chair will be chosen by the faculty members on the committee.
 5. Faculty co-chair votes on recommendations only in the event of a tie.

District Curriculum Committee (DCC)

A standing committee of the District Academic Senate, which reviews and approves all district credit and noncredit courses and educational programs. DCC's approval recommendations are subsequently reviewed by the Chancellor's Cabinet before being presented to the Board of Trustees.

Membership:

- Vice Chancellor, Educational Services & Strategic Planning – co-chair (1)
- College Curriculum Committee Chairs or representatives (3)
- District Technical Review faculty chair or representative (1)
 1. Vice Chancellor, Educational Services and Strategic Planning is a permanent member and provides support but is not a voting member.
 2. All other member terms are two years.
 3. College Academic Senate Presidents will appoint faculty members.
 4. The faculty co-chair will be chosen by the faculty members on the committee.
 5. District Technical Review faculty chair provides support but is not a voting member.

Human Resources Committee

The HRC coordinates specific strategies and practices used by the colleges and district office to implement plans efficiently and effectively, thereby ensuring integration, alignment, and economies of scale in goal attainment. The HRC monitors, assesses and evaluates the district strategic goals and objectives assigned by the DSPC and provides at least one written assessment of the assigned goals to the DSPC in spring. The HRC assists in the development of the district five-year plans listed in the District Strategic Plan, coordinates the planning activities of the colleges into an integrated strategy, and provides regular updates to DSPC on the progress of plan development.

Membership of Human Resources Committee

- Vice Chancellor, Human Resources and Employee Relations – co-chair (1)
- Director, Employee Relations, Labor Relations, and College Support Services (1)
- Director, Staffing, Employment and Records (1)
- Vice Presidents, Business Services (3)
- Faculty member from each college (3)
- Faculty Association representatives (3)
- Classified Professional representatives (4)

1. Vice Chancellor, Human Resources and Employee Relations; Director, Employee Relations, Labor Relations, and College Support Services; Director, Staffing, Employment and Records; and Vice Presidents, Business Services are permanent members.
2. All other member terms are two years.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair will be chosen by the faculty members on the committee, exclusive of Faculty Association representatives.
5. Co-chairs vote on recommendations only in the event of a tie.
6. Faculty Association will appoint Faculty Association representatives.
7. CSEA will appoint Classified Professional representatives.

Following are the **Human Resources sub-committees**. Human Resources sub-committees' purpose and membership are detailed below.

- Diversity, Equity, and Inclusion Sub-Committee
- Professional Development Sub-Committee
- Employee Well-Being Sub-Committee
- Civic Engagement and Partnerships Sub-Committee (CEPC)

Diversity, Equity, and Inclusion Sub-Committee

A permanent sub-committee serving as an advisory body to promote understanding and support policies and procedures as they relate to diversity, equity and inclusion, especially those addressing discrimination, harassment, retaliation, and equal employment opportunities.

The Diversity, Equity, and Inclusion sub-committee assists with the implementation and communication of the District's EEO Plan in accordance with state and federal regulations and guidelines; monitors equal employment opportunity progress; and provides suggestions for EEO Plan revisions as appropriate. The committee will focus its work through a racial justice and equity lens to advance efforts to create an environment of inclusion and belonging for employees.

Membership:

- Vice Chancellor, Human Resources and Employee Relations – co-chair (1)
- Associate Vice Chancellor, Educational Services and Institutional Effectiveness (1)
- District Compliance Officer and Title IX Coordinator (1)
- Vice President, Student Services (3)
- Director, Social Justice and Civil Liberties (1)
- Faculty member from each college (3)
- Faculty Association representative (1)
- Classified Professional representatives (1)

1. Vice Chancellor, Human Resources and Employee Relations; Associate Vice Chancellor, Educational Services and Institutional Effectiveness; District Compliance Officer and Title IX Coordinator; Vice Presidents, Student Services; and Director, Social Justice and Civil Liberties are permanent members.
2. All other member terms are two years.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair will be chosen by the faculty members on the committee, exclusive of the Faculty Association representative.
5. Co-chairs vote on recommendations only in the event of a tie.
6. Faculty Association will appoint Faculty Association representative.
7. CSEA will appoint Classified Professional representatives.

Professional and Organizational Development Sub-Committee

A permanent sub-committee serving as an advisory body for professional development opportunities throughout the District. Facilitates and provides training to employees in maintaining, enhancing, and acquiring skills. Creates a personal development system to ensure that district personnel update and improve their knowledge and skills.

Membership:

- Vice Chancellor, Human Resources and Employee Relations – co-chair (1)
 - Director, Learning, Organizational Development, and Human Resources Communications (1)
 - Faculty member from each college, ideally District Faculty Development Coordinator (3)
 - Faculty Association representative (1)
 - Classified Professional representative (1)
1. Vice Chancellor, Human Resources and Employee Relations; and Director, Learning, Organizational Development, and HR Communications are permanent members.
 2. All other member terms are two years.
 3. College Academic Senates will appoint faculty members.
 4. The faculty co-chair will be chosen by the faculty members on the committee, exclusive of the Faculty Association representative.
 5. Co-chairs vote on recommendations only in the event of a tie.
 6. Faculty Association will appoint Faculty Association representative.
 7. CSEA will appoint Classified Professional representatives.

Employee Well-Being Sub-Committee

A permanent sub-committee serving as an advisory body to aid in creating a culture of physical, psychological, and emotional well-being by providing activities and support that will result in healthier lifestyles. Advises on matters related to developing strategies to encourage healthy behaviors in the workplace and creating a health-friendly work environment.

The District recognizes that those represented groups (faculty and classified) are entitled, pursuant to the terms set forth in the Educational Employment Relations Act, to negotiate those matters that fall within the scope of representation. Moreover, it is also recognized that health and welfare may fall within said scope and shall, as required by law, be negotiated with represented groups.

Membership:

- Vice Chancellor, Human Resources and Employee Relations – co-chair (1)
 - Director, Total Rewards and Human Resources Information Systems (1)
 - Controller (1)
 - Faculty member from each college (3)
 - Faculty Association representative (1)
 - Classified Professional representative (1)
1. Vice Chancellor, Human Resources and Employee Relations; Director, Total Rewards and Human Resources Information Systems; and Controller are permanent members.
 2. All other member terms are two years.

3. College Academic Senates will appoint faculty members.
4. The faculty co-chair will be chosen by the faculty members on the committee, exclusive of the Faculty Association representative.
5. Co-chairs vote on recommendations only in the event of a tie.
6. Faculty Association will appoint Faculty Association representative.
7. CSEA will appoint Classified Professional representative.

Civic Engagement and Partnerships Sub-Committee

A main element of social justice work in higher education is to conduct outreach and engage with the community at large beyond the four walls of the college institutions. This is being done in a variety of ways across RCCD as faculty, administrators, students, and classified professionals (many themselves are members of the communities in which they work) collaborate with the community on a regular basis with the goal of empowering students and community members as well as enriching the college experience for all stakeholders. While this committee is still emerging, it sees a commitment to the intersection of social justice, community, and engagement at its core. The committee recognizes the importance of connecting the RCCD community to opportunities in which people can bridge their social justice passions and build community with others who are committed to leading social justice-centered lives.

Membership:

- Vice Chancellor, Institutional Advancement and Economic Development (1)
 - Executive Director, External Relations and Strategic Communications (1)
 - Director, Center for Social Justice and Civil Liberties – co-chair (1)
 - Faculty member from each college (3)
 - Management representative from each college (3)
 - Classified Professional representatives (3)
 - Student representative from each college (3)
1. Vice Chancellor, Institutional Advancement and Economic Development; Executive Director, External Relations and Strategic Communications; and Director, Center for Social Justice and Civil Liberties are permanent members.
 2. All other members serve two-year terms, with the exception of the student representative who will serve a one-year term.
 3. College Academic Senates will appoint faculty members.
 4. The faculty co-chair will be chosen by the faculty members on the committee
 5. Co-chairs vote on recommendations only in the event of a tie.
 6. CSEA will appoint Classified Professional representatives.
 7. The Associated Students will appoint the student representatives.

Institutional Planning, Effectiveness, and Governance Committee

The purpose of the Institutional Planning, Effectiveness, and Governance Committee (IPEGC) is to promote and facilitate an equity-focused culture of evidence and inquiry in which accurate data and information provide the basis for data-driven decisions to improve teaching and learning and institutional effectiveness.

In addition to the direct and indirect methods of assessment as means to improve the teaching and learning by monitoring, assessing, and evaluating student progress at the course and program levels at the colleges, the committee will also work collaboratively to assist the district to measure institutional effectiveness by using additional parameters such as efficiency, effectiveness, accountability, and transparency. To accomplish this aim, the committee will develop the methodology and instruments to monitor, assess, and evaluate the effectiveness of the district in these four parameters. The committee will determine baselines so that targets for improvement may be set. Additionally, the committee will develop key performance indicators (KPIs) and tracking tools to measure, monitor, and assess progress toward achieving district strategic goals and objectives. The committee will also coordinate Board Policy and Administrative Procedure (BP/AP) updating efforts between the district office and the colleges to ensure BP/AP is up to date and governing processes are followed properly.

The IPEGC coordinates specific strategies and practices used by the colleges and district office to implement plans efficiently and effectively, thereby ensuring integration, alignment, and economies of scale in goal attainment. The IPEGC monitors, assesses and evaluates the district strategic goals and objectives assigned by the DSPC and provides at least one written assessment of the assigned goals to the DSPC in spring. The IPEGC assists in the development of the district five-year plans listed in the District Strategic Plan, coordinates the planning activities of the colleges into an integrated strategy, and provides regular updates to DSPC on the progress of plan development.

Membership of Institutional Planning, Effectiveness, and Governance Committee

- Vice Chancellor, Educational Services and Strategic Planning – co-chair (1)
- Associate Vice Chancellor, Educational Services and Institutional Effectiveness (1)
- Vice Presidents, Planning and Development (3)
- District Dean, Institutional Research (1)
- College Deans, Institutional Effectiveness (3)
- Faculty member from each college, ideally the College Institutional Effectiveness Faculty co-chairs (3)
- Faculty member from the District, ideally the District Program Review Chair (1)
- Faculty Association representatives (3)
- Classified Professional representatives (4)
- Student representative from each college (3)

1. Vice Chancellor, Educational Services and Strategic Planning; Associate Vice Chancellor, Educational Services and Institutional Effectiveness; District Dean, Institutional Research; Vice Presidents, Planning and Development; and College Deans, Institutional Effectiveness are permanent members.
2. All other member terms are two years, with the exception of the student representatives who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair will be chosen by the faculty members on the committee, exclusive of the Faculty Association representative.
5. Co-chairs vote on recommendations only in the event of a tie.
6. Faculty Association will appoint Faculty Association representatives.
7. CSEA will appoint Classified Professional representatives.
8. The Associated Students will appoint the student representatives.

Following are **Institutional Planning, Effectiveness, and Governance sub-committees**. Institutional Planning, Effectiveness, and Governance sub-committees' purpose and membership are detailed below.

- District Enrollment Management Sub-Committee (DEMC)
- Program Review Sub-Committee
- Governance Sub-Committee

District Enrollment Management Sub-Committee (DEMC)

A permanent sub-committee which serves as the primary advisor on enrollment management matters. DEMC provides a collaborative forum for effective enrollment management decisions based on an agreed upon set of principles and guidelines. In addition to enrollment metrics, the DEMC considers the supplemental and success metrics components of the Student-centered Funding Formula.

Membership:

- Associate Vice Chancellor, Educational Services and Institutional Effectiveness – co-chair (1)
- Vice Chancellor, Educational Services and Strategic Planning (1)
- Vice Chancellor, Business and Financial Services (1)
- Vice Presidents, Academic Affairs (3)
- Vice Presidents, Student Services (3)
- Vice Presidents, Business Services (3)
- Financial Aid Directors (3)
- Dean of Instruction from each college (3)

- Academic Senate Presidents (3)
 - Faculty member from each college, ideally a department chair (3)
 - Faculty Association representative (1)
 - Classified Professional representatives (3)
1. Vice Chancellor, Educational Services and Strategic Planning; Vice Chancellor, Business and Financial Services; Associate Vice Chancellor, Educational Services and Institutional Effectiveness; Vice Presidents, Academic Affairs, Student Services, and Business Services, Financial Aid Directors, and Deans of Instruction are permanent members.
 2. All other member terms are two years.
 3. College Academic Senates will appoint faculty members.
 4. The faculty co-chair will be chosen by the faculty members on the committee, exclusive of Faculty Association representative.
 5. Co-chairs vote on recommendations only in the event of a tie.
 6. Faculty Association will appoint Faculty Association representative.
 7. CSEA will appoint Classified Professional representatives.

Program Review Sub-Committee

Shares best practices among colleges and district office for program review process and technologies. Ensure horizontal alignment of program review processes for measuring goal attainment and integration of districtwide strategic planning efforts.

Membership:

- Faculty co-chairs of college program review committees (3)
- Associate Vice Chancellor, Educational Services and Institutional Effectiveness (1)

Governance Sub-Committee

The purpose of the Governance sub-committee is to ensure leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated and updated to assure their integrity and effectiveness. The committee will also make sure the processes for decision-making and the resulting decisions are documented and widely communicated across the institution. The committee will also regularly review and update the function maps.

Membership:

- Vice Chancellor, Educational Services and Strategic Planning – co-chair (1)
- Vice Chancellor, Human Resources and Employee Relations (1)
- Vice Chancellor, Business and Financial Services (1)
- Vice Chancellor, Institutional Advancement and Economic Development (1)

- General counsel (not a voting member) (1)
 - Academic Senate Presidents (3)
 - Faculty Association representatives (3)
 - Management Association representative from each college (3)
 - Classified Professional representatives (3)
 - Student representative from each college (3)
1. Vice Chancellor, Educational Services and Strategic Planning; Vice Chancellor, Business and Financial Services; Vice Chancellor of Human Resources and Employee Relations; Vice Chancellor, Institutional Advancement and Economic Development; and General Counsel are permanent members. General Counsel is not a voting member.
 2. All other member terms are two years, with the exception of the student representative who will serve a one-year term.
 3. District Academic President will serve as faculty co-chair.
 4. Co-chairs vote on recommendations only in the event of a tie.
 5. Faculty Association will appoint Faculty Association representatives.
 6. CSEA will appoint Classified Professional representatives.
 7. The Associated Students will appoint the student representatives.

Resources Committee

The Resources Committee is charged with acquiring, managing, and deploying resources—including human, facilities, technology, and financial—to support district goals and advancement.

The Resources Committee coordinates specific strategies and practices used by the colleges and district office to implement plans efficiently and effectively, thereby ensuring integration, alignment, and economies of scale in goal attainment. The Resources Committee monitors, assesses and evaluates the district strategic goals and objectives assigned by the DSPC and provides at least one written assessment of the assigned goals to the DSPC in spring. The Resources Committee assists in the development of the district five-year plans listed in the District Strategic Plan, coordinates the planning activities of the colleges into an integrated strategy, and provides regular updates to DSPC on the progress of plan development.

The primary areas of Resources Committee oversight and monitoring are: Finance, Facilities, Safety and Risk Management, and Information Technology. The Resources Committee will be guided by the following general responsibilities as it relates to resource stewardship:

- improve efficiency and effectiveness by avoiding unnecessary duplications (economy of scale) and by enhancing synergies among available resources.
- identify best practices used by the colleges and scale them districtwide.
- identify barriers that impede the implementation of plans and recommend administrative and/or policy changes to remove those barriers.

Membership of Resources Committee

- Vice Chancellor, Business & Financial Services – co-chair (1)
- Vice Presidents, Business Services (3)
- Director, Risk Management (1)
- Chief of Police (1)
- Associate Vice Chancellor, Information Technology & Learning Services (1)
- Associate Vice Chancellor, Facilities Planning & Development (1)
- Associate Vice Chancellor, Grants & Economic Development (1)
- Executive Director, RCCD Foundation (1)
- Director, Employee Relations, Labor Relations and College Support (1)
- Faculty member from each college, ideally the College Resources Committee faculty co-chairs (3)
- Classified Professional representatives (4)
- Student representative from each college (3)

1. Vice Chancellor, Business and Financial Services; Vice Presidents, Business Services; Director, Risk Management; Chief of Police; Associate Vice Chancellor, Information Technology and Learning Services; Associate Vice Chancellor, Facilities Planning and Development; Associate Vice Chancellor, Grants and Economic Development; Executive Director, RCCD Foundation; and Director, Employee Relations, Labor Relations, and College Support are permanent members.
2. All other member terms are two years, with the exception of the student representatives who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair will be chosen by the faculty members on the committee, rotating by college.
5. Co-chairs vote on recommendations only in the event of a tie.
6. CSEA will appoint Classified Professional representatives.
7. The Associated Students will appoint the student representatives.

Following are the **Resources sub-committees**. Resources sub-committees' purpose and membership are detailed below.

- District Budget Advisory Sub-Committee (DBAC)
- Facilities Planning and Development Sub-Committee (FPDC)
- Sustainability and Climate Action Sub-Committee (SCAC)
- District Safety and Security Sub-Committee (DSSC)
- Information Technology Strategy Sub-Committee (ITSC)
- Cybersecurity Advisory Sub-Committee (CASC)

District Budget Advisory Sub-Committee (DBAC)

A permanent sub-committee which serves as the primary advisor on fiscal and budget matters to the Resources Committee and then the DSPC. DBAC provides a collaborative forum for the exchange of information necessary to inform strategic decisions regarding budget and fiscal policies, procedures, planning, budget development, and resource allocations within the Riverside Community College District (RCCD). DBAC works towards continuous evaluation and quality improvement of the budget allocation process by systematically assessing the effectiveness of resource allocation methodologies within approved principles and guidelines to advance the mission and goals of RCCD.

Membership:

- Vice Chancellor, Business and Financial Services – co-chair (1)
- Director, Business Services (1)
- Vice Presidents, Business Services (3)
- Executive Director, Grants and Sponsored Programs (1)

- Academic Senate Presidents (3)
 - Faculty member from each college, ideally involved with Budgetary Areas (3)
 - Classified Professional representatives (4)
 - Management representative (3)
 - Student representative (1)
1. Vice Chancellor Business and Financial Services; Director, Business Services; Vice Presidents of Business Services; and Executive Director, Grants and Sponsored Programs are permanent members.
 2. All other members serve two-year terms, with the exception of the student representative who will serve a one-year term.
 3. College Academic Senates will appoint faculty members.
 4. District Academic Senate President will serve as faculty co-chair.
 5. Co-chairs vote on recommendations only in the event of a tie.
 6. CSEA will appoint Classified Professional representatives.
 7. The Student District Consultation Council will appoint the student representative.

Facilities Planning and Development Sub-Committee (FPDC)

A permanent sub-committee that serves as the primary advisor on facilities planning and development matters to the Resources Committee and then the DSPC. FPDC provides a collaborative forum for the exchange of information necessary in setting goals and priorities regarding facilities planning and development procedures, policies, capital resources administration, total cost of ownership, construction project management, and facilities compliances within the federal, state and local agencies. FPDC works towards continuous evaluation and quality improvement to support and advance the institutional mission of the District that promotes a safe, sustainable and high-quality college learning environment.

Membership:

- Associate Vice Chancellor, Facilities Planning and Development – co-chair (1)
- Director, Capital Planning (1)
- Facilities Development Director (1)
- Director, Business Services (1)
- Director, Risk Management (1)
- Director, Information Technology Infrastructure and Systems (1)
- Vice Presidents, Business Services (3)
- Directors, Facilities Maintenance and Operations (3)
- Academic Senate Presidents (3)
- Classified Professional representatives (4)
- Student representative (1)

1. Associate Vice Chancellor, Facilities Planning and Development; Director, Capital Planning; Facilities Development Director; Director, Risk Management; Director, Information Technology Infrastructure and Systems; Director, Business Services; and Vice Presidents, Business Services; and Directors, Facilities Maintenance and Operations are permanent members.
2. All other members serve two-year terms, with the exception of the student representatives who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
4. District Academic Senate President will serve as faculty co-chair.
5. Co-chairs vote on recommendations only in the event of a tie.
6. CSEA will appoint Classified Professional representatives
7. The Student District Consultation Council will appoint the student representative.

Sustainability and Climate Action Sub-Committee (SCAC)

A permanent sub-committee that serves as the primary advisor on sustainability and climate action matters to the Resources Committee and then the DSPC. SCAC provides a collaborative forum for the exchange of information necessary in setting goals and priorities regarding sustainability and climate action procedures, policies, compliances, leadership, advocacy, implementation, monitoring and communication. SCAC works towards continuous evaluation and quality improvement to support and advance the institutional mission of the district that promotes sustainability decision-making and resiliency-thinking for climate action, social justice and resources conservation.

Membership:

- Associate Vice Chancellor, Facilities Planning and Development – co-chair (1)
 - Sustainability and Energy Manager (1)
 - Director, Capital Planning (1)
 - District Director, Business Services (1)
 - Director, Government Relations (1)
 - Vice Presidents, Business Services (3)
 - Directors, Facilities Maintenance and Operations (3)
 - Academic Senate Presidents, (3)
 - Classified Professional representatives (4)
 - Student representative from each college (3)
1. Associate Vice Chancellor, Facilities Planning and Development; Director, Capital Planning; District Director, Business Services; Director, Government Relations; Vice Presidents, Business Services; and Directors, Facilities Maintenance and Operations are permanent members.
 2. All other members serve two-year terms, with the exception of the student

- representatives who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
 4. District Academic Senate President will serve as faculty co-chair.
 5. Co-chairs vote on recommendations only in the event of a tie.
 6. CSEA will appoint Classified Professional representatives.
 7. The Associated Students will appoint the student representatives.

District Safety and Security Sub-Committee (DSSC)

A permanent sub-committee that serves as the primary advisor on districtwide safety and security matters to the Resources Committee and then the DSPC. The DSSC meets regularly to identify all areas of safety and security concern; strategically plan for risk identification and mitigation; address regulatory and compliance matters; provide guidance and research; and address all unsafe conditions that could result in harm to our students, faculty, staff, and visitors.

Membership:

- Director, Risk Management – co-chair (1)
 - Manager, District Safety & Emergency Preparedness (1)
 - Chief of Police (1)
 - Director, Employee Relations, Labor Relations and College Support (1)
 - Vice Presidents, Business Services (3)
 - Faculty member from each college (3)
 - Faculty Association representatives (3)
 - Classified Professional representatives (4)
 - Student representative from each college (3)
1. Director, Risk Management; Manager, District Safety & Emergency Preparedness; Chief of Police; Director, Employee Relations, Labor Relations and College Support; and Vice Presidents of Business Services are permanent members.
 2. All other members serve two-year terms, with the exception of the student representative who will serve a one-year term.
 3. College Academic Senates will appoint faculty members.
 4. The faculty co-chair, rotating by college, will be chosen by the faculty members on the committee, exclusive of Faculty Association representatives.
 5. Co-chairs vote on recommendations only in the event of a tie.
 6. Faculty Association will appoint Faculty Association representatives.
 7. CSEA will appoint Classified Professional representatives.
 8. The Associated Students will appoint the student representatives.

Information Technology Strategy Sub-Committee (ITSC)

A permanent sub-committee that provides a collaborative forum to advise and inform the Resources Committee and the DSPC in setting priorities and making strategic decisions involving the provision of information services and technology to advance the institutional goals of the Riverside Community College District and its three colleges.

Membership:

- Associate Vice Chancellor, Information Technology and Learning Services – co-chair (1)
- Vice Chancellor, Human Resources and Employee Relations (1)
- Vice Presidents, Business Services (3)
- Director, Technology Support Services, Moreno Valley College (1)
- Director, College Technology Support Services, Riverside City College (1)
- Dean, Educational Services and Distance Learning (1)
- Faculty member from each college (3)
- Faculty Association representative (1)
- Classified Professional representatives (4)
- Student representative (1)

1. Associate Vice Chancellor, Information Technology and Learning Services; Vice Chancellor, Human Resources and Employee Relations; Vice Presidents of Business Services; Director, Technology Support Services; Director, College Technology Support Services; and Dean, Educational Services and Distance Learning are permanent members.
2. All other members serve two-year terms, with the exception of the student representative who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair, rotating by college, will be chosen by the faculty member on the committee, exclusive of Faculty Association representative.
5. Co-chairs vote on recommendations only in the event of a tie.
6. Faculty Association will appoint Faculty Association representative.
7. CSEA will appoint Classified Professional representatives.
8. The Student District Consultation Council will appoint the student representative.

Cybersecurity Advisory Sub-Committee

A permanent sub-committee that provides a collaborative forum to advise and inform the Resources Committee and the DSPC in creating policy concerning cybersecurity, information technology use, data security and protection, privacy, compliance, and cyber-risk.

Membership:

- Associate Vice Chancellor, Information Technology and Learning Services (1)
- Director, Information Technology, Infrastructure & Systems – co-chair (1)
- Director, Risk Management (1)

- Manager, Technology Support Services, Moreno Valley College (1)
 - Director, College Technology Support Services, Riverside City College (1)
 - Vice President, Business Services, Norco College (1)
 - Faculty member from each college (3)
 - Faculty Association representative (1)
 - Classified Professional representatives (3)
 - Student representative (1)
1. Associate Vice Chancellor, Information Technology and Learning Services; Director, Informational Technology, Infrastructure & Systems; Director, Risk Management; Director, Technology Support Services; Director, College Technology Support Services; and Vice President, Business Services are permanent members.
 2. All other members serve two-year terms, with the exception of the student representative who will serve a one-year term.
 3. College Academic Senates will appoint faculty members.
 4. The faculty co-chair, rotating by college, will be chosen by the faculty member on the committee, exclusive of Faculty Association representative.
 5. Co-chairs vote on recommendations only in the event of a tie.
 6. Faculty Association will appoint Faculty Association representative.
 7. CSEA will appoint Classified Professional representatives.
 8. The Student District Consultation Council will appoint the student representative.

Advancement and Partnership Committee

The Advancement and Partnership Committee (APC) supports the District through efforts that expand the awareness of, advocacy for, and engagement with RCCD and its colleges. The APC reviews and provides guidance on a variety of institutional advancement and economic development efforts to support districtwide initiatives to achieve the District Strategic Plan. These include, but are not limited to, the annual legislative program, workforce and economic development efforts, strategic communication efforts, and the identification of external funding sources.

The APC coordinates specific strategies and practices used by the colleges and district office to implement plans efficiently and effectively, thereby ensuring integration, alignment, and economies of scale in goal attainment. The APC monitors, assesses and evaluates the district strategic goals and objectives assigned by the DSPC and provides at least one written assessment of the assigned goals to the DSPC in spring. The APC assists in the development of the district five-year plans listed in the District Strategic Plan, coordinates the planning activities of the colleges into an integrated strategy, and provides regular updates to DSPC on the progress of plan development.

Membership of Advancement and Partnership Committee

- Vice Chancellor, Institutional Advancement & Economic Development – co-chair (1)
- Vice Presidents, Planning and Development (3)
- Associate Vice Chancellor, Grants and Economic Development (1)
- Executive Director, RCCD Foundation (1)
- Executive Director, Grants and Sponsored Programs (1)
- Executive Director, Economic Development and Entrepreneurship (1)
- Executive Director, External Relations & Strategic Communications (1)
- Director, Business Services (1)
- Director, Center for Social Justice & Civil Liberties (1)
- Director, College Grants, Moreno Valley College (1)
- Dean, Grants & Student Equity Initiatives, Norco College (1)
- Dean, Grants Development & Administration, Riverside City College (1)
- Faculty member from each college, ideally the College Grants Committee/Workgroup faculty co-chairs (3)
- Faculty member from each college, ideally engaged in economic development, community engagement and outreach, or other related area (3)
- Classified Professional representatives (4)
- Student representative from each college (3)

1. Vice Chancellor, Institutional Advancement and Economic Development; Vice Presidents, Planning and Development; Associate Vice Chancellor, Grants and

Economic Development; Executive Director, RCCD Foundation; Executive Director, Grants and Sponsored Programs; Executive Director, Economic Development and Entrepreneurship; Executive Director, External Relations and Strategic Communications; Director, Business Services; Director, Center for Social Justice and Civil Liberties; MVC Director, College Grants, NC Dean, Grants and Student Equity Initiatives; and RCC Dean, Grants Development and Administration are permanent members.

2. All other member terms are two years, with the exception of the student representatives who will serve a one-year term.
3. College Academic Senates will appoint faculty members.
4. The faculty co-chair will be chosen by the faculty members on the committee, rotating by college.
5. Co-chairs vote on recommendations only in the event of a tie.
6. CSEA will appoint Classified Professional representatives.
7. The Associated Students will appoint the student representatives.

Following are **Advancement and Partnership sub-committees**. Advancement and Partnership sub-committees' related purpose and membership are detailed below.

- District Marketing & Communications Sub-Committee (DMCC)
- Facilities Naming Sub-Committee (FNC)

District Marketing and Communications Sub-Committee (DMCC)

In support of the District Strategic Plan, the District Marketing and Communications sub-committee (DMCC) will provide guidelines and set standards for creating and producing marketing, advertising, and strategic communications for the District and its colleges.

Membership:

- Vice Chancellor, Institutional Advancement and Economic Development – co-chair (1)
- Management representative from each college (3)
- Management representatives from External Relations and Strategic Communications (2)
- Student representative from each college (3)
- Faculty member from each college (3)
- Classified Professional representatives (4)

1. Vice Chancellor, Institutional Advancement and Economic Development; and management representatives from RCCD External Relations and Strategic Communications are permanent members.
2. All other members serve two-year terms, with the exception of the student representative who will serve a one-year term.

3. College Academic Senates will appoint faculty members.
4. The faculty co-chair, rotating by college, will be chosen by the faculty members on the committee.
5. Co-chairs vote on recommendations only in the event of a tie.
6. College presidents will appoint college management representatives.
7. Administrative co-chair will appoint management representatives from External Relations and Strategic Communications.
8. CSEA will appoint Classified Professional representatives.
9. The Associated Students will appoint the student representatives.

Facilities Naming Sub-Committee (FNC)

The Facilities Naming sub-committee assists the chancellor in evaluating and making recommendations on naming facilities, events and programs in compliance with Board Policy No. 4400 (NAMING OF FACILITIES, EVENTS AND PROGRAMS). Facilities, events, and programs may be named for a unique, extraordinary, or significant personal contributions of someone closely associated with the District or a significant financial gift made through the RCCD Foundation. In addition to facilities, plaques, memorials, and monuments, selected events—such as athletics, fine arts, and lectures—other activities and programs are eligible for naming under this policy. All proposed names for facilities, events, and programs shall be consistent with the principles and mission of the District and must receive prior approval by the RCCD Board of Trustees.

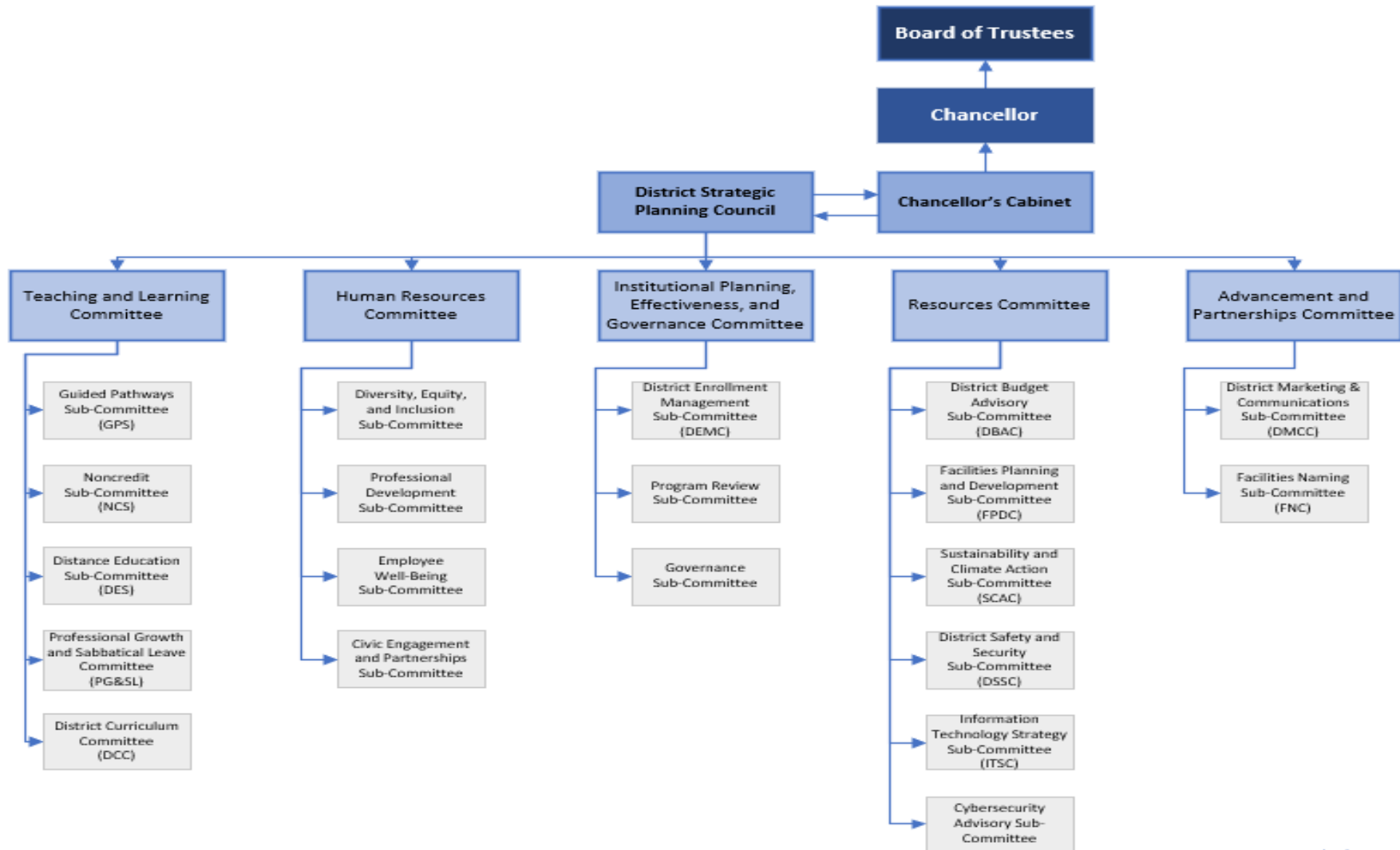
Membership:

- Vice Chancellor, Institutional Advancement and Economic Development (1)
 - Associate Vice Chancellor, Facilities Planning and Development (1)
 - Executive Director, RCCD Foundation, co-chair (1)
 - Management representatives from each college (3)
 - Faculty member from each college (3)
 - RCCD Foundation board member (1)
 - Classified Professional representative (1)
 - Student representative (1)
1. Vice Chancellor, Institutional Advancement and Economic Development; Associate Vice Chancellor, Facilities, Planning and Development; and Executive Director, RCCD Foundation are permanent members.
 2. All other members serve two-year terms, with the exception of the student representative who will serve a one-year term.
 3. College Academic Senates will appoint faculty members.
 4. The faculty co-chair, rotating by college, will be chosen by the faculty members on the committee.
 5. Co-chairs vote on recommendations only in the event of a tie.

6. RCCD Foundation board will appoint RCCD Foundation board member.
7. CSEA will appoint Classified Professional representative.
8. College presidents will appoint college management representatives.
9. The Student District Consultation Council will appoint the student representative.

Exhibit A

District Strategic Planning Council Structure



Dated: 02/13/23

Exhibit B

Planning/Policy Documents to be Submitted to DSPC

Planning Document	Information only	Approval
College Educational Master Plans	✓	
District Long-term Master Plan		✓
District 5-year Strategic Plan		✓
College Facilities Plans	✓	
Integrated 5-year Capital Construction Plan		✓
Equal Employment Opportunity Plan		✓
Workforce and Applicant Analysis	✓	
Multiple Methods Certification Form	✓	
Student Equity and Achievement Plans	✓	
Sustainability Plan	✓	
District Technology Plan		✓
District Cybersecurity Plan		✓
District Noncredit Strategic Plan		✓
Guided Pathways Plans	✓	
College Enrollment Management Plans	✓	
Accreditation Reports	✓	
Board Policies	May vary by chapter	May vary by chapter
RCCD Budget		✓

*****Fill in green fields ONLY: College, First Name and Last Name*****

Membership of District Strategic Planning Council

Role	(*)	College	First Name	Last Name	Term
Academic Senate President (3)	*	MVC	Felipe	Galicia	2-years
Academic Senate President	*	NC	Kimberly	Bell	2-years
Academic Senate President – co-chair	*	RCC	Mark	Sellick	2-years
Faculty member from each college, ideally the Strategic Planning faculty co-chairs (3)		MVC	Joel	Webb	2-years
Faculty member from each college, ideally the Strategic Planning faculty co-chairs		NC	Vivian	Harris	2-years
Faculty member from each college, ideally the Strategic Planning faculty co-chairs		RCC	Mark	Sellick	2-years
Academic Planning Council/ Department Leadership Council faculty co-chairs (3)		MVC	Deanna	Murrell	2-years
Academic Planning Council/ Department Leadership Council faculty co-chairs		NC	Patty	Worsham	2-years
Academic Planning Council/ Department Leadership Council faculty co-chairs		RCC	Kathleen	Sell	2-years

* rotate by college each year

Membership of Teaching & Learning Committee

Role	(*)	College	First Name	Last Name	Term
Faculty member from each college, ideally the College T&L Committee Faculty Chair (3)	*	MVC			2-years
Faculty member from each college, ideally the College T&L Committee Faculty Chair	*	NC	Jose Sentmanat	Lisa Hernandez	2-years
Faculty member from each college, ideally the College T&L Committee Faculty Chair	*	RCC	Brock	Russell	2-years
Faculty member from each college, ideally Faculty Counselors overseeing Transfer Center (3)		MVC			2-years
Faculty member from each college, ideally Faculty Counselors overseeing Transfer Center		NC			2-years
Faculty member from each college, ideally Faculty Counselors overseeing Transfer Center		RCC			2-years
Faculty Guided Pathway Leads (3)		MVC	Deanna	Murrell	2-years
Faculty Guided Pathway Leads		NC	Melissa Bader	Jethro Midgett	2-years
Faculty Guided Pathway Leads		RCC	Courtney	Carter	2-years
District Curriculum Chair (1)		RCC	Kelly	Douglass	2-years

* rotate by college each year

Membership of Guided Pathways Sub-Committee (GPS)					Teaching & Learning
Role	(*)	College	First Name	Last Name	Term
Faculty member from each college, ideally the GP College Leads – co-chair (3)	*	MVC	Deanna	Murrell	2-years
Faculty member from each college, ideally the GP College Leads	*	NC	Melissa Bader	Jethro Midgett	2-years
Faculty member from each college, ideally the GP College Leads	*	RCC	Courtney	Carter	2-years
Faculty member from the Diversity, Equity and Inclusion from each college (3)		MVC			2-years
Faculty member from the Diversity, Equity and Inclusion from each college		NC			2-years
Faculty member from the Diversity, Equity and Inclusion from each college		RCC			2-years

* rotate by college each year

Membership of Noncredit Sub-Committee (NCS)					Teaching & Learning
Role	(*) College	First Name	Last Name	Term	
Faculty member from each college, ideally the Noncredit College Leads (3)	MVC			2-years	
Faculty member from each college, ideally the Noncredit College Leads	NC			2-years	
Faculty member from each college, ideally the Noncredit College Leads	RCC			2-years	
Faculty member from each college, ideally representing each College's Curriculum Committee (3)	MVC			2-years	
Faculty member from each college, ideally representing each College's Curriculum Committee	NC			2-years	
Faculty member from each college, ideally representing each College's Curriculum Committee	RCC			2-years	

* rotate by college each year

Membership of Distance Education Sub-Committee (DES)

Teaching &
Learning

Role	(*) College	First Name	Last Name	Term
Faculty member from each college, ideally the Distance Education College Committee Chairs (3)	MVC	Siobhan Feeney	Carrie Patterson	2-years
Faculty member from each college, ideally the Distance Education College Committee Chairs	NC	Ryan	Hitch	2-years
Faculty member from each college, ideally the Distance Education College Committee Chairs	RCC	Heather	Smith	2-years

* rotate by college each year

Membership of Professional Growth & Saabatical Leave Sub-Committee (PG&SL)					Teaching & Learning
Role	(*) College	First Name	Last Name	Term	
Faculty members from each college (6, 2 per college)	MVC	James	Banks	2-years	
Faculty members from each college	MVC	Frankie	Moore	2-years	
Faculty members from each college	NC	Sara	Nafsgar	2-years	
Faculty members from each college	NC	Natalie	Morford	2-years	
Faculty members from each college	RCC	Laneshia	Judon	2-years	
Faculty members from each college	RCC	Denise	Indermuele	2-years	

* rotate by college each year

Membership of District Curriculum Sub-Committee (DCC)					Teaching & Learning
Role	(*) College	First Name	Last Name	Term	
College Curriculum Committee Chairs or representatives (3)	MVC	Ann	Pfeifle	2-years	
College Curriculum Committee Chairs or representatives	NC	Brian	Johnson	2-years	
College Curriculum Committee Chairs or representatives	RCC	Kelly	Douglass	2-years	
District Technical Review faculty chair or representative (1)	RCC	Steven	Schmidt	2-years	

* rotate by college each year

Membership of Human Resources Committee

Role	(*) College	First Name	Last Name	Term
Faculty member from each college (3)	MVC			2-years
Faculty member from each college	NC			2-years
Faculty member from each college	RCC			2-years

* rotate by college each year

Membership of Diversity, Equity, and Inclusion Sub-Committee					Human Resources
Role	(*) College	First Name	Last Name	Term	
Faculty member from each college (3)				2-years	
Faculty member from each college				2-years	
Faculty member from each college				2-years	

* rotate by college each year

Membership of Professional Development Sub-Committee					Human Resources
Role	(*) College	First Name	Last Name	Term	
Faculty member from each college, ideally District Faculty Development Coordinator (3)	MVC	Terri	Hawthorne	2-years	
Faculty member from each college, ideally District Faculty Development Coordinator	NC	Dana	White	2-years	
Faculty member from each college, ideally District Faculty Development Coordinator	RCC	Melissa	Harmon	2-years	

* rotate by college each year

Membership of Employee Well-Being Sub-Committee					Human Resources
Role	(*) College	First Name	Last Name	Term	
Faculty member from each college (3)	MVC			2-years	
Faculty member from each college	NC	Kara	Zamiska	2-years	
Faculty member from each college	RCC			2-years	

* rotate by college each year

Membership of Civic Engagement and Partnerships Sub-Committee					Human Resources
Role	(*) College	First Name	Last Name	Term	
Faculty member from each college (3)	MVC			2-years	
Faculty member from each college	NC	Sigrid	Williams	2-years	
Faculty member from each college	RCC	Parissa	Clark	2-years	

* rotate by college each year

Membership of Institutional Planning, Effectiveness, and Governance Committee

Role	(*) College	First Name	Last Name	Term
Faculty member from each college, ideally the College Institutional Effectiveness Faculty co-chairs (3)	MVC	Deanna	Murrell	2-years
Faculty member from each college, ideally the College Institutional Effectiveness Faculty co-chairs	NC	Ashlee	Johnson	2-years
Faculty member from each college, ideally the College Institutional Effectiveness Faculty co-chairs	RCC	Wendy	McKeen	2-years
Faculty member from the District, ideally the District Program Review Chair (1)		Virginia	White	2-years

* rotate by college each year

Membership of District Enrollment Management Sub-Committee (DEMC)					Institutional Planning, Effectiveness
Role	(*)	College	First Name	Last Name	Term
Academic Senate Presidents (3)		MVC	Felipe	Galicia	2-years
Academic Senate Presidents		NC	Kimberly	Bell	2-years
Academic Senate Presidents		RCC	Jo	Scott Coe	2-years
Faculty member from each college, ideally a department chair (3)		MVC			2-years
Faculty member from each college, ideally a department chair		NC	Melissa	Bader	2-years
Faculty member from each college, ideally a department chair		RCC			2-years

* rotate by college each year

Membership of Program Review Sub-Committee					Institutional Planning, Effectiveness
Role	(*)	College	First Name	Last Name	Term
Faculty co-chairs of college program review committees (3)		MVC	Anya-Kristina	Marquis	
Faculty co-chairs of college program review committees		NC	Timothy	Russell	
Faculty co-chairs of college program review committees		RCC	Virginia	White	

* rotate by college each year

Membership of Governance Sub-Committee					Institutional Planning, Effectiveness
Role	(*) College	First Name	Last Name	Term	
Academic Senate Presidents (3)	MVC	Felipe	Galicia	2-years	
Academic Senate Presidents	NC	Kimberly	Bell	2-years	
Academic Senate Presidents	RCC	Jo	Scott Coe	2-years	

* rotate by college each year

Membership of Resources Committee

Role	(*) College	First Name	Last Name	Term
Faculty member from each college, ideally the College Resources Committee faculty co-chairs (3)	MVC			2-years
Faculty member from each college, ideally the College Resources Committee faculty co-chairs	NC	Courtney	Buchanan	2-years
Faculty member from each college, ideally the College Resources Committee faculty co-chairs	RCC			2-years

* rotate by college each year

Membership of District Budget Advisory Sub-Committee (DBAC)

Resources

Role	(*) College	First Name	Last Name	Term
Academic Senate Presidents (3)	MVC	Felipe	Galicia	2-years
Academic Senate Presidents	NC	Kimberly	Bell	2-years
Academic Senate Presidents	RCC	Jo	Scott Coe	2-years
Faculty member from each college, ideally involved with Budgetary Areas (3)	MVC	Michael	McQuead	2-years
Faculty member from each college, ideally involved with Budgetary Areas	NC	Courtney	Buchanan	2-years
Faculty member from each college, ideally involved with Budgetary Areas	RCC	Asatar	Bair	2-years

* rotate by college each year

Membership of Facilites Planning and Development Sub-Committee (FPDC)

Resources

Role	(*) College	First Name	Last Name	Term
Academic Senate Presidents (3)	MVC	Felipe	Galicia	2-years
Academic Senate Presidents	NC	Kimberly	Bell	2-years
Academic Senate Presidents	RCC	Jo	Scott Coe	2-years

* rotate by college each year

Membership of Sustainability and Climate Action Sub-Committee (SCAC)

Resources

Role	(*) College	First Name	Last Name	Term
Academic Senate Presidents (3)	MVC	Felipe	Galicia	2-years
Academic Senate Presidents	NC	Kimberly	Bell	2-years
Academic Senate Presidents	RCC	Mark	Sellick	2-years

* rotate by college each year

Membership of District Safety and Security Sub-Committee (DSSC)

Resources

Role	(*) College	First Name	Last Name	Term
Faculty member from each college (3)	MVC	Frankie Moore	Tracy Kazsuk	2-years
Faculty member from each college	NC	Marie	Hicks	2-years
Faculty member from each college	RCC			2-years

* rotate by college each year

Membership of Informational Technology Strategy Sub-Committee (ITSC)

Resources

Role	(*) College	First Name	Last Name	Term
Faculty member from each college (3)	MVC	Terri	Hawthorne	2-years
Faculty member from each college	NC			2-years
Faculty member from each college	RCC	Partick	Scullin	2-years

* rotate by college each year

Membership of Cybersecurity Advisory Sub-Committee (CASC)

Resources

Role	(*) College	First Name	Last Name	Term
Faculty member from each college (3)	MVC			2-years
Faculty member from each college	NC			2-years
Faculty member from each college	RCC			2-years

* rotate by college each year

Membership of Advancement and Partnership Committee

Role	(*) College	First Name	Last Name	Term
Faculty member from each college, ideally the College Grants Committee/Workgroup faculty co-chairs (3	MVC			2-years
Faculty member from each college, ideally the College Grants Committee/Workgroup faculty co-chairs	NC	Vivian	Harris	2-years
Faculty member from each college, ideally the College Grants Committee/Workgroup faculty co-chairs	RCC			2-years
Faculty member from each college, ideally engaged in economic development, community engagement a	MVC			2-years
Faculty member from each college, ideally engaged in economic development, community engagement a	NC			2-years
Faculty member from each college, ideally engaged in economic development, community engagement a	RCC			2-years

* rotate by college each year

Membership of District Marketing & Communications Sub-Committee (DMCC)					Advancement & Partnership
Role	(*)	College	First Name	Last Name	Term
Faculty member from each college (3)		MVC	Robert	Delgadillo	2-years
Faculty member from each college		NC	Brady	Kerr	2-years
Faculty member from each college		RCC	Patrick	Scullin	2-years

* rotate by college each year

Membership of Facilities Naming Sub-Committee (FNC)					Advancement & Partnership
Role	(*) College	First Name	Last Name	Term	
Faculty member from each college (3)	MVC			2-years	
Faculty member from each college	NC	Vivian	Harris	2-years	
Faculty member from each college	RCC			2-years	

* rotate by college each year

AP 2101 INDEPENDENT STUDY – Option 2

References:

Title 5 Sections 55230 et seq.

Lower-division independent study courses provide individual students challenging and in-depth study on approved topics within any subject area and can be offered in disciplines with an existing independent study course outline of record. Topics might develop out of a curiosity stimulated in a regular class. Interested students should contact a potential supervising instructor to develop a learning contract for their particular interest or to participate in an ongoing faculty project. The lower-division appropriate content of the independent study course will be outlined when the specific topic and/or project are developed between the student and instructor. This information will be included in the Independent Study learning contract.

Students have two options for enrollment in an independent study course:

1. Student-initiated: Students who develop a curiosity in the specific discipline and who are currently enrolled in a course in the discipline or have formerly taken a course in the discipline will plan and outline a course of study on their own initiative. They must first develop their own project and submit this in writing to initiate the learning contract for the approval of both the instructor who will guide the project and the appropriate administrator.
2. Participation in a faculty research project: A student can also participate in a continuing faculty research project. The student's role in the project will be outlined in the learning contract, at the lower division level, and can include a student with current or former discipline course enrollment as explained below. The learning contract must be approved by student, research project instructor, and the appropriate administrator.

Students who enroll in Independent Study courses should be currently enrolled at RCCD in a course in the same discipline as the Independent Study course or should have completed one semester of college work in the intended Independent Study discipline.

The learning contract must be submitted to the respective college's Admissions and Records Office by the deadlines established by the college. It must include the number of units and hours of study required, the work product to be evaluated, the college facilities required, and must meet the student learning outcomes in the discipline-specific course outline of record for the specific Independent Study course.

Units and hours of study should be determined depending on the amount and type of instruction defined in the contract with these options, though typically lab:

- 54 lab hours (TBA allowed) = 1 unit for primarily supervisory instruction; this can also include a variable unit option;
- 18 lecture hours with 36 outside-of-class hours = 1 unit for independent study that includes a weekly direct instruction component with the instructor.

Academic standards and procedures for evaluation of student progress for independent study are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. Students should be advised to see a counselor for details.

Administrative Approval:

Legal Citations for AP 2101

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55230

§ 55230. Purpose.

The provisions of this article should be read in conjunction with the provisions of sections 58051 and 58003.1 concerning attendance in approved courses and programs designed and conducted as independent study.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer of subchapter 2 and section and new article 3 (sections 55230-55240) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35). For prior history of subchapter 2, see Register 93, No. 25.

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55232

§ 55232. Academic Standards.

Academic standards applicable to courses of independent study shall be the same as those applied to other credit or noncredit courses, as appropriate, at the college.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55234

§ 55234. Student Progress.

Procedures for evaluation of student progress shall be in accordance with regulations established by the college. A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55236

§ 55236. Availability of Instructor.

The college shall provide access to the instructor for the students enrolled in courses offered pursuant to this article at least equivalent to that commonly available to students enrolled in courses conducted by other instructional methods in addition to regularly scheduled office hours as practiced at that college.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55238

§ 55238. Eligibility for State Funds.

In order for attendance in a course of independent study to be eligible for state apportionment pursuant to the provisions of this article, the course must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55240

§ 55240. Instruction.

The instructor assigned to a course conducted pursuant to this article shall:

- (a) Be qualified to provide service in that capacity during the period in which that service is rendered;
- (b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;
- (c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and
- (d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

BP 2110 HONORARY and HONORARY POSTHUMOUS DEGREES

Reference: Education Code Section 72122

The Chancellor in consultation with the District Academic Senate shall establish procedures and criteria for the award of honorary and honorary posthumous degrees.

Honorary and honorary posthumous degrees may be awarded at commencement or some other equally appropriate time, according to the nominating and awarding process outlined in AP 2110 or as required by law. The names of persons receiving honorary degrees must be approved by the Board of Trustees.

Date Adopted:
August 16, 2022

AP 2110 HONORARY AND POSTHUMOUS DEGREES

Reference: Education Code Section 72122

Honorary Associate of Science and Associate of Arts Degrees may be awarded to recognize and honor individuals whose lives, conduct, and significant achievements are consistent with the mission of Riverside Community College District and the aims of higher education.

Recipients must have distinguished themselves in education, community, or national service, or in their profession. Their service must also support the mission and values of the Riverside Community College District.

Honorary degrees may also be conferred posthumously to recognize the academic aspirations and achievements of deceased students who were unable to complete their degrees and previously were enrolled at Riverside Community College District at a minimum threshold of units listed below.

1. Any group or individual, on or off campus, may nominate a candidate for an honorary or posthumous degree by writing a letter to the College President describing how the candidate meets these criteria. (Candidates may not self-nominate.)
2. The College President shall meet with the College Vice President(s) and the President of the Academic Senate(s) for review and validation of merits. Further documentation may be requested of the person making the nomination as deemed necessary.
3. The College President in consultation with the Academic Senate will make a recommendation to the District Chancellor and Board of Trustees on the awarding of the honorary or posthumous degree.
4. Honorary and posthumous degrees are approved and conferred by the Board of Trustees. Approved honorary and posthumous degrees shall specify "Honorary" on the diploma.

At each step in this process, care must be taken to ensure confidentiality. Any discussion or recommendations of candidates for an honorary or posthumous degree shall take place in closed session (pursuant to Education Code §72122).

Recommendations shall include:

- the full name of the recipient;
- a description of their educational and/or professional experience;
- if a posthumous award, documentation showing the completion of at least 12 semester units in residence at Riverside Community College District, unless exempt pursuant to local, state, or federal law;
- any additional evidence of outstanding achievement or service that justifies awarding an honorary degree.

Honorary degrees shall not be awarded to:

- incumbent members of the Board of Trustees of the Riverside Community College District
- current employees of the District
- incumbent elected officials

It is understood that honorary degrees will be awarded very infrequently. When they are approved, they will be awarded ordinarily at the annual commencement ceremony. At the conferral ceremony the District Chancellor or College President (or designee) will read the citation, the President of the Board of Trustees (or designee) will confer the honorary degree and issue the diploma, and the Vice President of Academic Affairs or Academic Senate President will cap the degree recipient.

In cases where an honorary degree is conferred upon a person who is deceased, the person's surviving next of kin, or another representative chosen by the person's surviving next of kin, may accept the honorary degree on the deceased person's behalf.

The district shall maintain a list of honorary degree recipients and the reasons for which the degree was given and the college at which they were awarded. Honorary or posthumous degrees are not equivalent to or a replacement for an earned academic degree and do not appear on transcripts.

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

Administrative Approval: August 16, 2022