



**Minutes**  
**Norco Academic Senate Meeting**  
**September 11, 2023**  
**1:30 - 3:30 PM | CSS-217 & via [Zoom](#)**

Meeting called to order at 1:45 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Jesus Andrade, Hayley Ashby, Michael Bobo, Kimberly Bell, Courtney Buchanan, Vivian Harris, J. Marie Hicks, Ashlee Johnson, Brian Johnson, Daren Koch, Lisa Nelson, Dan Reade, Tim Russell, Jody Tyler, Steff Warsinski, Patty Worsham

Guests: Maria Adams, Charise Allingham, Greg Aycock, Quinton Bemiller, Caitlin Busso, Ashley Etchison, Carol Farrar, Monica Green

2. Approval of Agenda

M/K. Kamerin, S/M. Hicks; Approved by Consensus

3. Approval of [May 15, 2023 minutes](#)

M/M. Hicks, S/C. Buchanan; Approved by Consensus, one abstention

4. Comments from the Public

None

5. Action Item: Senate President Appointments (K.Bell)

- English Faculty Lead for Equitable Placement, Support and Completion (AB1705) - Lisa Hernandez (.5)
- Math Faculty Lead for Equitable Placement, Support and Completion (AB1705) - Steff Warsinski (.5)
- Retention Team - Addressing Black/ African American Student Equity - 4 faculty members; 2 FT and 2PT and 1 counselor (5 minimum)
  - FT- Nancy Quinonez
  - FT- Dominique Voyer
  - FT-Ashlee Johnson
  - FT-Kiandra Jimenez
  - PT -Dakota Mattson
  - FT Counselor-Sean Davis
- Momentum & Graduation Team - Addressing Hispanic/ Latinx Student Equity – 2 FT, 2 PT and 1 counselor (5 minimum)
  - FT- Steven Camacho (English)
  - FT-Bibiana Lopez (Math)
  - FT-Svetlana Borissova (Math)
  - PT - Daniel Turrubiarres
  - PT-Kevin Baccari (Math)
  - PT Counselor – Brittnee Quintanar
  - FT Counselor-Lisa Martin

Information Items:

6. The Senate reviewed the [AP 1410 BOARD POLICY AND ADMINISTRATIVE PROCEDURE](#) (K.Bell)
7. The office of Institutional Effectiveness presented the [2023 Institutional Set Standards and Procedural Response](#) to the Senate. (G.Aycock, C.Allingham)
8. The office of Institutional Effectiveness presented the [Faculty Impact on Black Student Success Report and Fall 2023 Faculty Impact Survey](#) to the Senate. (G.Aycock, C.Allingham)

Action Items:

9. The Senate had the first read of the [2024 Norco College Midterm Report](#)-(H. Ashby)
10. The Senate reviewed and approved the [APC - Request for Faculty Replacement Recommendation](#) (P.Worsham)  
Kim Kamerin motioned to accept APC's recommendation and was seconded by Brian Johnson. Approved by Consensus
11. The Senate had the first read of the [Request for Replacement Faculty Process](#). (P. Worsham)
12. CTA Report (Araceli Covarrubias, Norco College Faculty Association Representative, & Virgil Lee, Norco College Faculty Association Vice President)
  - No report
13. Officer Reports
  - A. Secretary/Treasurer (Hayley Ashby)
    - No Report
  - B. Vice-President (Dan Reade)
    - No Report
  - C. President (Kimberly Bell)
    - Have received updates from many individuals related to school reorganization and senate representation; make sure the Senate President is notified of these changes for purposes of planning the Senate Retreat
    - The Senate Retreat will be on October 20-21, 2023, and an invitation went out with an RSVP Form; please complete the form for booking reservations
    - Once attendees are finalized, participants will need to go in and fill out a Concur Travel Request for mileage; trying to get parking covered also
    - Chancellor recommendations regarding the district committee structure have put the district committee membership on hold; the new structure will probably not be set by this Fall
    - Study Abroad Committee is requesting full-time faculty to fill three spots: Michael Bobo for one spot, one person to serve a one-year term, and one person to step into a three-year term; three positions per college and one of the nine total faculty on the committee must be the lead with full reassign time
14. College Reports:
  - A. Associated Students Senate Representative (Jesus Andrade)

- Tuesday, September 12, 2023 and Wednesday, September 13, 2023 is club rush from 12:00 – 2:00 pm
- Constitution and Voter Registration Day is next week on September 19, 2023 at noon

B. President (Monica Green)

- District has submitted a District IT reorganization plan; includes IMC and TSS positions with some exceptions; purpose is to reduce redundancy, increase consistency, and enhance cybersecurity; one-year pilot with improvement of services; provide input on services if there is no improvement; no staff from the colleges will be displaced
- Tomorrow, September 12, 2023 is the chancellor’s visit, 10:00-11:00 am, CSS 217; the focus will be on Inland Empire Capacity and Development; Session will be recorded and the link will be in the Regular Update email
- Equity and Guided Pathways Summit will be this week Thursday, September 14, 2023 (hybrid) and Friday, September 15, 2023 (in-person, 7:30am-4pm); District has been notified of the conflict with the District Strategic Planning Council

C. Vice President of Academic Affairs (C. Farrar)

- Work on Strategic Enrollment Management (SEM) is ongoing
- Fall targets 96.7% of Fall Enrollment; Summer and Fall together 99% of target that was set for this year; Norco College needs to add 750 FTE from 2019 to today to reach the pre-pandemic level (currently at 428 FTE)

15. Standing Committees & Liaisons Reports

APC (P. Worsham)– Read the summary notes sent out via email; at the next APC meeting we have our ranking meeting (5-minute presentation); remind faculty about SLOs on course outlines; department operations need to be submitted; meeting agendas need to go out three days before meeting; school minutes need to be submitted

Assessment (– New training materials available on the website; new portion of assessment for program review will be rolling out; updates for current outcomes that have been assessed this cycle (three separate data sets due to the transition from the old method to the new method)

CMAC – Working with Dr. Farrar to create a ZTC on our campus and will result in some special projects

Curriculum – No CurricuNet freeze due to delay in implementation of AP 1111 course numbering process; streamlining of how general education is formatted in catalog

Library (V. Harris) (report provided to Senate leadership prior to the meeting)

- The Library & LRC Open House is being held on September 12-13, 2023, from 10:00 am-2:00pm; academic support resources and services that are available in the Library, Learning Resource Center, Writing & Reading Center, Disability Resource Center, and Health Services Office will be featured at this event.
- The Wilfred J. Airey Library, Puente, Men of Color, and Unity Zone are partnering together for the Read 2 Succeed events this semester; the Fall 2023 book selection is Brown Enough by Christopher Rivas; the book discussion will be held on Thursday, September 21, 2023 from 12:50-1:50pm in CSS 217; contact Damon Nance for a personal copy of the book, which is also available in electronic format.

- The Library & LRC Advisory Committee will be holding its first meeting on Tuesday, September 12, 2023, from 12:50-1:50pm in LIB 108 – everyone is welcome to attend

Accreditation (H. Ashby) Provided an update on the Midterm Report via a presentation on FLEX Day.

- Midterm Draft is in the process of being finalized and will go out this week after review by college leadership
- Requesting all hands-on deck to make sure it is accurate; we need everyone's eyes on the draft and there will be one week to review this version prior to the 1st read at the next Academic Senate meeting; there will be additional opportunities to review prior to approval

CSEA (D. Koch)– Ruth Leal is at home recovering from a medical emergency; redistributing her duties to other representatives

**Extend meeting by 3 minutes.**

M/K. Kamerin, S/M. Hicks; Approved

DSPC (K. Bell) (The Educational Master Plan Workgroup is refining the districtwide educational master plan for 2023-2048; the plan is to present a draft of the document to constituent groups in October

- DSPC is still working on finalizing its council structure; further discussion will ensue at the next DSPC meeting, which is being held on Friday, September 15, 2023, from 2:00-5:00 pm in CAADO 309

16. Meeting adjourned at 3:30 PM.



**Minutes**  
**Norco Academic Senate Meeting**  
**August 28, 2023**  
**1:30 - 3:30 PM | CSS-217 & via [Zoom](#)**

Meeting called to order at 1:31 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Jesus Andrade, Hayley Ashby, Michael Bobo, Kimberly Bell, Courtney Buchanan, Alexis Gray, Vivian Harris, J. Marie Hicks, Ashlee Johnson, Brian Johnson, Daren Koch, Lisa Nelson, Dan Reade, Tim Russell, Jody Tyler, Steff Warsinski, Patty Worsham

Guests: Quinton Bemiller, Peggy Campo, Zina Chacon, Ashley Etchison, Monica Green, Lisa Hernandez, Erin Spurbeck, Ruby Valdovinos, Kaneesha Tarrant

2. Approval of Agenda

M/M. Hicks, S/L. Nelson; Approved by Consensus

3. Approval of [May 15, 2023 minutes](#)

M/D. Reade, S/M. Hicks; Approved by Consensus

4. Comments from the Public

None

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

- No Report

6. Officer Reports

A. Secretary/Treasurer (Hayley Ashby)

- The membership dues for ASCCC are due 9/30/23 and Claudia Figueroa has facilitated payment in the amount of \$3,243.06

B. Vice-President (Dan Reade)

- No Report

C. President (Kimberly Bell)

- Held a moment of silence for faculty member, Barbara Moore, who passed away at the end of the Spring 2023 Semester; Remembrance celebration on September 19, 2023, at college hour in CSS 217
- Tree dedication for Marissa Iliscupidez on October 17, 2023, at college hour between Student Services Building and the Police/Safety Office
- Ruth Leal experienced a medical emergency; she is recovering, but has a long recovery ahead; marketing services are still available
- New school reorganization is effective now and we are using those for the new chairs; want to have new senators in place for the October 2, 2023 meeting; one senator and one alternate per school; retreat coming up in October 20-21, 2023 and we need two representatives from each of the schools, senator and alternate

or designee; standing committee chairs are invited and should attend or send a designee; meals and hotel room will be covered – Orange County Hilton in Costa Mesa; attendees will need to submit a travel request for mileage; finalized agenda to come and may be adjusted to start a bit later to allow for the commute; FLEX credit should be available; may be revisiting structure of senate going forward in terms of membership; standing committees will also make the adjustments for the new school structure

- Bookstore transition based on the recommendation of a group that was convened to do an assessment every three years; the College currently has Follett and will be moving back to Barnes and Noble; employees may carry over during the transition; transition in process and will be effective Spring Semester 2024

7. College Reports:

A. Associated Students Senate Representative

- Jesus Andrade is the new ASNC representative
- Last Friday was the first ASNC meeting; ASNC appointed 13 individuals
- General updates were made to the ASNC webpage
- In possession of the mustang statue, but working on placement; the need to install handrails is delaying placement
- Ice cream Day August 28-30, 2023; 2nd week of September 12-13, 2023, is Club Rush

B. President (Monica Green)

- Enrollment is at 93.6% of our target; scheduled heavier for Fall (44% of target) to adjust throughout the year; adding accelerated courses and starting a campaign to let students know they are available
- Equity and Guided Pathways Summit on September 14, 2023 (half day with hybrid option) and September 15, 2023 (in person); Rob Johnston is the keynote speaker and facilitator; traditional Guided Pathways meeting format with concurrent sessions and team time for action planning
- The Document Control System was approved and parts of it will be prioritized for implementation
- Update on recruitments: Filling Vice President, Planning and Development and Dean of Instruction, filled Interim Vice President of Academic Affairs (Carol Farrar) with a spring recruitment for a permanent replacement; Assistant Dean for Financial Aid is a new position essential to meet requirements and aligns with the position at other colleges (10 new grants that need support)

C. Vice President of Academic Affairs (Q. Bemiller-Sub)

- Happy second week and thanks to the faculty for adding students and encouraging them to process the add codes as soon as possible
- Anticipating 100 FTEs more from CRC that will bring us up to 97%
- First Thursdays of CAP hour will support students in careers and academic pathways

8. Standing Committees & Liaisons Reports

APC (P. Worsham)

- Meeting on September 8, 2023

Curriculum (B. Johnson)

- District Curriculum meets next week and will have an update on course numbering process

#### Distance Education (R. Hitch)

- Meets on September 14, 2023; needs Business Management, Science, and Human and Public Services representatives

#### Program Review (T. Russell)

- This is a comprehensive year and Nuventive will open in mid-October

#### TLC (L. Hernandez)

- Our first Brown Bag event is on September 12, 2023 from 12:50-1:50pm in IT 125; drop-in at any point during that time slot
- Eight faculty have kindly agreed to share their Canvas sites; variety of levels (beginner, intermediate, and advanced) and subjects/disciplines will be on display; no formal presentations/speeches will take place as it is just a moment to peruse others' sites; Hope to see you there

#### Accreditation (H. Ashby)

- Provided an update on the Midterm Report via a presentation on FLEX Day
- Midterm Draft is in the process of being finalized and will go out this week after review by college leadership
- Requesting all hands on deck to make sure it is accurate; we need everyone's eyes on the draft and there will be one week to review this version prior to the 1<sup>st</sup> read at the next Academic Senate meeting; there will be additional opportunities to review prior to approval

#### DBAC (C. Buchanan)

- Met on August 25, 2023; discussed the state budget and the adopted budget; there have been some changes; Kinesiology Building is still on the list for \$32 million, but matching funds are required and will need to be raised through a bond measure; if the district meets the FTEs target, we will have recovered from the pandemic deficit

#### DSPC (V. Harris)

- New structure was not approved by the Chancellor, and he brought back some feedback and recommendations with changes he would like to see; the Academic Senate president is continuing to recruit; changes are confusing and DSPC members requested a visual for clarity

#### Guided Pathways (K. Bell)

- Working with the deans to ensure attendance at the Equity and GP Summit

#### Prison Education Program (L. Nelson)

- August 8, 2023, graduation at CRC; awarded degrees to 36 individuals who were there and 54 total degrees; Pitzer College awarded 3 bachelor's degrees to former Norco graduates

#### Equity (A. Johnson)

- Separated into two faculty inquiry teams related to onboarding and momentum; teams are collecting data for analysis and will bring the information back to the College

#### PGSL (V. Harris)

- September 21, 2023 is the deadline to submit for the October 5, 2023 meeting
- October 19, 2023 is the deadline to submit for the November 2, 2023 meeting
- November 16, 2023 is the deadline to submit for the December 7, 2023 meeting
- Sara Nafzgar will be the new faculty representative on PGSL for Norco College

9. Action Item: Senate President Appointments (K. Bell)
  - Approval of new Senate President appointments: See [attachment in SharePoint](#); appointments pending the overall approval of the DSPC structure approval  
M/A. Gray, S/M. Hicks; Approved by Consensus
- Information Items:
10. [District Committee/Sub Committee Recruitment](#) (K.Bell)
  - Positions are still needing to be filled; need representatives for TLC – GP Subcommittee (ideally from Diversity, Equity, Inclusion and Accessibility Committee); Non-Credit Subcommittee; HR Committee from Norco; Diversity, Equity, Inclusion and Accessibility Subcommittee; Resources Committee (IT and Cybersecurity); Study Abroad at the district level
11. [Region 9 Rising Mentors and Fellows](#) (K.Bell)
  - Started with three; one fellow got a job; two mentors/fellows in counseling
  - Erin Spurbeck (mentor) and Martha Ramirez (fellow)
  - Amy Kramer (mentor) and Elio Lopez (fellow)
12. [AP 2110 HONORARY AND POSTHUMOUS DEGREES](#) (K.Bell)
  - Voted on one of two options for language and referred it back to the Curriculum Committee; District Academic Senate approved it in Spring 2023 Semester at their last meeting
  - Lot of revisions for this BP due to language required for Ed Code and Title 5
13. [BP 6210 ACADEMIC EMPLOYEES](#) (K.Bell)
  - This BP needs to be in place by October, so Senate presidents met with legal counsel to complete the revision
  - It says that we will have diversity, equity, inclusion, and accessibility as part of evaluation criteria; the revision does not define how we do it in our district; the “how” of implementation through the contract is still being discussed by the Academic Senate and Faculty Association
14. [Updating Standing Committee Chairs and Charters](#) (D.Reade)
  - Surveys and Reports of Effectiveness were completed at the end of Spring 2023
  - Charters are due to be updated soon
  - The results of the survey of effectiveness as documented in the report of effectiveness are supposed to guide the re-chartering process
  - [Timeline](#) – First meeting is to review the survey and generate the report; at the end of September committees send the report to the Academic Senate; Senate will provide feedback in October to update the charters; complete charter updates in November
  - Current recommendation is for an annual review, but that may put an excessive burden on committees; consider changing to optional review and update like comprehensive program review process
  - Need to ensure that we have standing committee chairs in place; see current list and send updates
  - Note that we will need to update accreditation standards in the charters to align with new standards



15. Action Item: The Senate had a first read of the [Request for Replacement Faculty Process](#). Item was tabled until reviewed by APC.
  
16. Information Item: [SEM \(Strategic Enrollment Management\) Logic Model](#) (P.Worsham)
  - Awarded a grant to serve in the Strategic Enrollment Management (SEM) cohort
  - Principle is that everyone at the College is playing a role in enrollment management
  - The SEM group folded into the local college enrollment management group
  - Participated in a retreat in June and worked on a draft of the logic model, as a systematic process for writing a plan
  - Draft to be completed by the end of the semester for college acceptance and implementation in Fall Semester 2024
  - Reviewed short-, mid-, and long-term goals, deliverables, and resources required
  - No connection with technology side with tools used for registration; looking at college's activities, events, tools, and strategies to meet outcomes for SEM
  - Aware of challenges and processes that may impact enrollment management at the district level through representation
  - Students' ability to navigate changes in technology systems contributes to enrollment management challenges
  - Discussed the capabilities we have for predicting what students want; PathMaker tool allows for students to indicate what they may take in the future; no ability to anticipate cancellations; if we plan accordingly, the tools will diminish the potential for cancellations; students should be able to trust the college that courses they anticipate taking in the future will be available
  - Enrollment management strategies up to this point have been reactive and SEM will give us the ability to fix it strategically
  - Webadvisor will be sunset; training this semester to prepare for the transition after this semester; the district is going from Webadvisor to Colleague to Anthology
  
17. Meeting adjourned at 2:52 PM.

**AP 1410 BOARD POLICY AND ADMINISTRATIVE PROCEDURE**

**References:**

Education Code Section 70902;  
ACCJC Accreditation Standards I.B.7, I.C.5, IV.C.7, and IV.D.4,

The Board of Trustees has, as a major responsibility, the establishment and final approval/adoption of all policy.

The Chancellor of the District will make periodic reports to the Board of Trustees on how adopted policies are being implemented, and the Board will continually evaluate the policies it has adopted.

Procedures, except for those in the 1000 series (formerly 1000 and 2000 sections) are the responsibility of the Chancellor and the Administration, in consultation with the various constituencies of the District, and do not require formal approval of the Board of Trustees.

**Requests for New Policy/Procedure OR Changes to Existing Policy/Procedure**

Any administrator or District constituency (CTA, CSEA, Student Senate, Academic Senate, etc.) may submit a request for a new policy/procedure or change to any existing policy or procedure to the office of the General Counsel. That office will:

- make sure that the item does not violate any state or federal laws, regulations or codes;
- discuss the item with the requesting party and the appropriate Vice Chancellor;
- ensure that all appropriate District constituencies have had input on the content and have approved the item; and,
- bring the item to the Chancellor's Executive Cabinet for review and approval.

Once the Executive Cabinet has given approval, if the item pertains to a Board Policy, then it will be placed on the agenda for the next regularly scheduled Board of Trustees meeting for first reading. If the item pertains to an Administrative Procedure, the document will be finalized and distributed to the District and to the Board of Trustees.

**5-Year Review Cycle**

The District has a cyclical review plan ensuring that all Board Policies and Administrative Procedures will go through a five-year cycle of review. The review plan provides that the following timeline will be followed:

Year 1: Chapters 1 (District/Board) and 4 (Institutional Advancement) – 52 BPs and 35 APs  
Year 2: Chapter 2 (Academic Affairs) – 37 BPs and 41 APs  
Year 3: Chapter 3 (Student Services) – 38 BPs and 45 APs  
Year 4: Chapter 5 (Business and Financial Services) – 39 BPs and 58 APs  
Year 5: Chapter 6 (Human Resources) – 44 BPs and 76 APs

The review plan will vary depending on the Chapter being reviewed and the constituent groups involved in the review. Generally, the review of Board Policies and Administrative Procedures will be initiated by General Counsel who will advise as to the current state of the BP/APs and recommend any legal revisions based on a legal review of the change in statutory or regulatory law. Thereafter, the review will continue to the applicable constituent groups directly affected by the chapter being reviewed. For example, Chapter 2 BP/APs deal with academic affairs and will be reviewed by the Academic Senates of each college and their various sub-committees (e.g. Curriculum, Guided Pathways, Distance Education). Chapter 3 BP/APs deal with student services and will be reviewed by the Associated Student groups at each college. Chapter 6 BP/APs deal with Human Resources and will be reviewed by the exclusive bargaining representatives for all employees. It is understood and anticipated that various BP/APs will have overlapping interests that require multi-level review by various constituent groups. For example, Chapter 3 BP/APs while being reviewed by the Associated Students groups will also have significant overlap with academic and professional matters overseen by the Academic Senates of each college. Accordingly, multi-disciplinary workgroups are utilized to ensure appropriate representation while managing efficient processes for review.

Office of Primary Responsibility: Chancellor's Office

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**Date Approved:** May 15, 2007

**Revised:** December 4, 2014 (references only)  
(Replaces Regulation 2010)

**Revised:**                     

**Formerly:** 2410

## Legal Citations for AP 1410

### *EDUCATION CODE - EDC*

#### *TITLE 3. POSTSECONDARY EDUCATION [66000 - 101060]*

*( Title 3 enacted by Stats. 1976, Ch. 1010. )*

#### *DIVISION 7. COMMUNITY COLLEGES [70900 - 88651]*

*( Division 7 enacted by Stats. 1976, Ch. 1010. )*

#### *PART 43. THE CALIFORNIA COMMUNITY COLLEGES [70900 - 70902]*

*( Heading of Part 43 renumbered from Part 43.5 by Stats. 1995, Ch. 758, Sec. 78. )*

70902.

(a) (1) Every community college district shall be under the control of a board of trustees, which is referred to herein as the “governing board.” The governing board of each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the governing board may initiate and carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established.

(2) The governing board of each community college district shall establish rules and regulations not inconsistent with the regulations of the board of governors and the laws of this state for the government and operation of one or more community colleges in the district.

(b) In furtherance of subdivision (a), the governing board of each community college district shall do all of the following:

(1) Establish policies for, and approve, current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.

(2) Establish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors.

(3) Establish academic standards, probation and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.

(4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.

(5) To the extent authorized by law, determine and control the district's operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures and request that those elections be called.

(6) Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.

(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(8) Establish rules and regulations governing student conduct.

(9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.

(10) In its discretion, receive and administer gifts, grants, and scholarships.

(11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.

(12) Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.

(13) Hold and convey property for the use and benefit of the district. The governing board may acquire by eminent domain any property necessary to carry out the powers or functions of the district.

(14) Participate in the consultation process established by the board of governors for the development and review of policy proposals.

(c) In carrying out the powers and duties specified in subdivision (b) or other provisions of statute, the governing board of each community college district shall have full authority to adopt rules and regulations, not inconsistent with the regulations of the board of governors and the laws of this state, that are necessary and proper to executing these prescribed functions.

(d) Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or

committee as the governing board may designate. However, the governing board shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation.

(e) This section shall become operative on January 1, 2014.

*(Amended (as added by Stats. 2006, Ch. 817, Sec. 5) by Stats. 2011, Ch. 112, Sec. 4. Effective January 1, 2012. Section operative January 1, 2014, by its own provisions.)*

### **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. **The institution demonstrates integrity in all policies**, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### **B. Assuring Academic Quality and Institutional Effectiveness**

**7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

#### **C. Institutional Integrity**

**5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

### **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **C. Governing Board**

**7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

### **D. Multi-College Districts or Systems**

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

# INSTITUTION SET STANDARDS-2023

PRESENTATION TO ACADEMIC SENATE

DR. GREG AYCOCK



**NORCO**  
COLLEGE



# INSTITUTION SET STANDARDS

- Institution-Set Standards (ISS) are comprised of two elements: floor performance and stretch goals.
- The floor performance is the level that marks when the institution is moving into a “danger zone” for a specific outcome area.
  - Floor Performance Methodology- Floor set by calculating the value of one-half a standard deviation below a 5-year mean. Floor is stable for the time of the Strategic Plan (established in ISPC Spring 2019).
  - Stretch Goal Methodology – aligning with established framework (e.g. Vision for Success, Guided Pathways, local goals).
- When values fall below the ISS for at least 2 years, a procedural response which addresses what will be done to raise outcomes in the area is required by ACCJC.

# INSTITUTION-SET STANDARDS 2023 ANNUAL REPORT



Successful student course completion rate for the 2021-22 academic year:

<b>Outcome</b>	<b>ISS (Floor)</b>	<b>ISS (Stretch)</b>
72%	71%	73%

Number of degrees awarded in the 2021-2022 academic year:

<b>Outcome</b>	<b>ISS (Floor)</b>	<b>ISS (Stretch)</b>
2146	1455	2308

# INSTITUTION-SET STANDARDS 2023 ANNUAL REPORT



Number of certificates awarded in the 2021-2022 academic year:

Outcome	ISS (Floor)	ISS (Stretch)
222	175	348

Number of students who transferred to 4-year colleges/universities in 2021-2022:

Outcome	ISS (Floor)	ISS (Stretch)
631	834	1284

# 2021-2022 JOB PLACEMENT RATES FOR STUDENTS COMPLETING CERTIFICATE PROGRAMS AND CTE (CAREER-TECHNICAL EDUCATION) DEGREES:

OCCUPATIONAL AREA	Outcome	ISS (floor)	ISS (stretch)
ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY	N/A	43.4%	77.0%
BUSINESS AND COMMERCE, GENERAL	64.3%*	72.2%	77.0%
ACCOUNTING	71.4%*	72.9%	80.2%
BUSINESS ADMINISTRATION	65.6%*	77.1%	84.8%
BUSINESS MANAGEMENT	50.0%	79.4%	76.0%
MARKETING AND DISTRIBUTION	N/A	67.5%	76.0%
LOGISTICS AND MATERIALS TRANSPORTATION	70.0%	72.8%	87.9%
REAL ESTATE	52.2%*	57.1%	77.0%
DIGITAL MEDIA	60%	65.0%	77.0%
COMPUTER INFORMATION SYSTEMS	N/A	61.5%	77.0%
ENGINEERING TECHNOLOGY, GENERAL	N/A	80.7%	77.0%
ELECTRONICS AND ELECTRIC TECHNOLOGY	72.7%	91.3%	100.0%
DRAFTING TECHNOLOGY	N/A	62.6%	77.0%
MANUFACTURING AND INDUSTRIAL TECHNOLOGY	N/A	83.6%	92.0%
CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	82.4%	77.5%	77.0%
COMMERCIAL MUSIC	N/A	77.0%	77.0%
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	77.9%	70.5%	84.8%
ADMINISTRATION OF JUSTICE	96.3%%	82.2%	90.4%
COMPUTER SOFTWARE DEVELOPMENT	75.0%	54.1%	77.0%
CONSTRUCTION CRAFTS TECHNOLOGY	95.8%	94.0%	100%

-N/A indicates there were less than 10 in group.

-Red indicates first year below ISS.

-\*Two years below ISS requires institutional action.

# AREAS REQUIRING A RESPONSE

## Employment rates for Career and Technical Education students:

- Job placement rates for students completing certificate programs and CTE (career-technical education) degrees.

## Methodology for Employment:

- CTE students who receive a degree or certificate or CTE Concentrator in an academic year and then do not enroll anywhere for the successive academic year are compared against the Unemployment Insurance data base to see if they received wages in any quarter during that year.

Area	Institution Set Standard (floor)	Stretch Goal	2019-20 Outcome	2020-21 Outcome	2021-22 Outcome
Transfer to 4-year	834	1284	1123	786	631

Program	Institution Set Standard (floor) %	Stretch Goal %	2019-20 Job Placement rate	2020-21 Job Placement rate	2021-22 Job Placement rate
Accounting	73.0%	80.0%	67.6%	71.0%	71.4%
Business Administration	77.0%	85.0%	75.0%	71.4%	65.6%
Real Estate	57.1%	77.0%	66.7%	50.0%	52.2%

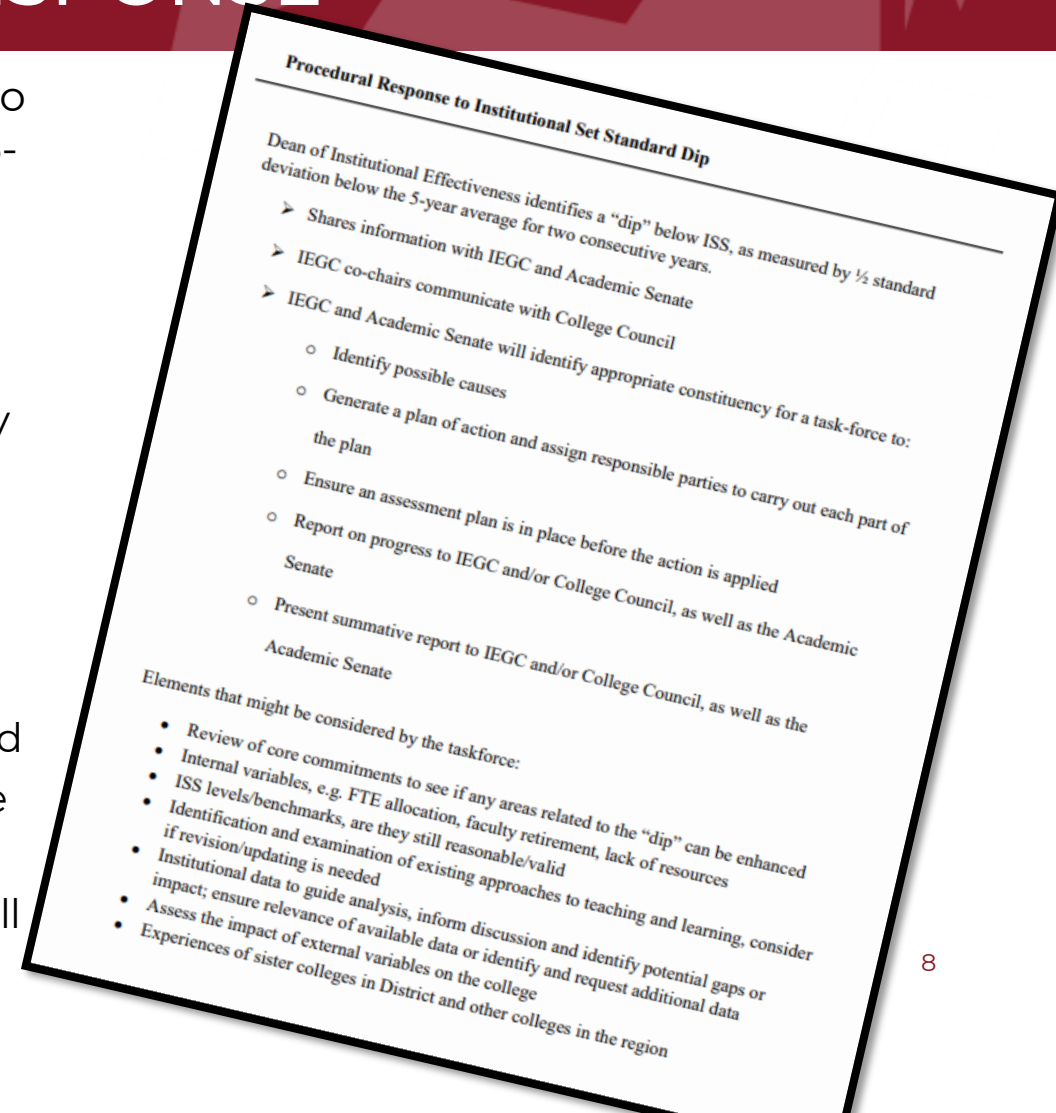
# AREAS TO WATCH

Program	Institution Set Standard (floor) %	Stretch Goal %	2020-21 Job Placement rate	2021-22 Job Placement rate
Business and Commerce, General	72.2%	77.0%	N/A	64.3%
Business Management	79.4%	77.0%	N/A	50.0%
Logistics And Materials Transportation	72.8%	87.9%	84.2%	70.0%
Digital Media	65.0%	77.0%	65.2%	60.0%
Electronics And Electric Technology	93.1%	100%	91.7%	72.7%
Civil And Construction Management Technology	87.0%	96.0%	N/A	82.4%

# SENATE RECOMMENDATION REGARDING INSTITUTIONAL SET STANDARDS-PROCEDURAL RESPONSE

Dean of Institutional Effectiveness identifies a “dip” below ISS for two consecutive years, as measured by ½ standard deviation from the 5-year norm.

- ❖ Shares information with IEGC and Academic Senate
- ❖ IEGC co-chairs communicate with College Council
- ❖ IEGC and Academic Senate will identify appropriate constituency for a task-force to:
  - Identify possible causes
  - Generate a plan of action and assign responsible parties to carry out each part of the plan
  - Ensure an assessment plan is in place before the action is applied
  - Report on progress to IEGC and/or College Council, as well as the Academic Senate
  - Present summative report to IEGC and/or College Council, as well as the Academic Senate





**NORCO**  
COLLEGE

# QUESTIONS



# FACULTY IMPACT ON BLACK STUDENT SUCCESS

NORCO ACADEMIC SENATE FALL 2023

GREG AYCOCK, PH.D.



**NORCO**  
COLLEGE

9/29/2020

# CALL TO ACTION-BLACK FACULTY



- During the statewide Call to Action meeting in Spring 2020, an assertion was made:
  - Black students do better when they see someone teaching who looks like them.
  - This assertion had never been explored at Norco College based on data, so an analysis was conducted on Black student success disaggregated by faculty ethnicity.
    - Fall 2017 - Winter 2020
    - Black students
      - 8,605 valid enrollments
      - 2,093 students

# RESULTS

- Conducted comparative analysis:
  - Black faculty had highest success rates with Asian, Hispanic, and Pacific Islander students.
- Exploratory analysis found some pockets of success but couldn't tell which variables were influencing Black student success.
- Performed a more sophisticated statistical analysis (regression) that was able to identify which variables had an impact.
  - Takes each variable (faculty ethnicity, Umoja, FT/PT, and science/math) and holds all others constant to determine “weight” → faculty ethnicity did NOT predict Black student success

# Appendix 2. Success Rate by Student Ethnicity and Faculty Ethnicity

## Faculty Ethnicity

Student Ethnicity	Asian		Black		Hispanic		American Indian/ Alaskan Native		Two or More Races		White		Unknown	
	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success	Count	Success
	Asian	1359	76.5%	715	81.0%	2350	78.6%	43	79.1%	43	80.8%	9250	80.2%	17
Black	681	57.0%	804	72.9%	1170	63.6%	14	64.3%	215	59.5%	5718	66.1%	3	100.0%
Hispanic	7824	61.7%	4897	71.9%	14008	69.7%	251	61.4%	1373	63.7%	54234	71.1%	43	76.7%
Am Indian/ Alaskan	24	50.0%	20	55.0%	63	77.8%	2	50.0%	8	37.5%	245	62.0%	0	
Pac Islander	52	59.6%	46	87.0%	79	78.5%	3	33.3%	9	77.8%	348	78.2%	0	
2 or more	230	62.6%	142	71.1%	336	72.6%	8	37.5%	43	69.8%	1567	74.4%	1	100.0%
White	2974	65.4%	1772	76.8%	5077	75.6%	102	73.5%	539	75.5%	21754	77.2%	11	72.7%
Unknown	45	75.6%	49	85.7%	87	81.6%	1	0.0%	3	100.0%	483	81.8%	0	
Total	13198	63.8%	8450	73.9%	23185	71.8%	425	65.4%	2405	67.6%	93654	73.2%	75	82.7%

**YELLOW SHADING INDICATES FOCUS OF CURRENT STUDY; GREEN SHADING SHOWS SUCCESS RATE OF EACH STUDENT ETHNIC GROUP FOR BLACK FACULTY**

# ADVISORY GROUP

- Presented findings to an advisory group comprised of the following people:
  - Dr. Laura Adams – Associate Professor, Psychology; Faculty Accreditation Liaison
  - Charise Allingham – Administrative Assistant, Institutional Effectiveness
  - Dr. Kevin Fleming – Vice President, Planning & Development
  - Dr. Monica Green – President, Norco College
  - Dr. Dominique Hitchcock – Professor, Spanish & French; Equity Faculty Coordinator (Student Support Council); NC Academic Senate Equity Liaison
  - Dr. Sam Lee – Vice President, Academic Affairs
  - Dr. Kaneesha Tarrant – Vice President, Student Services
  - Caitlin Welch – Institutional Research Specialist

## STEPS TAKEN

- ✓ Created a list of faculty by school with higher-than-average success with Black students (72% or higher)
- ✓ Convened these faculty to share practices that might be impacting Black student success – Spring 2022
- ✓ Create a tool–survey of above best practices sent out to all faculty Fall 2022
- ✓ Connect faculty responses to Black student success to verify which practices are actually having an impact

# WHAT DO THESE DATA MEAN

- What is the unifying theme?
  - It is specific individuals that are making the difference with Black students, not necessarily faculty ethnicity.
- There are a group of faculty that are consistently having a positive impact on Black Student success
  - Across faculty ethnicity (6% Asian, 11% Black, 6% Hispanic, 77% White)
  - Across departments (AHWL 11%, BEIT 17%, COMM 8%, Math 8%, SBS 33%, Sci/Kin 22%)
  - Across FT/PT (FT 61%, PT 39%)

# BLACK STUDENT SUCCESS FACULTY GROUPS-SPRING 2022

- Three Areas
  - Human Side-Experiences that lead to success with Black students
  - Pedagogy- What happened in the classroom?
  - Resources –Class Materials, Documents, Course Website, etc.
- Faculty Impact Survey
  - Created 30-item survey based on BSS Faculty Group discussions
  - Importance of alignment between survey and practice in class



# FACULTY IMPACT SURVEY

- First 24 items were rated on a Strongly Agree (5) to Strongly Disagree (0)
  - I think tracking student performance by race/ethnicity is important.
  - It is important that students view me as a kind professor.
  - It is important to create a caring environment in the classroom.
- The last 6 items asked faculty to rate how often they engaged in (Always, Often, Sometimes, Rarely, Never):
  1. I use personal stories from my life and students' lives in class.
  2. I look for opportunities to let students know I am proud of their accomplishments.
  3. I incorporate intentional assignments focusing on sharing students' culture and family history.
  4. I incorporate service learning or internship-like experiences in my classes.
  5. I use low-cost textbooks and course materials.
  6. I play music either before or during class to set a welcoming environment.

# FACULTY IMPACT SURVEY

- Survey disbursed in Fall 2022 to faculty using Nor-Faculty email.
  - Responses 59/ 321
    - 18.3% response rate
    - 5,826 valid enrollments, 4,520 students
    - 271 Black/African American valid enrollments, 236 Black/African American students
  - Faculty Respondents
    - Asian – 6% (11%)
    - Black/African American – 6% (8%)
    - Hispanic – 21% (28%)
    - Two or more – 4% (2%)
    - White – 64% (50%)

# ANALYSIS OF SURVEY CLUSTERS

- Items clustered into 3 main areas (Factor Analysis):
  - Caring Environment (8 items): Example - It is important to create a caring environment in the classroom; It is important that students view me as a kind professor.
  - Intentional Assignments (10 items): Example - I incorporate intentional assignments focusing on sharing students' culture and family history; I play music either before or during class to set a welcoming environment.
  - Grading (11 items): Example - I think it is ok to drop students' lowest scores in determining their final grade; I think tracking student performance by race/ethnicity is important.

# ANALYSIS OF BLACK STUDENT OUTCOMES

- Conducted Two Regression Analyses (Identifies Predictors of Black Student success)
  - Model 1: Faculty Ethnicity, Math/Science, FT/PT Faculty, 3 Factors
    - Model was not significant = when taken as a whole, the variables didn't show significant ability to predict Black Student Success
    - May have to do with the 3 factors – “Heavy” variables that may not be as responsive
  - Model 2: Faculty Ethnicity, Math/Science, FT/PT Faculty, 30 survey items
    - “I set high expectations for all students in my class.” (-)
    - “It is important that students show accountability in my classroom.” (+)

# PRELIMINARY FINDINGS

- In general, Black Students do better with Black Faculty but not necessarily due to the faculty ethnicity...why?
- There seems to be three clusters of items from the FIS that may indicate larger areas for further study. The current study didn't find that these areas predicted student success
- Black student success had an inverse relationship with faculty who reported setting high expectations for students in their classes.
- Black student success had a positive relationship with faculty who reported it was important to them that students show accountability in their classroom.

## NEXT STEPS

- Interpret findings with faculty input
- Use findings to support faculty, suggestions:
  - Faculty Mentors
  - Best Practices Handout
  - More Survey Data?

THANK YOU!



Please link to the Faculty Impact on Black Student Success Report here:

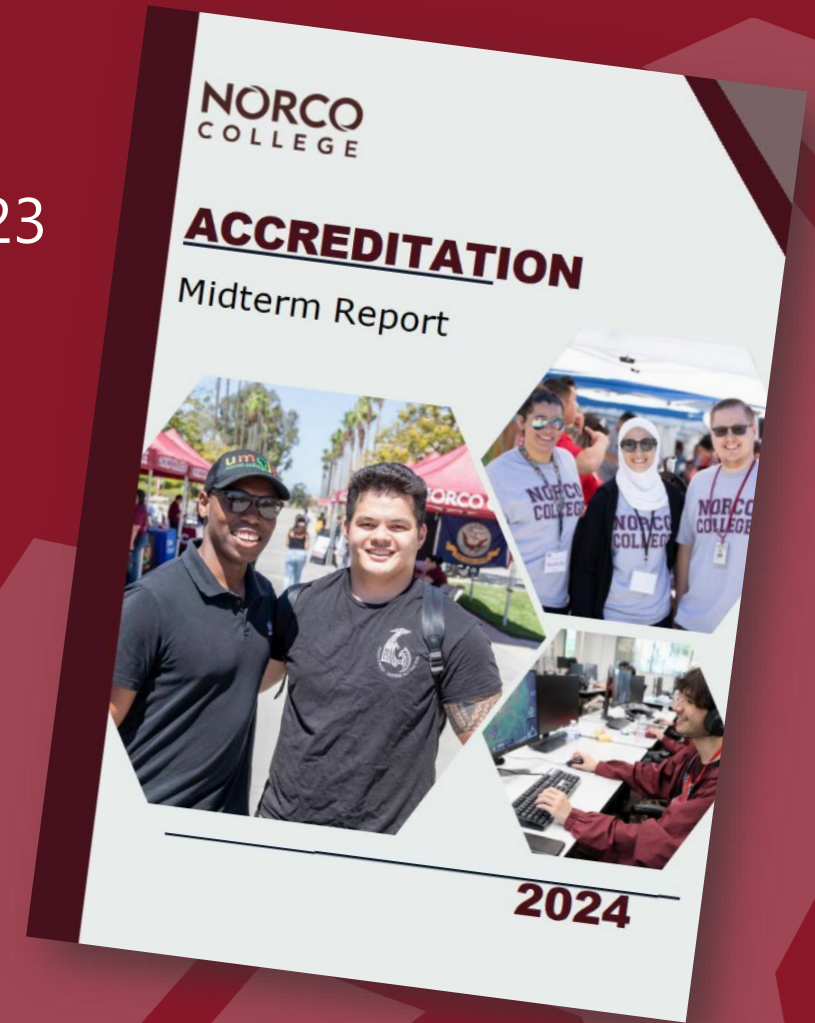
<https://www.norcocollege.edu/sd/ie/ir/Documents/Student-data/NC-FacultyImpactBSS-2023.pdf>



# ACCREDITATION MIDTERM REPORT

FIRST READ AT ACADEMIC SENATE, SEPTEMBER 11, 2023

PRESENTER: HAYLEY ASHBY, FACULTY ACCREDITATION LEAD  
RECORDER: DESIREE WAGNER, ACCREDITATION DOCUMENT CONTROLLER



# ACCREDITATION TEAM

- Charise Allingham, Accreditation Evidence Coordinator
- Hayley Ashby, Accreditation Faculty Co-Chair
- Tenisha James, Accreditation Admin Co-Chair, Accreditation Liaison Officer
- Desiree Wagner, Accreditation Document Controller

## MIDTERM 2024 REPORT TIMELINE

College	Gathering Evidence/Preparing Draft	1/2/2023 - 6/5/2023
College	Pull Together Final Draft	6/6/2023 - 7/31/2023
College	Draft #1 for College Leadership	8/9/2023
College	Send Draft to College via Email	8/31/2023
College	1st Read Academic Senate	9/11/2023
College	1st Read CC	9/14/2023
College	Send Revised Draft to College via Email	9/21/2023
College	Information Item to All Councils	9/28/2023
College	2nd Read Academic Senate	10/2/2023
College	2nd Read CC	10/12/2023
District	Item Due for District Strategic Planning Agenda	10/16/2023
District	District Strategic Planning	10/27/2023
District	Item Due for Chancellor's Cabinet	11/6/2023
District	Present at January Board Meeting	1/10/2024
District	Approval January Board Meeting	1/24/2024
College	Submit Midterm Report to ACCJC	2/1/2024
<b>College/ACCJC</b>	<b>Submission Deadline</b>	<b>3/15/2024</b>

# REVIEWING THE MIDTERM REPORT DRAFT

Your review and voice is needed to ensure the accuracy and completeness of the Midterm Report!

- A link to the first draft was sent via email to NOR-ALL on August 31, 2023
- A Midterm Draft College Feedback folder was setup in the NC Accreditation SharePoint
  1. Review the **1. READ ME FIRST!** document for instructions
  2. Add your comments to the shared **NC-Draft-MidtermReport-230829-word.docx** file
  3. If your comment references evidence, provide the title/name of the file and upload it to the **Add Resources or Evidence to Support Midterm Report** folder

# MIDTERM REPORT SECTIONS

- Report Preparation
- College Recommendation 1
- District Recommendation 1
- Improvement Plan 1
- Improvement Plan 2
- Student Learning Outcomes
- Institution Set Standards
- QFE Project 1
- QFE Project 2
- Fiscal Reporting

# IMPROVEMENT PLAN 1 HIGHLIGHTS

*"... address the need for a more robust student needs assessment to better identify and meet students' needs for delivery modes, teaching methodologies, and learning support services. (Standard II.A.7)"*

- Access to Technology Survey
- CCC COVID-19 Student Impact Survey
- Holistic Student Support Survey (HSSS)
- Faculty Impact on Black Student Success and Follow-Up Survey
- National Assessment of Collegiate Campus Climates Survey (Part 1 – Student Survey)

# IMPROVEMENT PLAN 2 HIGHLIGHTS

*“The College outlined a plan to assess, revise as needed, and document governance and workflow processes and procedures, integrating and aligning with District council and committee structure, processes, and procedures, as applicable. (Standard IV.A)”*

- Development of the Strategic Planning and Governance Manual (SPGM)
- College, District, and Board of Trustees approval of SPGM
- Implementation of the SPGM
- Review of the SPGM during the 2023-2024 Academic Year

# COLLEGE RECOMMENDATION 1 HIGHLIGHTS

*“In order to improve institutional effectiveness, the team recommends that the College strengthen its process for establishing, communicating, implementing, and assessing guidelines for regular and substantive interaction in distance education courses (II.A.2, Commission Policy on Distance Education and Correspondence Education).”*

- Updated AP 2105: Distance Education and RSI Guidelines
- RCCD’s Online Teaching Certification
- DE Instructor Resources (e.g., Boost your RSI Module, OEI Course Design Rubric)
- Enhanced communication about DE guidelines and Assistant Director of Instructional Design
- Distance Education Observation Form



# DISTRICT RECOMMENDATION 1 HIGHLIGHTS

*“In order to improve institutional effectiveness, the District should fully implement its cyclical review of Board policies. (IV.C.7)”*

- Coordination with the District Office on a common response for all three colleges
- Workgroup developed to review and update Academic Affairs Board Policies
- New policies for independent study and honorary/honorary posthumous degrees
- Completed review/revision of Chapter 1 Board Policies (47 of 47), Chapter 2 (33 of 43), Chapter 3 (38 of 38), Chapter 4 (5 of 5), Chapter 5 & Chapter 6 (0 of 83, done by 2025)
- Regular review plan developed on a five-year cycle

# STUDENT LEARNING OUTCOMES HIGHLIGHTS



## Strengths

- New assessment process that integrates Canvas and Nuventive
- Culture of collaboration and organizational learning through meetings, trainings, project teams, communities of practice, and pilot projects

## Growth Opportunities

- Increased discussion about disaggregated data using Nuventive dashboards
- Review and revise assessment prompts for program review
- Review and update assessment expectations and goals to increase participation

# STUDENT LEARNING OUTCOMES HIGHLIGHTS



## Examples of Improvements

- Overall improvement through streamlining the assessment process
- Instruction examples from Math and English
- Academic support examples from Library and Learning Resource Center

## Efforts to Catch Up on Assessment

- The Norco Assessment Committee provides training, videos, and guides
- Increased outreach to part-time faculty to encourage assessment participation
- Refined process for part-time faculty compensation for assessment activities

# INSTITUTION SET STANDARDS HIGHLIGHTS

- Norco College has stayed above the floor standards in course completion, degrees awarded, and certificates awarded
- Transfer this past year triggered the need for an institutional response as numbers remained below the floor standards for two consecutive years
- Working with disciplines that have fallen below the floor standards on an response in 2023-2024
- All other ISS metrics have been within 5-10% of the aspirational value for the stretch goals
- KPI workgroups and Equity & Data Coaches are used to improve outcomes
- The Dean of Institutional Effectiveness informs IEGC and Academic Senate of the ISS areas each fall semester; task forces are convened to address responses

# QUALITY FOCUS ESSAY PROJECT 1 HIGHLIGHTS



## Implement Equity-Focused Professional Development Plan with a Teaching/Learning Emphasis

- LFM Team developed a Professional Development Plan
- Formation of a Professional Development Coordinating Network
- Coordinated professional development activities around Guided Pathways
- Equity training opportunities (e.g., CORA certificates, USC equity training)
- Call to Action and formation of Racial Justice Task Force
- HOTEPE Equity Audit
- Black Ally Program and Mosaic Events
- Student Equity Plan, 2022-2025 and Inquiry Teams

# QUALITY FOCUS ESSAY PROJECT 2 HIGHLIGHTS



## Implement Student Success Teams in the Schools

- Creation of the student journey arc and preliminary communication plans
- Implementation of the communication plan for first-year students
- Collaboration with Faculty Association on faculty roles as navigators and training
- Assessment and further improvement of the communication plan based on data
- Full implementation of success teams with educational advisors, success coaches, and faculty advisors
- Implementation of faculty advisors based on schools
- Continued improvement and assessment of success teams based on data

# QUESTIONS OR COMMENTS

Contact the Norco College Accreditation Co-Chairs:

- Tenisha James @ [Tenisha.James@norcocollege.edu](mailto:Tenisha.James@norcocollege.edu) or Ext. 7880
- Hayley Ashby @ [Hayley.Ashby@norcocollege.edu](mailto:Hayley.Ashby@norcocollege.edu) or Ext. 7022

APC – Request for faculty replacement recommendation – 9/8/2023

1 faculty replacement for Physics

2 faculty replacements for Biology

1 faculty replacement for Sociology

1 faculty replacement for Economics





## Request for Replacement Faculty Process

For sake of clarity, this process applies to existing faculty positions that have become vacant due to a variety of reasons including, but not limited to retirement, transfer, resignation, non-renewal, etc.

- 1) The outgoing faculty member, **or duly designated party**, submits a letter/email to their Dean of Instruction, the VP of Academic Affairs, or the College President.
- 2) The Dean of Instruction, the VP of Academic Affairs, or the College President forwards the **letter confirmation** to Human Resources.
- 3) Human Resources then forwards the letter to the Chancellor who accepts the retirement, transfer, resignation, non-renewal, **intra-college assignment** etc.
- 4) The department chair solicits input from their department regarding the replacement of the vacant position.
- 5) The department chair presents their recommendation, based on input from their department to the APC.
- 6) The APC approves or denies the recommendation and presents the outcome to the Senate.
- 7) The APC chair forwards the decisions to the college president.

May 12, 2023

# DSPC Membership – Faculty Recruitment

## 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

## 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. Subcommittee 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)

Faculty Requested from Norco (1):

*Faculty member from the Diversity, Equity and Inclusion from each college*

## 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)

Faculty Requested from Norco (2):

*Faculty member from each college, ideally the Noncredit College Leads*

*Faculty member from each college, ideally representing each College's Curriculum*

## 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)

Faculty Requested from Norco (1):

## 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)

Faculty Requested from Norco (1):

## 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.

## 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)

Faculty Requested from Norco (1):

## Cybersecurity Advisory Sub-Committee (Resources)

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)

## Resources Committee

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- 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)

Faculty Requested from Norco (1):

## 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

### Faculty Requested from Norco (1)

*Faculty member from each college, ideally engaged in economic development, community engagement and outreach, or other related area, 2-years*

RCCD Global Learning & Study Abroad Committee. GLSA meets on the first Fridays of the month from 9am – 11am via zoom. First meeting is September 1<sup>st</sup>.

Michael Bobo will serve through Spring 2025

Request for two additional reps -

1. 1 year - 23-24 only
2. 3 year term – Fall 2023-Spring 2026