



Minutes
Norco Academic Senate Meeting
October 16, 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: Maria Adams, Jesus Andrade, John Alpay, Michael Bobo, Kimberly Bell, Courtney Buchanan, Zina Chacon, Vivian Harris, Lisa Hernandez, Ashlee Johnson, Kim Kamerin, Daren Koch, Virgil Lee, Adam Martin, Sandra Popiden, Dan Reade, Jody Tyler, Steff Warsinski, William Whalen, Sigrid Williams, Patty Worsham

Guests: Charise Allingham, Greg Aycock, Michael Collins, Ashley Etchison, Carol Farrar, Monica Green, Jethro Midgett, Sara Nafzgar, Erin Spurbeck, Kaneesha Tarrant
From Barnes & Noble: Jim Luecke, Lori Schmit, Stacy Weidner

2. Approval of Agenda

M/J. Tyler, S/K. Kamerin; Approved by Consensus

3. **Information Item:** [Barnes and Noble Bookstore Update](#)

Representative(s) from Barnes & Noble discussed the bookstore transition from Follett to B&N. The contract with Follett ends on December 31, 2023.

4. Approval of [October 2, 2023 minutes](#)

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

Comments from the Public

None

5. **Action Item:** [Senate President Appointments](#)

The Senate ratified the appointments made by the Senate President.

M/K. Kamerin, S/J. Alpay; Approved by Consensus

Information Items:

6. [CMAC \(Course Materials Affordability Committee\) Resolution](#)

The CMAC Chair presented the CMAC resolution in Opposition to Inclusive/Equitable Access language being used by bookstore retailers and textbook publishers throughout the nation.

7. [AP \(Administrative Procedures\) Review and Revisions](#)

The Senate President led a discussion on issues associated with AP6160 [A], AP2260 to ensure alignment throughout the district, and AP6210 [A].

8. [Academic Senate Standing Committees - Report of Effectiveness](#)

The Senate reviewed and provided feedback on the Reports of Effectiveness submitted by each of its standing committees.

9. CTA Report (Araceli Covarrubias, Norco College Faculty Association Representative, & Virgil Lee, Norco College Faculty Association Vice President)
 - [Report](#)
10. Officer Reports
 - A. Secretary/Treasurer (Hayley Ashby)
 - No Report
 - B. Vice-President (Dan Reade)
 - No Report
 - C. President (Kimberly Bell)
 - Report
11. College Reports:
 - A. Associated Students Senate Representative (Jesus Andrade)
 - Harvest Festival is coming up October 27th.
 - Mustang statue should be delivered in November.
 - B. President (Monica Green)
 - Major conversations with CEOs across the State addressing the 50% law and how it does not reflect our current reality in the Community College system.
 - There is a focus on baccalaureate degree programs and being able to expand them within that in California community college system; it's a matter of accessibility and equitable access for our residents to bachelors degrees and a lot of discussion.
 - The Common Cloud data project, which is the Common ERP that the State is in the current phase of development that will probably take us out to 2026, so more to come on that, and what that might look like for us.
 - There's a lot of promises with a Common ERP but we can see how challenging it is, just locally with our ERP development. So just a couple of things that we're talking about at the state level. And that's happening at the same level
 - C. Vice President of Academic Affairs (C. Farrar)
 - First, thank all of those of you who applied for the 0 textbook cost course mapping special project; I'm meeting with Professor Martin this evening, and we'll get back in touch with those of you who applied for that special project ASAP early this week, so you can get started.
 - Keep your eye out for another email about the 0 textbook costs awareness project; this is to raise awareness among faculty about 0 textbook costs and it should be a nice little contained individual project that we received; Yes, flex approved, so you could either do it for flex or as small special project.
 - We tried something new with a bulk sign up for adobe sign with every full-time faculty member, so that I could know for sure that you received your opportunity to do the load bank election form for next year and there was a little bit of confusion about the load bank election form and what it did. So maybe there's some space there for some ongoing education about that but 100 now have been completed. Thank you for participating.

- Please be aware that if you're teaching a non-credit class, there are 2 census dates and the district and your dean have been reaching out to you; If that's you, thank you for completing those very important census dates for our noncredit courses.

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

- We had our final approval for the midterm report that is doing 2024 at College Council last week; It is still going to the board as a joint presentation with our sister colleges in January of 2024, however, our timeline for submission to DSPC and Chancellor's Cabinet has been adjusted as we worked with our sister colleges, so it will now go to DSPC on November 17th, and Chancellor's Cabinet on December 4th but it does not change our plan to present to the Board in January 2024, to submit by the March 2024. Deadline
- Guided pathways and Equity- we are coming up to November, and there have been quite a few schools and departments and caps that have reached out to request support for Cap, our events; I've been working with deans to provide support and some resources; For those who are interested in hosting and putting on some cap hours student engagement events as part of our Guided Pathways work.
 - We're putting together toolkits and templates, so you don't have to figure it out all by yourself; We have a team of people to support you and to ensure that our students have opportunities to meet with faculty who have expertise in these career and academic path.
 - Please reach out to either your department chairs or VP, and get that information to us, so we can provide that support for the upcoming cap hour for November.

12. [Standing Committees & Liaisons Reports](#)

A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC

B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, Equity, PGSL12.

13. Meeting adjourned at 3:36 PM.



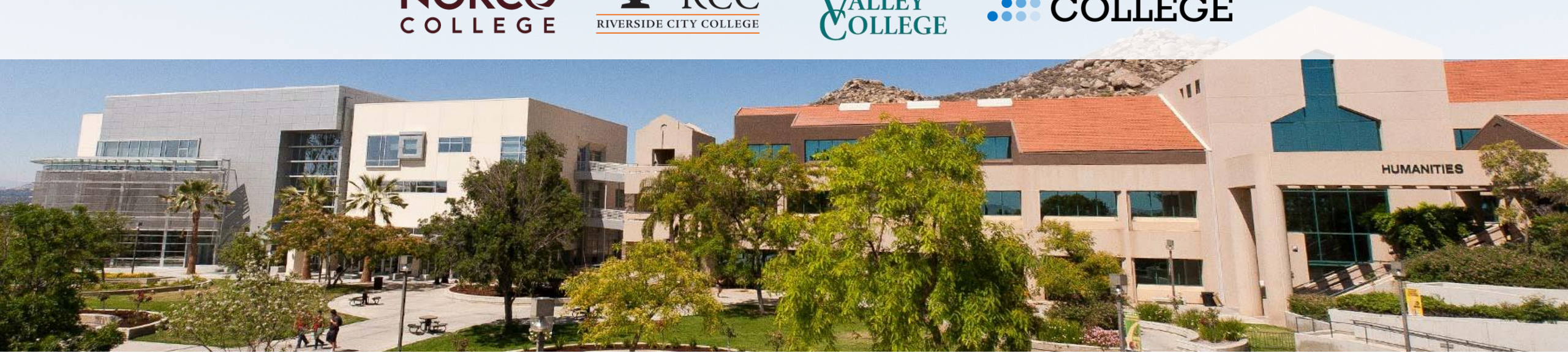
SUPPORTING THE GOALS OF RIVERSIDE COMMUNITY COLLEGE DISTRICT

NORCO
COLLEGE

 **RCC**
RIVERSIDE CITY COLLEGE

MORENO
VALLEY
COLLEGE

 Barnes & Noble
COLLEGE





Jim Luecke
Senior Director, Strategic Partnerships



Lori Schmit
Director, Stores



Stacy Weidner
Regional Manager



UNMATCHED ACCESS TO HIGH-QUALITY COURSE MATERIALS

THE LEADER IN COURSE MATERIAL AFFORDABILITY

PERSONALIZED STUDENT AND FACULTY EXPERIENCES

780+

Physical Bookstores

115+

First Day[®] Complete Campuses

THE BNC TEXTBOOK SUPPLY CHAIN

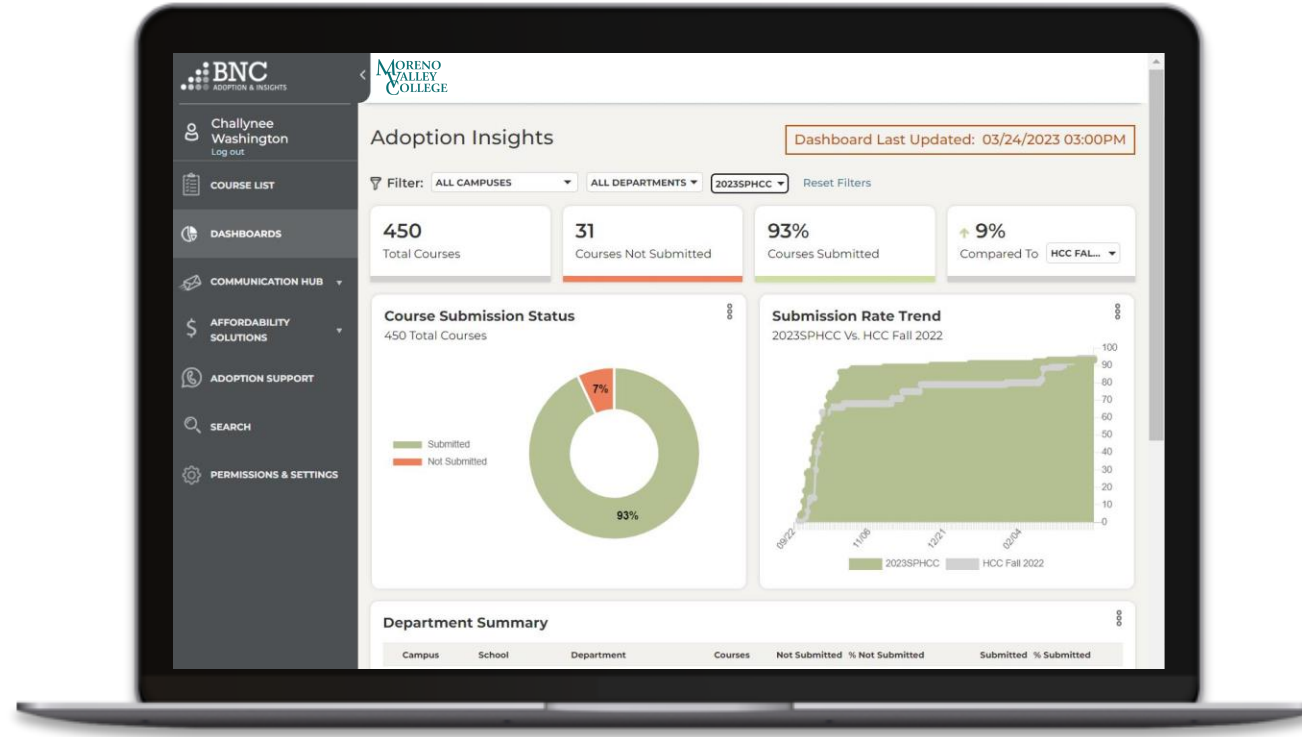
- ONLY Bookstore Provider of Scale to Own its Supply Chain
- Most Extensive Used Course Material Inventory in the Industry
- Unmatched Used and New Rental Options for Student Affordability
- Access to Free OER Materials and Custom Course Packs
- Uninterrupted Access as Nebraska Bookstore Company Closes



“Guide Me” with
Integrated History,
Search, and
Recommendations

Affordability Solutions
like OER Options
Featured

Industry’s First
One-Click Re-Adopt
Functionality



Adoption Insights with
High-Impact Reporting
Dashboards By Class,
Department & School

Powerful On-Demand &
Trigger-Based
Communication Tools

Live Faculty Support
7 Days/Week
Via Chat/Phone

[VIEW DEMO](#)

SUPPORT FOR THE OER MOVEMENT

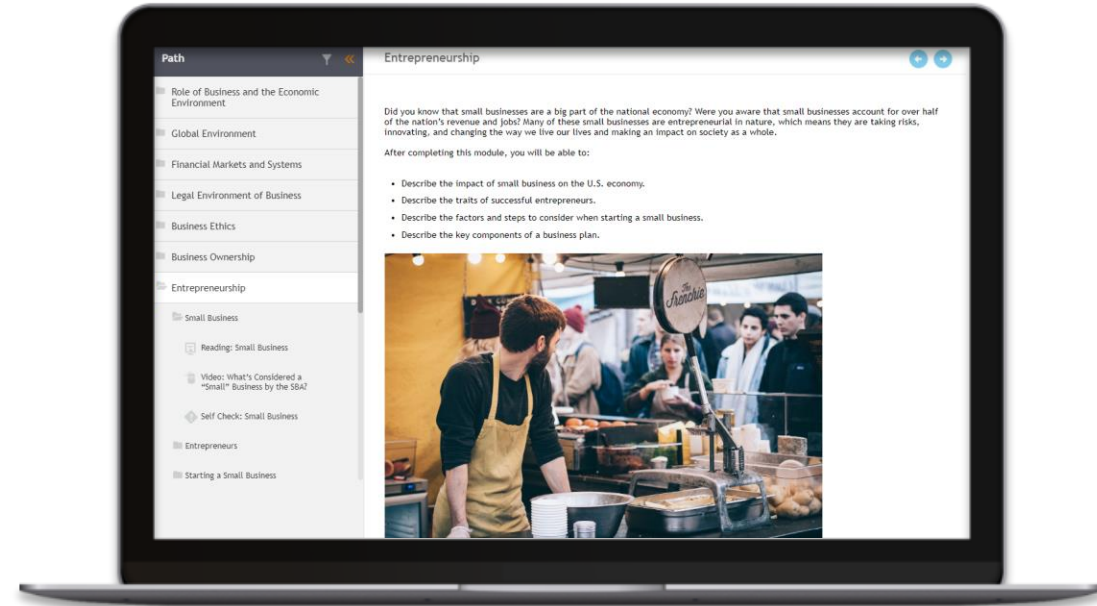
25,000

OER Titles Adopted



1,000,000+

Units Delivered



- ✓ Lowering the Cost of Learning Materials
- ✓ Allowing Faculty to Adopt With Ease
- ✓ Ensuring Students Have the Courseware They Need



AN ELEVATED E-COMMERCE EXPERIENCE

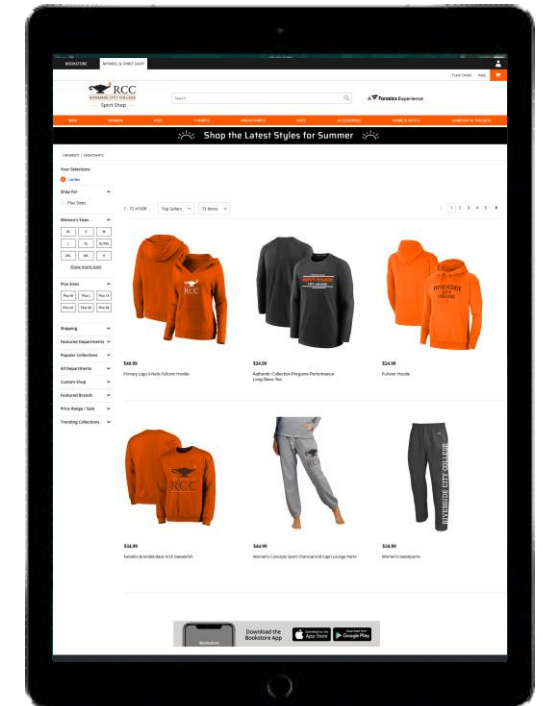
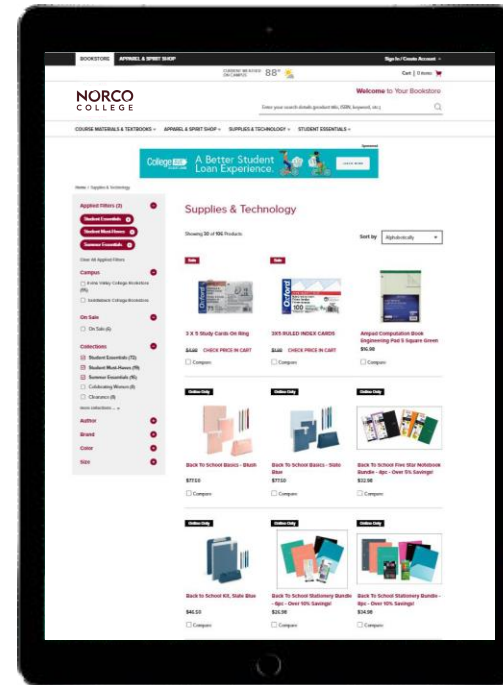
Elegant Mobile-First Design with Intuitive Navigation

Dedicated Spirit Shop Powered by Fanatics

Hyper-Personalized User Experience with Localized Content, Weather, News, and Events

Real-Time Availability and Delivery Time Frame

Buy Now and Pay Later with ZIP



ALL THINGS COLLEGE



Curated Collections to Spark Interest and Drive Sales

Transition Key Dates:

Follett last day of business – Nov. 14th

Stores closed for Follett exit – Nov. 15th- 17th

BNC transition begins Nov. 20th

Stores closed for IT install Nov. 20-21-22

Stores closed for merchandising and
training Nov. 27th through Dec. 1st

BNC first day open Dec. 4th

THANK YOU!

Barnes & Noble
COLLEGE



Minutes
Norco Academic Senate Meeting
October 2, 2023
1:30 - 3:30 PM | CSS-217 & via [Zoom](#)

Meeting called to order at 1:32 PM.

1. Attendees

Officers, Senators, Alternates, and Committee Chairs & Liaisons: Maria Adams, Jesus Andrade, John Alpay, Hayley Ashby, Melissa Bader, Michael Bobo, Kimberly Bell, Courtney Buchanan, Vivian Harris, J. Marie Hicks, Ashlee Johnson, Kim Kamerin, Daren Koch, Dan Reade, Tim Russell, Jody Tyler, Erin Spurbeck, Jim Thomas, Steff Warsinski, William Whalen, Patty Worsham

Guests: Charise Allingham, Quinton Bemiller, Peggy Campo, Carol Farrar, Monica Green, Jethro Midgett, Jesus Vela

2. Approval of Agenda

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

3. Approval of [September 11, 2023](#) minutes

M/D. Reade, S/K. Kamerin; Approved by Consensus, one abstention

4. Comments from the Public

None

Information Items:

5. Senate President, Kim Bell presented and welcomed the [New Senate Representation](#) as a result of the school reorganization.

6. Academic Senate President, Kim Bell, to facilitate effective participation and engagement, presented the [Senate Orientation](#) and went over the roles and responsibilities of Senate members and the purview of the Senate.

7. **Action Item:** The Senate ratified the [Senate President Appointments](#).

M/K. Kamerin, S/J. Tyler; Approved by Consensus

8. **Information Item:** [Academic Council Recruitment](#) requested appointments from the Senate for faculty membership.

9. **Action Item:** [2024 Norco College Midterm Report](#) - 2nd Read

Accreditation Lead Team was pleased to share the [first draft of our 2024 Norco College Midterm Report](#). During Fall 2023, the team will be sharing each draft of the report as we engage the campus community through our shared governance processes. All college staff are encouraged to provide feedback and supporting evidence as we strengthen and finalize

our draft. Your review and voice are needed to ensure the accuracy and completeness of our report. This will serve as the second read and action.

M/M. Hicks, S/K. Kameran; Approved by Consensus w/ corrections

10. **Information Item:** The Senate reviewed the [Norco College Senate Survey of Effectiveness](#) from March 2023.
11. **Information Item:** The Senate reviewed and provided feedback on the [Academic Senate Standing Committees - Report of Effectiveness](#).
12. **Action Item:** The School of Visual and Performing Arts requested Senate support for Visual and Performing Arts to be referred to by the acronym "VAPA" for all college business rather than VPA. The California State Department of Education uses "VAPA" and thus, all our area feeder high schools also use "VAPA." We should harmonize with the use of "VAPA" for Visual and Performing Arts. Potential action.
M/D. Reade, S/C. Buchanan; Approved by Consensus
13. CTA Report (Araceli Covarrubias, Norco College Faculty Association Representative, & Virgil Lee, Norco College Faculty Association Vice President)
 - [Report](#)
14. Officer Reports
 - A. Secretary/Treasurer (Hayley Ashby)
 - No Report
 - B. Vice-President (Dan Reade)
 - No Report
 - C. President (Kimberly Bell)
 - [Report](#)
15. College Reports:
 - A. Associated Students Senate Representative (Jesus Andrade)
 - There have been issues w/ RCC students joining NC clubs.
 - RCC Clubs do not allow NC students to join. NC clubs will not recognize RCC students as members.
 - A Makers club is being organized where students can work on any projects.
 - B. President (Monica Green)
 - The colleges were tasked with developing Vision for Success goals and we have goals that have been developed for a period of 5 years.
 - We do have a new State Chancellor, Sonya Christian, and we have a new vision, 2030 that replaces the Vision for Success.
 - There is a lot of alignment; the Board of Governors just passed this roadmap for us to 2030 and it includes some goals related to some special populations, including dual enrollment, Veterans, students foster youth, low low-income adults; there is 3 basic goals, and they include equity and success, equity and access equity in support.

- Strategic directions related to equitable baccalaureate attainment, (Outside of our control), Strategic direction number 2 is equitable workforce and economic development
- Last week we attended the California Guided Pathways conference in Oakland; Thank you Dr. James for organizing the group and leading us through and engaging the entire institution in Guided Pathways implementation.
- We have one more Guided Pathways Institution 2.0.
- Assembly Bill 928 the Student Transfer Achievement Reform Act of 2021 is an add-on to AB1440 with a timeline of on or before August 1, 2024; California Community Colleges shall place students on ADT Pathways if students declare a goal for transfer on their mandatory education plans.
- New procedure is intended to maximize the probability that students will transfer to a 4-year postsecondary education institution and earn a degree in their chosen field in a timely manner and to minimize the accrual of excess units (there are also some exemptions for that).

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

- Assembly Bill 1809 jump-started all the OER opportunities and there will be several coming up; watch your emails for opportunities to help the college grow and enhance its program achievement with OER and zero-cost textbooks.
 - Falls into the Vision 2030 where the State Chancellor's Office is asking us to identify and clearly map out where our degrees and certificates can be achieved at low or no cost.
- AB 1705. Your college leads on that are Steff Warsinski in Math, and Lisa Hernandez in English; you'll be receiving (Math and English folks) some outreach from them to help the college address those issues.
- There was a comment in the association minutes about the VPAA's reaching out to document reassign time; we will be doing that here at Norco College; I'm in conversation with our deans here on campus and with district to make sure we have a comprehensive list of reassigned time; That is not an easy thing to generate.
- Some work on accessibility of our Canvas representation, not just related to online instruction or any Canvas site that is presented to the public; face-to-face class with a web enhancement, the materials that you post have to meet certain ADA and Federal and State requirements.
 - We will be reaching out to help facilitate assistance to faculty whose sites are not quite compliant with ADA
 - I think it is something our students have grown to appreciate and expect it.
- More to come...

Extend meeting by 5 mins; M/D. Reade, S/K. Kamerin; Approved by Consensus

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

- Dr. Green reported out on Vision 2030 in our Institute; we actually had a little bit of alignment in the conversation that we had at our Institute, we took a team of 7 people, and the Institute for Guided Pathways was focused on

institutionalizing the work right and moving beyond just this initiative; The institutionalizing, equitable student access and success via the Guided Pathways framework.

- One of the things that came up in our conversation that we decided to make one of our priority projects, is around the enrollment and registration processes for special admin; whether it's dual enrollment or incarcerated students, yes, we have lots of barriers through the application process for special admin.
- That'll be something that we're looking into as part of our process to help students get on path, particularly for students who are not first time first, new college students; we've got lots of barriers that we need to address from a systematic standpoint.
- A follow up to our summit, Just THANK YOU to all the faculty who were able to attend; We had nearly 200 people attend our summit in person which was phenomenal.
 - One of the major things that came out of all of the jam boards, the full Survey feedback was around the idea of needing to be more informed around labor market information and specifically, what faculty gave input on is being able to connect that to skills in the classroom and your programs.
 - Part of the work as a follow-up to that is what Brittnee, Kiandra, and Jethro mentioned are working on to develop and strengthen those pathway connections using labor market information.
- We are going through a website redesign; Part of that will be focused on, “how do we communicate information both to our students about labor market information that relates to our pathways here?”, also to all of us; So all of us can be informed about all the careers tied to our specific programs for English majors, or for math majors, and so on and so forth.
 - We have some great ideas and have been doing a lot of research, “how we can communicate that, how we can put that in a way that's accessible for both our external community, also for our internal community?”
- SPGM is going to be sunseting, ending in 2025, so the IEGC co-chairs myself, Ashlee Johnson, and Leona Vassale are currently in the process of mapping out a plan to audit the SPGM and preparing for revising and updating the SPGM, however, it is a college-wide effort; we will go through this audit first, we will then use a similar process to accreditation, where we share-out a copy of the SPGM at some point for all of you to provide direct feedback comments, suggestions about what is working well in governance and what is not working well in governance in terms of our policies and procedures for the SPGM.
 - There are some places that we know are pain points like our timelines for surveys and reports of effectiveness and things of that nature; this will be the time for us to address all of those issues or disconnects that we find in the SPGM; we'll be engaging the campus community; probably starting in the spring, you'll start to hear more and more will ramp up for a whole year and a half before the end date, so that we

can have a new and improved version of the SPGM before the end date of the current. SPGM.

- Our Student Equity Inquiry teams are in full effect right now gathering information; they are in survey collection currently and getting training and the qualitative process that we'll be using so that will happen through the end of October, and at the end of October those teams will begin to start really combing through all of that qualitative data.
- Dr. Green mentioned about a lot of the legislation and activity of the State Chancellor's office; One of the new things they are implementing is vision-aligned reporting; currently, we have over 20-30 or so different programs that also make individual reports to the State Chancellor's office; The Chancellor's office is trying to consolidate those reporting efforts into a single report.
 - Not all the programs are collapsed as of yet; their social programs are worth the details of their reporting; Many of their programs that are now included in the Vision online reporting are a lot of our special programs or categorical programs, so as we get more information, they just roll this out.
 - I'll come back and share that with you, as some of you are in those programs, but I wanted to make sure that I was aware of some of those changes in state reporting.

16. Standing Committees & Liaisons Reports

Standing committees and liaisons of the Senate will no longer provide notes after meetings. The Academic Senate will also no longer provide notes and will only be providing minutes. Standing committees and liaisons were asked to provide written report-out so that we can drop it in a folder and can be linked to the agenda and minutes.

- [CTE](#)
- [Curriculum](#)
- [PGSL](#)

17. Meeting adjourned at 3:36 PM.

Distance Ed Chair

Sandra Popiden

Local DEIA –

Bibiana Lopez (pending)

Farshid Mirzaei (pending)

Academic Council

Chair or Rep from Guidance Department- Faculty **Zina Chacon**

Student Support Council

Amy Kramer

ISS Response Taskforce

Employment – Patty Worsham, Adam Martin

Transfer - Momentum & Graduation Team -

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

Resolution Opposing the Implementation of Inclusive or Equitable Access

WHEREAS, the Course Materials Affordability Committees of Moreno Valley College, Norco College, and Riverside City College are committed to providing affordable and accessible education to its diverse student body; and

WHEREAS, Inclusive or Equitable Access are educational models strategically created by for-profit publishers which, by default, opt students into the program and obligate them to pay fees for digital course materials, with a limited timeframe to opt-out and limited options for seeking refund; and

WHEREAS, Inclusive or Equitable Access programs may limit students' options for obtaining course materials, effectively creating a monopoly on textbook distribution and eliminating the used textbook market, which may ultimately lead to increase costs for students; and

WHEREAS, Inclusive or Equitable Access may exclude low-income students who are unable to afford the additional fees or who prefer non-electronic formats or alternative methods of accessing course materials; and

WHEREAS, Inclusive or Equitable Access can compromise the affordability and flexibility of education and impede the significant progress that has been made across the district toward zero (ZTC) and low textbook cost (LTC) efforts; and

WHEREAS, Course Materials Affordability Committees recognizes the importance of providing affordable and sustainable options for course materials to its students to reduce financial burdens;

THEREFORE, BE IT RESOLVED that Course Materials Affordability Committees formally oppose the implementation of Inclusive or Equitable Access programs within the Riverside Community College District's curriculum.

BE IT FURTHER RESOLVED that the Course Materials Affordability Committees encourages faculty to explore alternative methods of providing affordable course materials, such as open educational resources (OER), free and low-cost textbooks, and library resources, to ensure that all students have access to quality educational materials without opting students into default fees that are not in their long-term interest.

BE IT FURTHER RESOLVED that Course Materials Affordability Committees commits to actively engaging with students, faculty, and stakeholders to develop and promote policies and practices that prioritize affordability, accessibility, and academic freedom in course materials selection.

BE IT FURTHER RESOLVED that Course Materials Affordability Committees will communicate this resolution to Academic Senate, Board of Trustees, administration, faculty, classified professionals, and student body and express its commitment to exploring and implementing alternative solutions to enhance the affordability and accessibility of education for all its students.

This resolution is hereby adopted jointly by the Course Materials Affordability Committees of Moreno Valley College, Norco College, and Riverside City College on this October 10, 2023.

Also see ASCCC resolution on “Inclusive Access”: <https://www.asccc.org/resolutions/consider-implications-publisher-developed-lower-cost-%E2%80%9Cinclusive-access%E2%80%9D-strategies>

BP 2260 LIMITATIONS ON ENROLLMENT: PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES

Reference:

Title 5 Sections, 55000 and 55003

The District shall establish pre-requisites, co-requisites, advisories, and limitations on enrollment. Pre-requisites and co-requisites can be established for a course when it is highly unlikely that the student will receive a satisfactory grade in the course without certain skills, information or a body of knowledge taught in a different course (or not taught in the class). At a minimum, pre-requisites, co-requisites and advisories on recommended preparation, a) shall be based on content review, with additional methods of scrutiny being applied depending on the type of pre-requisite, co-requisite or advisory being established; and, b) will be reviewed at least every six (6) years as a part of the curriculum review process to assure that they remain necessary and appropriate.

The procedure for establishing the limitations on enrollment will, a) assure that courses for which pre-requisites or co-requisites are established will be taught in accordance with the course outline of record; and, b) include the basis and process for an individual student to challenge the pre-requisite or co-requisite. All limitations on enrollment will be identified in the schedule of classes, district catalog and other publications available to students.

Date Adopted: April 22, 2008

(Replaces Policy 6092)

Formerly: 4260

AP 2260 LIMITATION ON ENROLLMENT: PREREQUISITES, CO-REQUISITES, AND ADVISORIES

References:

California Code of Regulations, Title 5 sections 55000 et seq.

I. Introduction

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success.

A prerequisite or co-requisite need not be scrutinized using content review as defined by subdivision (c) of section 55000(c) or content review with statistical validation as defined by subdivision (f) of this section 55003, if:

- A. it is required by statute or regulation; or,
- B. it is part of a closely-related lecture-laboratory course pairing within a discipline; or,
- C. it is required by four-year institutions; or,
- D. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite.

II. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

- A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
- B. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic

senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 sections 53200-53204. Certain limitations on enrollment must be established in the same manner.

- C. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - 1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department, do all of the following:
 - a. Approve the course; and,
 - b. As a separate action, approve any prerequisite or co-requisite, only if:
 - i. The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (1) Involvement of faculty with appropriate expertise;
 - (a) For cross-disciplinary prerequisites and co-requisites for courses shared across the district a recommendation must be made by the discipline and reviewed by a college committee comprised of a designated discipline representative (or Senate designee) and a skills expert (English, math, or reading) appointed yearly by the college Academic Senate. The committee will maintain documentation demonstrating robust collegial consultation related to content review with statistical validation as part of the review process.
 - (b) Consideration of the course outcomes. The curriculum review

process should be done in a manner that is in accordance with accreditation standards.

- (c) Review of a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (d) Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - (e) Identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under (d) above.
 - (f) Matching of the knowledge and skills in the targeted course [identified under (d) above] and those developed or measured by the prerequisite or co-requisite, i.e., the course or assessment identified under (e) above; and
 - (g) Document that the above steps were taken.
- c. Approve any limitation on enrollment that is being established for an honors course or section or, for a course that includes intercollegiate competition or public performance, for a cohort of students will be enrolled in two or more courses, and, in a separate action, specify those courses.
- d. Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.

- e. Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite or co-requisite have been met excepting only approval by the curriculum committee.
- 2. A course which should have a prerequisite or co-requisite as provided in “e.” above, but for which one or more of the requirements for establishing a prerequisite or co-requisite have not been met may only:
 - a. Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - b. Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
 - 3. The curriculum committee also reviews the course and prerequisites or co-requisites in a manner that meets each of the requirements specified above.
 - 4. If the District chooses to use content review as defined in Title 5 section 55000(c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 section 55003(c).

III. Information in the Catalog and Schedule of Courses

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process

including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.

- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

IV. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
 - 1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the college shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the college fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
 - 2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.
- B. Grounds for challenge may include any one of the following:
 - 1. Those grounds specified in Title 5, section 55003(p).
 - 2. The student seeks to enroll and has not been allowed to enroll due to:
 - a. a limitation on enrollment established for a course that involves intercollegiate competition or public performance; or

- b. one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise the student would be delayed by a semester or more in attaining the degree or certificate specified in the student's educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

Where facts essential to a determination of whether the student's challenge should be upheld are in the college's own records, the college has the obligation to produce that information. The student also has the obligation to provide satisfactory evidence that the challenge should be upheld.

V. Program Review.

As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for Career and Technical Education courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory, or limitation on enrollment to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is in compliance with all other provisions of this procedure and with the law. Any prerequisite, co-requisite, or limitation on enrollment that continues to be supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this procedure and with the law.

VI. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.

Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not be left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions students must meet to be enrolled in courses through the registration process so that students are not permitted to enroll unless they have met all the conditions or have met all except those for which they have a pending challenge or for which further information is needed before final determination is possible regarding whether the students have met the condition.

VII. Instructor's Formal Agreement to Teach the Course as Described.

Each college shall establish a procedure so that courses for which prerequisites, co-requisites, or limitations on enrollment are established will be taught in

accordance with the course outline of record, particularly those aspects of the course outline of record that are the basis for justifying the establishment of prerequisite, co-requisites, or limitations on enrollment. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

VIII. Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on the student's having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog.

A. Advisories on Recommended Preparation.

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college previously described such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

B. Limitations on Enrollment.

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

1. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and

- b. Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact.
2. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course (or courses) at the college which satisfies the same requirements.
3. Blocks of Courses or Sections. Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course (or courses) that satisfies the same requirement.

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

Administrative Approval: April 27, 2015
This replaces RCCD Regulation 6092
Formerly: 4260

**AP 6160[A] PROFESSIONAL GROWTH – FULL TIME FACULTY
– SALARY ADVANCEMENT AND SABBATICAL LEAVE**

Reference:

Accreditation Standard III.A.5

I. General Information

A. Professional growth is defined as those academic, scholarly, and professional endeavors planned, developed, and carried out by a full time faculty member, including, but not limited to: course work and instructional programs completed at regionally accredited colleges and universities; professional publications; creative work; independent study, intensive preparation workshops and institutes; and return to industry, which have been approved by the District Professional Growth and Sabbatical Leave Committee (PG&SL Committee), which is co-chaired by a faculty member and an administrator, in advance of initiating the endeavor.

B. The faculty member is required to submit appropriate documentation to the PG&SL Committee, which after review, may recommend to the President of the College and through that office to the Board of Trustees, that salary reclassification be granted.

C. Upon verification of the completion of an approved program of professional development, and following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification.

1. Reclassification for pay purposes will be effective the 1st day of the month following Board approval.

2. Reclassification for pay purposes is not retroactive with respect to the date of completion of the course work or approved activity, or the submission of verification of completed course work or approved activity.

II. Options for Professional Growth

A. Professional growth through course work and instructional programs. The courses must be directly related to the applicant's faculty service area(s), or must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. In the case of terminal degrees, the Committee may seek clarification or further information when the degree is not discipline-specific or in a faculty member's service area.

1. Course work is defined as those courses for which graduate or upper-division credit can be certified by a regionally accredited college or university, and which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the upper-division course requirement.
2. Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units earned by $2/3$.
3. Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least 36 hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution.
4. In the case of institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. One semester unit of workshop credit will be granted on the basis of at least 36 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation"

includes, but is not limited to, activities such as preparation required to present a paper at a workshop; intensive pre-and post-workshop “homework” assignments; designing, planning, and/or hosting workshops, etc. For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit.

5. Fifteen semester units will be necessary for each salary reclassification.

6. Placement on Salary Schedule Column G (M.A. + 60), will require the recommendation by the PG&SL Committee to be based on the verification that there exists direction and cohesion in the fifteen semester units submitted above and beyond those required for previous reclassification. When the fifteen semester units have been completed, verification that the faculty member followed his/her submitted plan is required.

7. Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate. However, lower division units may be allowed, if approved in advance by the PG&SL Committee, as part of the faculty member’s planned professional development program. The planned lower division program must be completed before the units will be recommended for salary reclassification.

B. Professional Growth Based on Professional Publications

1. Professional publications are defined as articles published as authored individual works in juried scholarly publications, compilations, or textbooks. The Committee may ask for further clarification or information regarding professional publications submitted for consideration.

2. Upon recommendation of the PG&SL Committee and concurrence by the Chancellor, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific publication and may be applicable for the purpose of salary reclassification.

3. A maximum of five units of reclassification credit earned by professional publication may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

C. Professional Growth Based on Independent Study

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary publications such as novels, poems, or plays; creation of sculpture; or independent research at a graduate level of competency.

2. Upon the recommendation of the PG&SL Committee and concurrence by the Chancellor, the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific independent study, and may be applicable for purposes of salary reclassification.

3. A maximum of five units of reclassification credit earned by independent study may be granted for each salary reclassification. If the applicant achieved a terminal degree in his/her field, the maximum may be extended on a case-by-case basis.

D. Professional Growth Based on Return to Industry

1. Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge.

2. Return to industry is defined as re-employment in business or industry while on leave from the District, through which a faculty member may update knowledge of current practices and problems in areas directly related to teaching and classroom responsibilities.

3. Upon recommendation of the PG&SL Committee and concurrence by the Chancellor the Board of Trustees may approve up to five units applicable as semester equivalent units for a specific period of reemployment in industry, and may be applicable for purposes of salary reclassification.

4. A maximum of five units of reclassification credit earned by reemployment in industry may be granted for each salary reclassification.

III. Professional Growth Procedures & Salary Placement

- A. The PG&SL Committee will develop effective procedures for the operation of the Committee.
- B. Faculty members must submit a plan for professional growth to the PG&SL Committee in advance of initiating professional growth activities, and must have preliminary approval of that plan to ensure it meets the necessary District requirements and criteria for professional growth and unit allocation.
- C. The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved or that changes are necessary.
- D. Upon completion of the plan, the faculty member will submit a formal written request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.
- E. The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Vice Chancellor Educational Services, Workforce Development and Planning, or designee, who reviews and forwards to Diversity and Human Resources for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

IV. Sabbatical Leave

Sabbatical leave will be granted in accordance with Article XIII, Section P of the collective bargaining agreement between the District and the District's Chapter of the CCA/CTA/NEA. This Agreement is available for review on the District's website (www.rccd.edu) under the Human Resources and Employee Relations link, or by contacting the District's CTA President at (951) 222-8424.

Office of Primary Responsibility: Vice Chancellor, Human Resources & Employee Relations
Vice Chancellor, Educational Services & Strategic Planning

Administrative Approval: January 27, 2015
(Replaces Regulations 3080)
Formerly: 7160[A]

AP 6210[A] MINIMUM QUALIFICATIONS, AND EQUIVALENCIES

References:

Education Code Sections 87001, 87003, and 87743.2;
Title 5 Sections 53400 et seq.;
ACCJC Accreditation Standard III.A.2-4

I. Minimum Qualifications

To comply with the requirements of the Community College Reform Act (AB 1725) all current RCCD faculty members who wish to change or expand their teaching area(s) and all new applicants for RCCD teaching positions must meet the minimum qualifications for the discipline(s) in which they wish to teach, as specified in the Board of Governor's Disciplines List.

II. Equivalencies

Any current RCCD faculty member or RCCD teaching position applicant who does not possess qualifications identical to the minimum qualifications specified in the Board of Governors' Disciplines List may petition for equivalency. Equivalency is not a waiver of minimum qualifications, but equivalency may be granted in cases where the individual's qualifications are not identical to the minimum qualifications specified in the Disciplines List, but are equal to or exceed those qualifications in substance. The specifications and procedures below are intended to ensure a fair and objective equivalency determination process.

- A. A representative from the discipline will maintain a list of discipline members willing and above to serve on committees evaluating petitions for equivalency in their respective disciplines. Upon request, this list will be made available promptly to District personnel facilitating an equivalency request.
- B. In the case of a current faculty member applying for an additional faculty service area (FSA) which requires an equivalency, all supporting documentation will be reviewed by an Equivalency Committee.
- C. In the case of new applicants for full time faculty positions, the designated hiring committee will screen applications to determine

which candidates are to be invited for interviews. The supporting documentation and petition for equivalency for those applicants invited for an interview who do not possess qualifications identical to the minimum qualifications will be reviewed by an Equivalency Committee.

- D. When an Equivalency Committee is required, DHR will notify the individuals responsible for the selection of committee members.
- E. Committee composition will be determined as follows:
 - 1. Working in coordination, the three District personnel making appointments (see below) will create, whenever possible, a committee fulfilling the following desiderata, listed in order of priority:
 - a. All three committee members will be from the relevant discipline.
 - b. All committees will have one member from each of the three District colleges. Exceptions must be approved by the Academic Senate.
 - 2. One member will be appointed by the Associate Vice Chancellor, Educational Services, or designee.
 - 3. One member will be appointed by the Academic Senate President of the college at which the applicant is likely to do the most teaching if granted an equivalency and hired, or designee.
 - 4. One member will be appointed by the relevant district discipline representative.
 - 5. If the discipline does not have three discipline members willing and able to serve on the committee, the Academic Senate will select committee member(s) from a closely related discipline.
- F. In the case of new part-time faculty (associate faculty), the Department Chair will initiate the petition for equivalency by indicating the need for equivalency on the Associate Faculty Intent to Hire form. Their supporting documentation will be reviewed by an equivalency committee.
- G. The committee will select a Chair, review the supplied documentation, and determine if the applicant has qualifications that

are at least equivalent to the minimum qualifications of the discipline as specified in the Disciplines List. A simple majority decision is final. The determination of equivalency will be sent to DHR for processing and for inclusion in the individual's file or application, as appropriate.

- III. The following process and criteria will be used to determine equivalencies to minimum qualifications for both full and part time faculty.

General Principles Applying to All Equivalencies

- A. A grant of equivalency establishes an applicant's eligibility for hiring consideration as equal to other applicants possessing the minimum qualifications.
 - B. Equivalencies supersede limited credentials. Individuals who possess a Lifetime Credential in a discipline they wish to teach are judged to have met the minimum qualifications to teach in that discipline. Current or former RCCD faculty members who taught in a discipline under an Eminence or Limited Services credential at RCCD during the 1989-90 academic year are judged to have met the minimum qualifications of that discipline.
 - C. Part-time faculty hired at RCCD under a previous determination of meeting the minimum qualifications, or the equivalent, remain eligible for employment.
 - D. Degrees and credits establishing equivalency must be from accredited institutions.
 - E. An occupational license or certificate is required in certain instances (see Title 5 Section 53417).
- IV. Optional Considerations for Petitions for Equivalency in Disciplines Requiring a Master's Degree (May Vary by Discipline)
- A. A Master's degree in any discipline plus at least 30 semester units of upper division and/or graduate units in the relevant discipline and/or teaching or other professional experience in the relevant discipline.
 - B. A Bachelor's degree in the relevant discipline or a related discipline plus the unit/course equivalent to a Master's degree in the discipline.
 - C. A Bachelor's degree in the relevant discipline plus a Master's degree in any discipline and work experience related to the relevant discipline.

- D. Accomplishments which demonstrate expertise and skill in the relevant discipline beyond those normally achieved through possession of a Master's degree in the discipline.
- V. Optional Considerations for Petitions for Equivalency in Disciplines not Requiring a Master's Degree (May Vary by Discipline).
 - A. Licensure or certification in lieu of experience or education. General Educations units and work experience may be considered to balance the licensure or certification so as to equal that required in an Associate degree. General Education that is part of the attainment of the licensure or certification must be documented.
 - B. With regard to teaching experience, the Equivalency Committee will carefully scrutinize, when applicable, an applicant's Graduate Teaching Assistant experience (GTA) and/or other Teaching Assistant experience (TA) to assure that it is equivalent to full-time teaching experience in the discipline at an accredited institution. Indeed, the applicant for equivalency must be able to document that the GTA and/or TA experience is equivalent to full-time teaching experience in the discipline at an accredited institution; otherwise, the GTA and/or TA experience may not be considered for equivalency.
 - C. Accomplishments which demonstrate expertise and skill in the relevant discipline beyond those normally achieved through possession of the minimum qualifications specified in the Disciplines List.

Office of Primary Responsibility: Vice Chancellor, Human Resources & Employee Relations

Administrative Approval: May 18, 2009
Revised: January 27, 2015
Revised: June 16, 2015 (References Only)
Formerly: 7211



Report of Effectiveness 2022-2023

Governance Entity:

Program Review Committee

Charge:

The Program Review Committee is primarily responsible for assessing and coordinating the listed Educational Master Planning objectives below:

2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to support ongoing development and continuous improvement as we become a comprehensive college.

- 2025 Objective 8.2 Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Timothy Russell and Greg Aycock

Members:

Quinton Bemiller, Svetlana Borissova, Caitlin Busso, Araceli Covarrubias, Vivian Harris, Dominique Hitchcock, Ashlee Johnson, Starlene Justice, Timothy Mount, Lindsay Owens, Kaneesha Tarrant, and Paul VanHulle.

Evaluation of the Survey of Effectiveness:

The committee is moving in a direction that includes the oversight of resource allocation.

The committee is functioning and doing work aligned with the college and is meaningful.

EMP Goal Alignment and Objective Alignment:

2030 Goal 8: 2025 Objective 8.2

Assessment of Scope and Deliverables:

- The Program Review Committee established two subgroups, the Efficacy Subgroup, intended to propose ways to make the Program Review process more meaningful, and the Equity Subgroup, which was tasked to draft equity questions to be added to the Program Review. The work of the Efficacy Subgroup led to a rewriting of the unit goal section of the Program Review in the Nuventive Platform, changing it from an Educational Master Plan (EMP) centered question and rewriting it in a way to give the units more freedom to word their goals as they see fit, and then associate related EMP goals to each

stated goal. This subgroup also generated discussion about transparency regarding resource requests, leading to the creation of a dashboard, housed on the Program Review Committee's webpage, that reflects the status of active resource requests from recent Program Review cycles. The Equity Subgroup drafted and proposed equity questions and presented them to the Committee. After much discussion, the committee has edited these questions and is close to creating an Equity portion for the Program Review.

- We have stayed in constant communication with Nuventive to update and improve the Program Review platform. Our relationship with Nuventive has been very effective, as we rely on our Nuventive representative to implement any approved changes to the Program Review platform. Nuventive has been responsive to our requests. Examples of this include editing and rewriting the goals portion of the Program Review (as mentioned in the first bullet), adding a Faculty Resource Request Prioritization worksheet, and building a Faculty Professional Development Resource Request worksheet to Program Review.
- The Program Review Committee has provided training and support for authors writing Annual Updates for the Program Review. For the current Academic Year (2022-2023), Program Review members conducted two drop-in hours, via Zoom, in the weeks leading up to the Annual Review deadline. Additionally, Program Review leadership and support staff remained flexible and responsive to emergent requests for help, creating impromptu Zoom meetings with those Norco College members requesting assistance in completing their Annual Updates.
- The Program Review Committee oversaw the submission of successful Annual Update cycles over the last two years, offering a method to request and allocate resources. The Program Review Committee is mindful of transparency and has established a resource request dashboard, found on the Program Review webpage, that reflects the status of active resource requests for all to see. The committee is sensitive to the changing needs of Norco College and considers any recommendations from members of the college community and Program Review committee members, as it looks for ways to make the Program Review process more simplified, intuitive, and meaningful.

CSEA's Classified Senate report to Academic Senate, 10/16/23:

- CSEA's Classified Senate is accepting applications to fill vacancies on various committees. Applications will be accepted until October 20th. All CPROS are encouraged to apply. For information about each group, please visit the [shared governance](#) page.

District Strategic Planning Council (DSPC)

- The committee is still working on revising and finalizing the DSPC structure.
- RCCD is now using Bank of America cards (in lieu of American Express) for district travel.
- Barnes & Noble is replacing Follett and will become the new bookstore vendor at all 3 colleges (in 2024).
- Safety, security, and emergency preparedness drills, protocols, and action plans are being implemented across the district.
- The next DSPC meeting will be held on Friday, October 20 @ 2-5pm.

The guided pathways folks are working with enrollment management and the department/school Academic Chairs to create more opportunities for collaboration and student success. There is a joint district meeting in the works for November 3rd. Our Chairs will have a regular meeting and then move on to the rest of the day's activities with the other colleges. The scope and goals of these meetings are to foster collaboration and understanding of procedures, so that our shared students do not suffer from "This isn't your college." barriers. Too often we get hung up in our own business that we forget that we share 1/3 of our students with our sister colleges.

The Guided Pathways group sent cross-college representatives to the most recent CAGP event in Oakland, CA. The major focus was on creating a whole college focus on Student Success and Equity through Guided Pathways. Our classified professionals were the primary focus this time, attending with Drs. Green and James.

We will be meeting with our Deans in the upcoming weeks to clarify the procedures for CAP events, budgets, and communication plans for connecting with our students. Great job on the most recent CAP events. We love your enthusiasm.

Thank you again for your participation in the GP & Equity Summit. We will be having some opportunities for participation in the GP & E workgroup soon. Keep your eye out for those in the future.

Academic Senate Report (10/10/23)

The LGBTQ+ Advocates Report:

- The LGBTQ+ Advocates have conducted one ALLY training and will be presenting the first ALLY+ Series training this Fall. This workshop will be centered around “Safe Spaces”.
- We affirmed our committee, and subcommittee, memberships.
 - Our subcommittees remain as ALLY, Data, and Get Loud.
- We discussed the Survey of Effectiveness and our Report of Effectiveness.
- We discussed the upcoming Senate Charter as well as what our deliverables should be this academic year.
- We are working with Institutional Research to build a dashboard; the data for our LGBTQ+ population may not be accurately captured.
- We discussed, and voted on, approving a workgroup to pursue the creation of an LGBTQ+ learning community.

Library & Learning Resource Center Advisory Committee (LLRCAC)

- The Read 2 Succeed Student Panel featuring *Brown Enough* by Christopher Rivas will be hosted by Men of Color and Puente students on Thursday, October 19 @ 12:50-1:50pm in CSS-217.
- The Poetry Performance will be held in the library on Tuesday, November 7 @ 12:50-1:50pm.
- Christopher Rivas will be at Norco College in person on Thursday, November 16 from 12:50-3pm in CSS-217. He will be hosting the Read 2 Succeed event and signing copies of his book.

Program Review, I have nothing to report, hopefully by the next senate meeting I will be able to report the opening of the Comprehensive Program Review, I am just waiting for the green light from Charise and Nuventive to open it. There are just a few updates to the platform we are trying to complete.