



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.



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.

SENATORS

School of Communication, Humanities & Languages (CHL)	Michael Bobo
School of Social & Behavioral Sciences	Courtney Buchanan
School of Visual & Performing Arts	Kim Kamarin
School of Applied Technologies & Apprenticeships	Jim Thomas
School of Business & Management	John Alpay
School of Human & Public Services (HaPS)	Maria Adams
School of Math, Engineering, Computer Science & Game Development	Steff Warsinski
School of Natural Sciences, Health & Kinesiology	Jody Tyler
Counseling	Erin Spurbeck
Associate Faculty Representative	Marie Hicks

ALTERNATES

School of Communication, Humanities & Languages (CHL)	Ana-Marie Olaerts
School of Social & Behavioral Sciences	Tim Russell
School of Visual & Performing Arts	VACANT
School of Applied Technologies & Apprenticeships	Jesus Gil Vega
School of Business & Management	Dana White
School of Human & Public Services (HaPS)	Sigrid Williams
School of Math, Engineering, Computer Science & Game Development	Ashlee Johnson
School of Natural Sciences, Health & Kinesiology	William Whalen
Counseling	Zina Chacon
Academic Senate Committee Chairs	
Academic Planning Chairs	Patty Worsham
Assessment Committee	Ashlee Johnson
Curriculum Committee	Brian Johnson
Course Material Affordability Committee	Adam Martin
Distance Education Committee	Ryan Hitch
LGBTQ+ Advocates	Cameron Young, Jake Drainville
Library and Learning Resource Advisory Committee	Vivian Harris
Faculty Professional Development Committee	Dana White
Program Review	Tim Russell
Teaching and Learning Committee	Jose Sentmanat and Lisa Hernandez
Senate Liaisons/Representatives	
Accreditation	Hayley Ashby
ASNC President/Student Representative	Jesus Andrade Robles

Career and Technical Education (CTE)	Sigrid Williams
Classified Professionals	Daren Koch
District Budget Advisory Committee (DBAC)	Courtney Buchanan
District Academic Senate President	Felipe Galicia
Equity/Racial Literacy	Dominique Voyer & Ashlee Johnson
CTA Liaison	Araceli Covarrubias
Professional Growth & Sabbatical Leave (PGSL)	Sara Nafsgar
Open Educational Resources (OER)	Adam Martin
Pathways and Enrollment Management (est. Fall 2022)	Kimberly Bell & Patty Worsham
District Study Abroad (x3)	Michael Bobo, 1 year vacant, 3 year vacant
Guided Pathways	Melissa Bader & Jethro Midgett
Prison Education	Lisa Nelson



NORCO
COLLEGE

ACADEMIC SENATE ORIENTATION

*Presented by Kimberly Bell, Academic Senate President
October 02, 2023*



Purpose of the Academic Senate



The Academic Senate:

- represents all faculty members employed at Norco College (NC);
 - facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education; and
 - makes recommendations to college administrators on *academic and professional matters*, as defined in the California Education Code (Section 53200).
-
- The NC Academic Senate is governed by its [Constitution and Bylaws](#).
 - Senate meetings follow [Robert's Rules of Order Newly Revised, In Brief \(3rd Edition\)](#)

The Purview of the Academic Senate (“10+1”)



California legislation requires college administrators to work with faculty through their Academic Senates in policy development and implementation of all items within the following 11 areas (better known as the “10+1”):

1. Curriculum including establishing prerequisites and places courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. Policies for faculty professional development activities
7. District and college governance structures, as related to faculty roles
8. Faculty roles and involvement in accreditation processes, including self-study and annual reports
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate

The 10+1 in RCCD



In RCCD, the Board of Trustees *relies primarily* on the Academic Senate for items 1-6 and strives to *mutually agree* on items 7-11 of the 10+1 ([BP2005](#)).

Relies Primarily

1. Curriculum
2. Degree and Certificate Requirements
3. Grading
4. Program Development
5. Student Preparation and Success
6. Professional Development

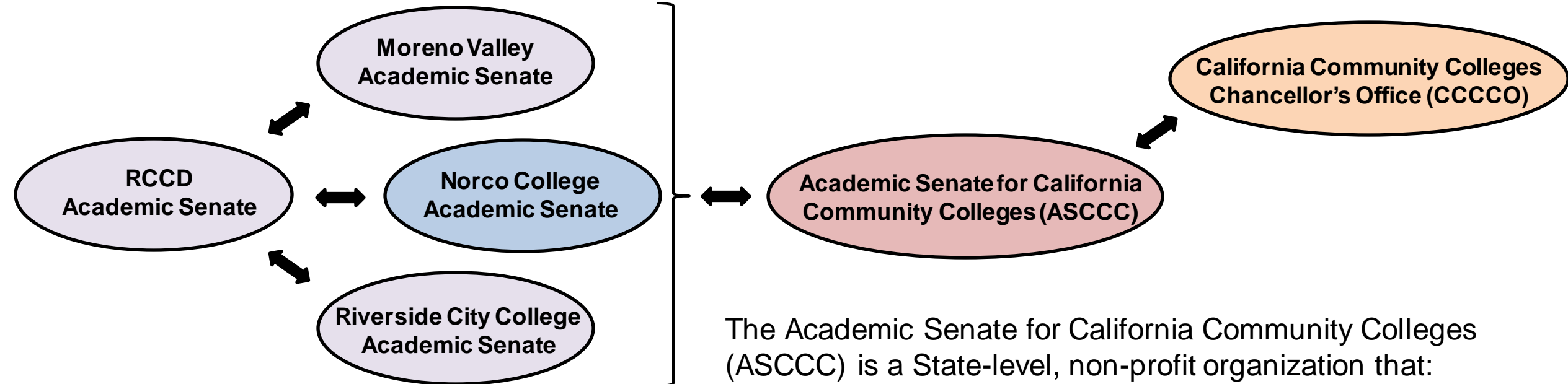
Relies Primarily means that recommendations of the Academic Senate will normally be accepted by the Board.

Mutually Agree

7. Governance Structures
8. Accreditation
9. Program Review
10. Institutional Planning and Budget
11. Other Academic and Professional Matters

Mutually Agree means that the Board will act in good faith to reach an agreement with the Academic Senate.

The Academic Senate Organization



RCCD Senate Structure

The Academic Senate for California Community Colleges (ASCCC) is a State-level, non-profit organization that:

- works closely with the California Community Colleges Chancellor's Office (CCCCO),
- supports local Academic Senates at all 116 California Community Colleges,
- advises the Board of Governors of the California Community Colleges,
- develops and promotes policy through resolutions, and
- makes recommendations on legislation affecting community colleges.

Academic Senate Verses the Faculty Association

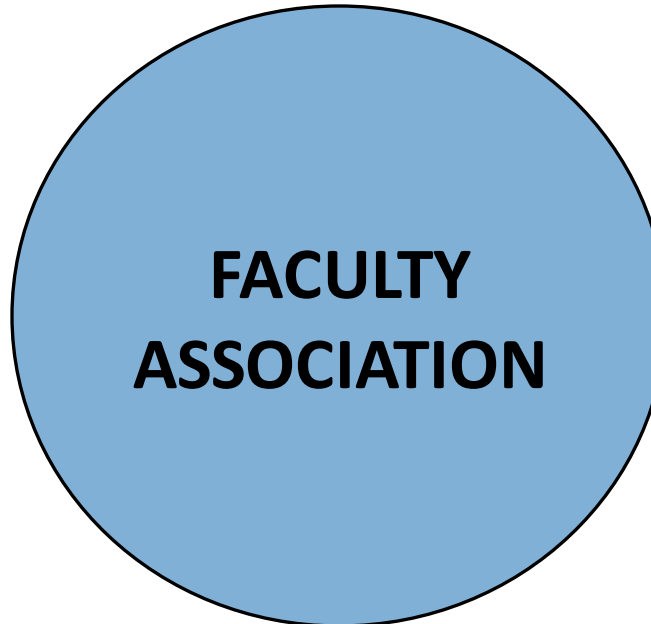
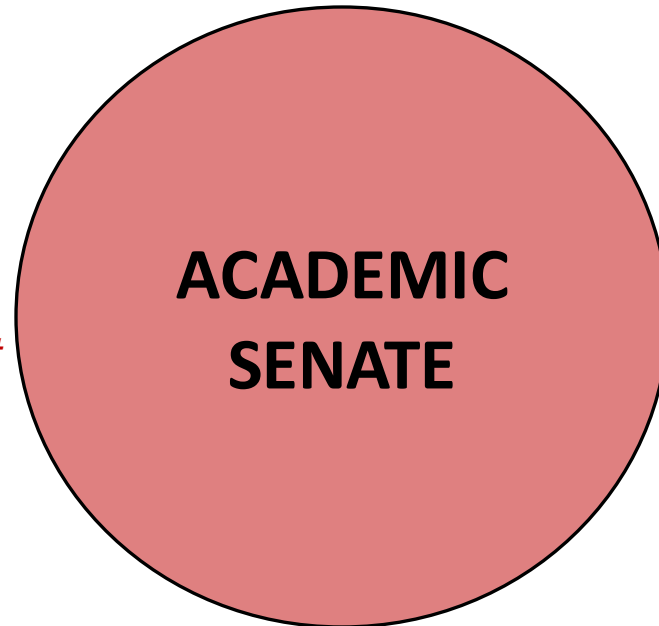


The **Academic Senate** represents faculty in *academic* and *professional matters* (10+1).

The **Faculty Association** (faculty union) represents faculty *working conditions*.

Examples:

- *Curriculum*
- *Degrees/Certificates*
- *Grading*
- *Program Development*
- *Faculty Professional Development*



Examples:

- *Academic Calendar*
- *Salary/Benefits*
- *Work Hours*
- *Leave*
- *Safety*
- *Evaluations*

Overlap of the Academic Senate and the Faculty Association



The Academic Senate and the Faculty Association have some shared purview, primarily in the following areas:

- Faculty Professional Development
 - ☐ FLEX content and FLEX days
- Faculty Evaluations
 - ☐ Ed Code §87663(f) requires the Faculty Association to consult with Academic Senates on procedures prior to negotiation
- Tenure Review
 - ☐ Ed Code §87610.1(a) requires the Faculty Association to consult with Academic Senates on procedures prior to negotiation
- Enrollment Management
 - ☐ The Senate consider areas from the “10+1” perspective, while the Faculty Association draws from its expressed areas to create sound practices

*Faculty Senates and faculty unions are political bodies
who advocate for the rights of faculty and must work together closely!*

Legislation Impacting Academic Senates



- Both the State Academic Senate and local Academic Senates are empowered by Title 5 of the California Code of Regulations and the California Education Code (Ed Code).
 - Certain sections of Title 5 and the Ed Code specifically pertain to the Academic Senate.
- Academic Senates and their subcommittees are also subject to the Brown Act restrictions.
 - Agendas must be published at least 72 hours before a meeting and must include all items that will be discussed.
 - Meetings must to open to the everyone, including faculty, staff, administrators, students and members of the public.
 - Everyone must be given an opportunity to speak on topics.
 - The Brown Act also disallows discussion of Senate topics by a quorum of Senate members outside of scheduled meetings.

The NC Academic Senate Consists of 13 Voting Members



Senators/Alternate Senators (10)

1. Communication, Humanities & Languages (CHL) - Michael Bobo/Ana-Marie Olearts
2. Social and Behavioral Sciences – Courtney Buchanan/Tim Russell
3. Visual and Performing Arts – Kim Kamerin/Vacant
4. Applied Technologies and Apprenticeship – Jim Thomas/Gil Vela
5. Business and Management – John Alpay/Dana White
6. Human and Public Services – Maria Adams/Sigrid Williams
7. Math, Engineering, Computer Science and Game Development – Steff Warsinski/Ashlee Johnson
8. Natural Sciences, Health and Kinesiology – Jody Tyler/William Whalen
9. Counseling – Erin Spurbeck/Zina Chacon
10. Associate Faculty Representative – Marie Hicks

Officers (3)

11. Secretary/Treasurer (Hayley Ashby)
12. Vice President (Dan Reade)
13. President (Kimberly Bell)

Standing Committees of the Academic Senate



- The NC Academic Senate currently has the following 10 standing committees:
 - ☐ Academic Planning Chairs (APC)
 - ☐ Assessment
 - ☐ Curriculum
 - ☐ Course Materials Affordability Committee
 - ☐ Distance Education (DE)
 - ☐ Faculty Professional Development (FPDC)
 - ☐ LGBTQ+ Advocates
 - ☐ Program Review
 - ☐ Library Advisory
 - ☐ Teaching and Learning (TLC)
- Representatives of Academic Senate standing committees give reports on their committees' activities at Senate meetings.
- All faculty Chairs/Co-Chairs of these standing committees are non-voting members of the Academic Senate.

Faculty Representation at Norco College and RCCD



In addition to its standing committees, the NC Academic Senate chooses faculty representatives for:

- the College Council,
- all four of NC's Leadership Councils, and
- any workgroup/committee connected to the *10+1* (e.g. Guided Pathways, Accreditation, Equity, etc.)

The NC Academic Senate is also represented by faculty on the following District Committees and Councils:

- District Budget Advisory Committee (DBAC)
- District Enrollment Management Committee (DEMC)
- District Strategic Planning Council (DSPC)
- Facilities Planning and Development Council (FPDC)
- Professional Growth & Sabbatical Leave Committee (PG&SL)
- Any District workgroup/committee connected to the *10+1*

Roles/Responsibilities of Senate Members



Academic Senate members should:

- attend (or have their alternate attend) all meetings of the Academic Senate;
- come to Academic Senate meetings prepared by reviewing agendas and reading all supporting materials before the meeting starts;
- keep your constituents informed on Academic Senate issues;
- represent the faculty in your Department/constituency group at Academic Senate meetings, including reporting any comments/concerns that faculty have about agenda issues; and
- serve on Academic Senate workgroups and taskforces (as needed).

Ground Rules for Civility In Senate Meetings (SPGM)



- One person speaks at a time.
- Once a decision is made by the group, the decision is final and represents the voice of the body.
- Stay on task. No side conversation. Avoid distractions. Be present.
- Focus on the issue not the person.
- Thoughtful and respectful communication.
- No rank in the room; everyone has an equal voice.
- Individual groups set norms for formality versus informality.
- Be unconditionally principled in all matters.
- Assume the best intentions and go to the source.
- Call for a process check at any time.
- Represent your constituent group with integrity.
- Honor timelines for starting, ending, and breaks.
- Use an agenda agreed upon the group.
- Use a facilitator and recorder.

Links to Web Pages of Interest to the Academic Senate



Norco College

- [Academic Senate Homepage](#)
- [Strategic Planning and Governance Manual](#)
- [Governance Resources](#)

RCCD

- [RCCD Academic Senate Homepage](#)
- [Board Policies \(BPs\) and Administrative Procedures \(APs\)](#)

Other

- [Academic Senate for California Community Colleges](#)
- [Robert's Rules of Order](#) (requires sign in with an RCCD email address)



Questions?

District Study Abroad - Michelle Ramin – 3 year

Local DEIA – Weining Cui

Academic Council

Chair or Rep from School of Applied Technologies & Apprenticeship– Faculty **Paul VanHulle**
***unconfirmed**

Chair or Rep from School of Business & Management– Faculty **Patty Worsham**

Chair or Rep from School of Communication, Humanities & Languages- Faculty **Kiandra Jimenez**
***unconfirmed**

Chair or Rep from School of Human & Public Services- Faculty **Mike Leese** ***unconfirmed**

Chair or Rep from School of Natural Sciences, Health & Technology- Faculty **Monica Gutierrez**
***unconfirmed**

Chair or Rep from School of Social and Behavioral Sciences – Faculty **Melissa Wilson** ***unconfirmed**

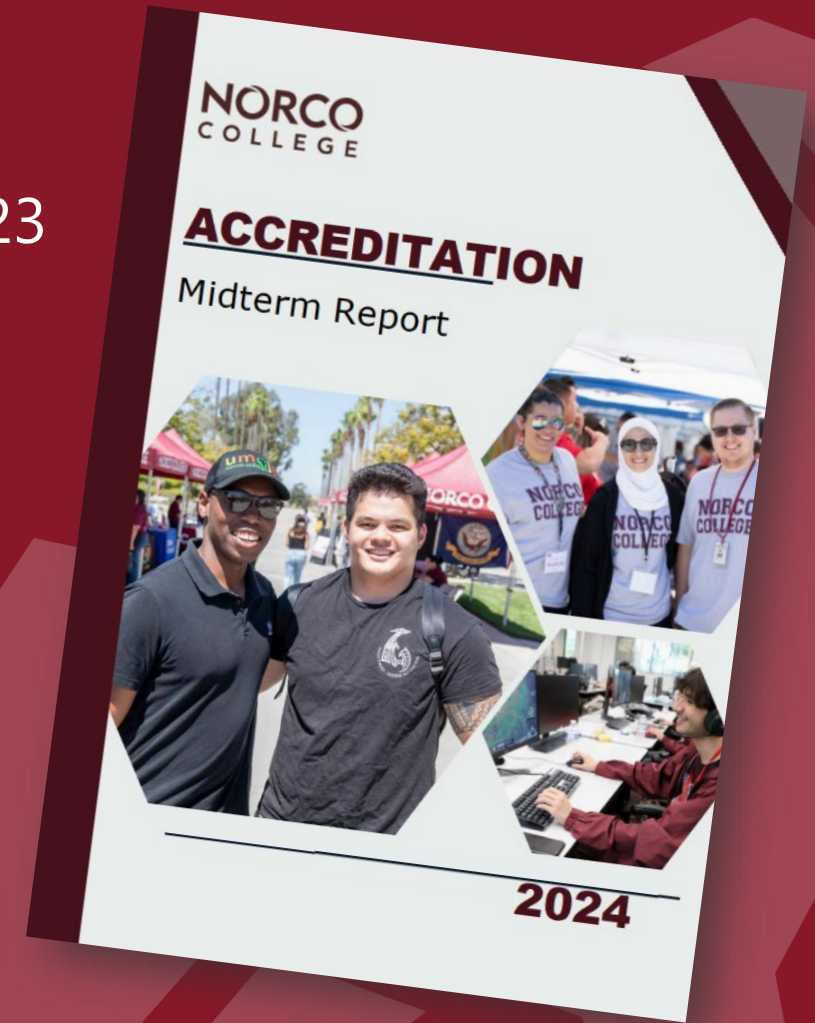
Chair or Rep from School of Visual & Performing Arts- Faculty **Kim Kameran** ***unconfirmed**

- Chair or Rep from School of Applied Technologies & Apprenticeship– Faculty **Paul VanHulle**
***unconfirmed**
- Chair or Rep from School of Business & Management– Faculty **Patty Worsham**
- Chair or Rep from School of Communication, Humanities & Languages- Faculty **Kiandra Jimenez**
***unconfirmed**
- Chair or Rep from School of Human & Public Services- Faculty **Mike Leese** ***unconfirmed**
- Chair or Rep from School of Math, Engineering, Computer Science & Game Development- Faculty
(Vacant)
- Chair or Rep from School of Natural Sciences, Health & Technology- Faculty **Monica Gutierrez**
***unconfirmed**
- Chair or Rep from School of Social and Behavioral Sciences – Faculty **Melissa Wilson** ***unconfirmed**
- Chair or Rep from School of Visual & Performing Arts- Faculty **Kim Kameran** ***unconfirmed**
- Chair or Rep from Guidance Department- Faculty **(Vacant)**
- Distance Education Rep– Faculty **(Vacant)**

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
College/ACCJC	Submission Deadline	3/15/2024

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

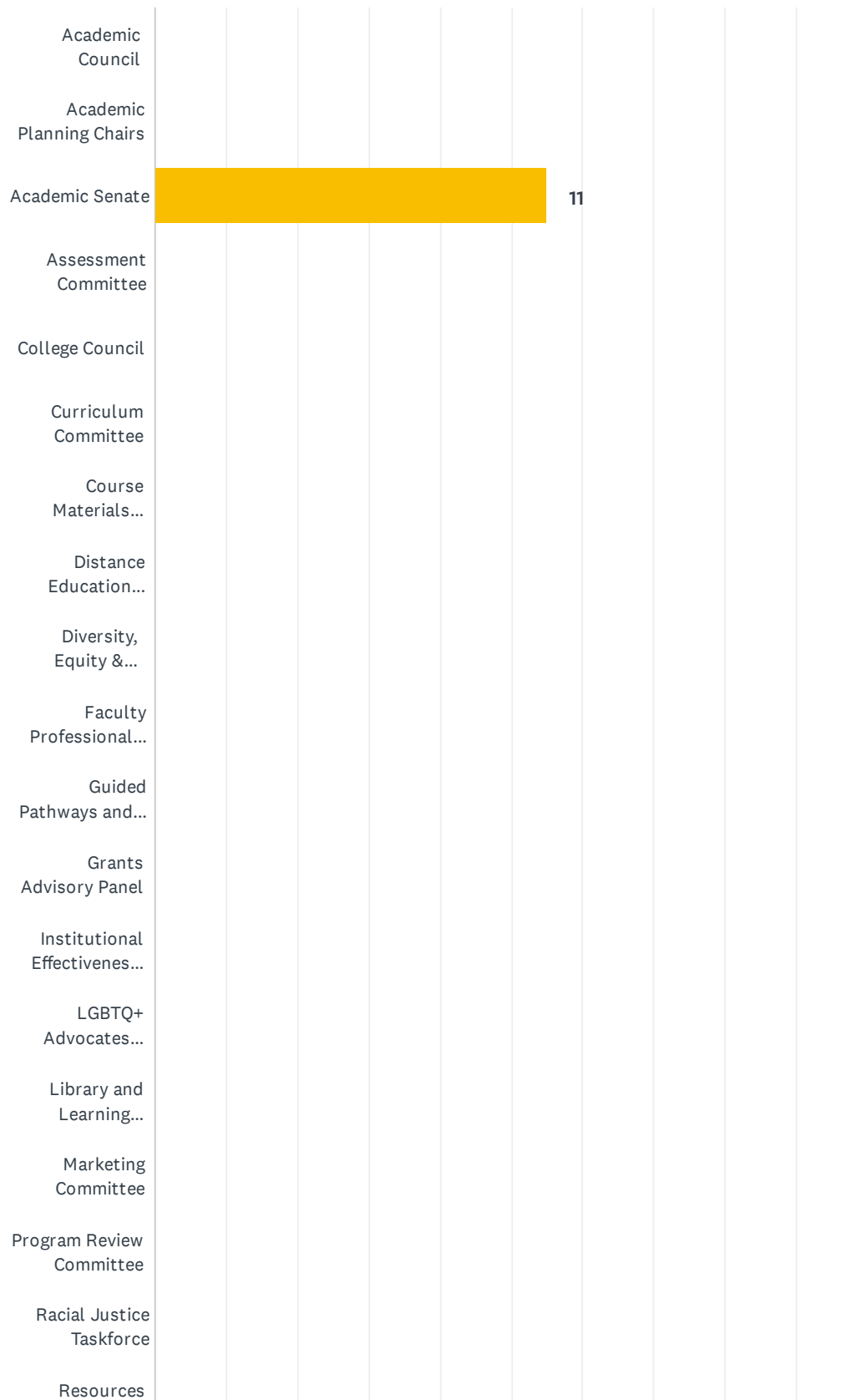
QUESTIONS OR COMMENTS

Contact the Norco College Accreditation Co-Chairs:

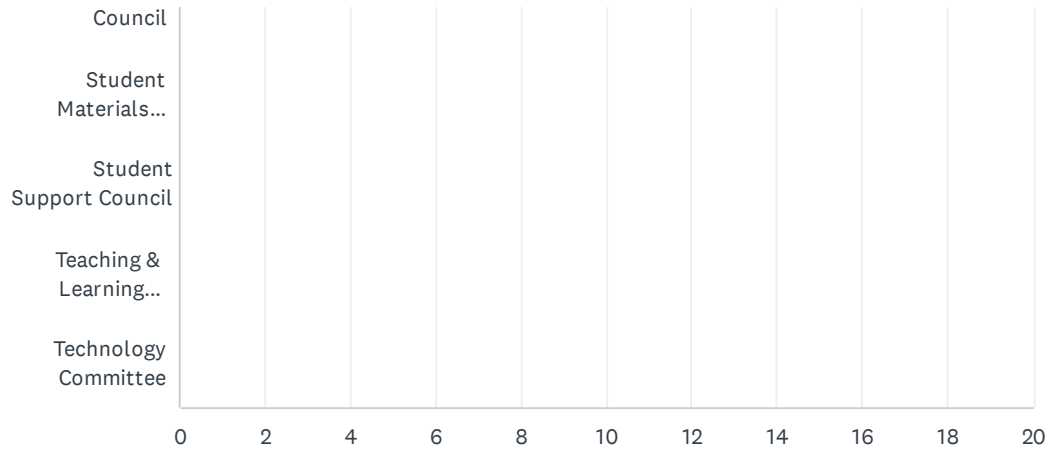
- Tenisha James @ Tenisha.James@norcocollege.edu or Ext. 7880
- Hayley Ashby @ Hayley.Ashby@norcocollege.edu or Ext. 7022

Q1 Which governance entity are you evaluating today using this survey?

Answered: 11 Skipped: 0



Councils and Committees Survey of Effectiveness

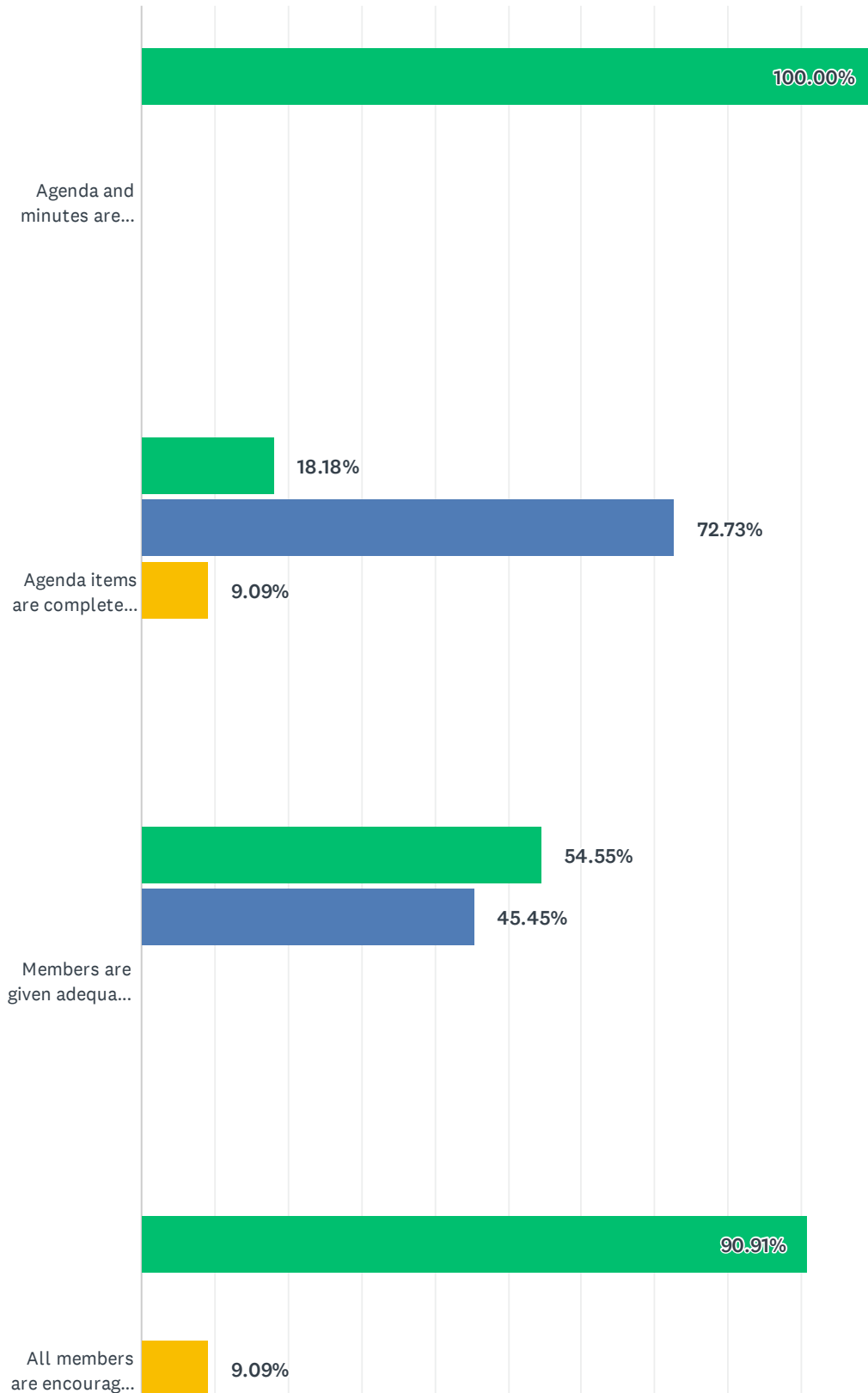


Councils and Committees Survey of Effectiveness

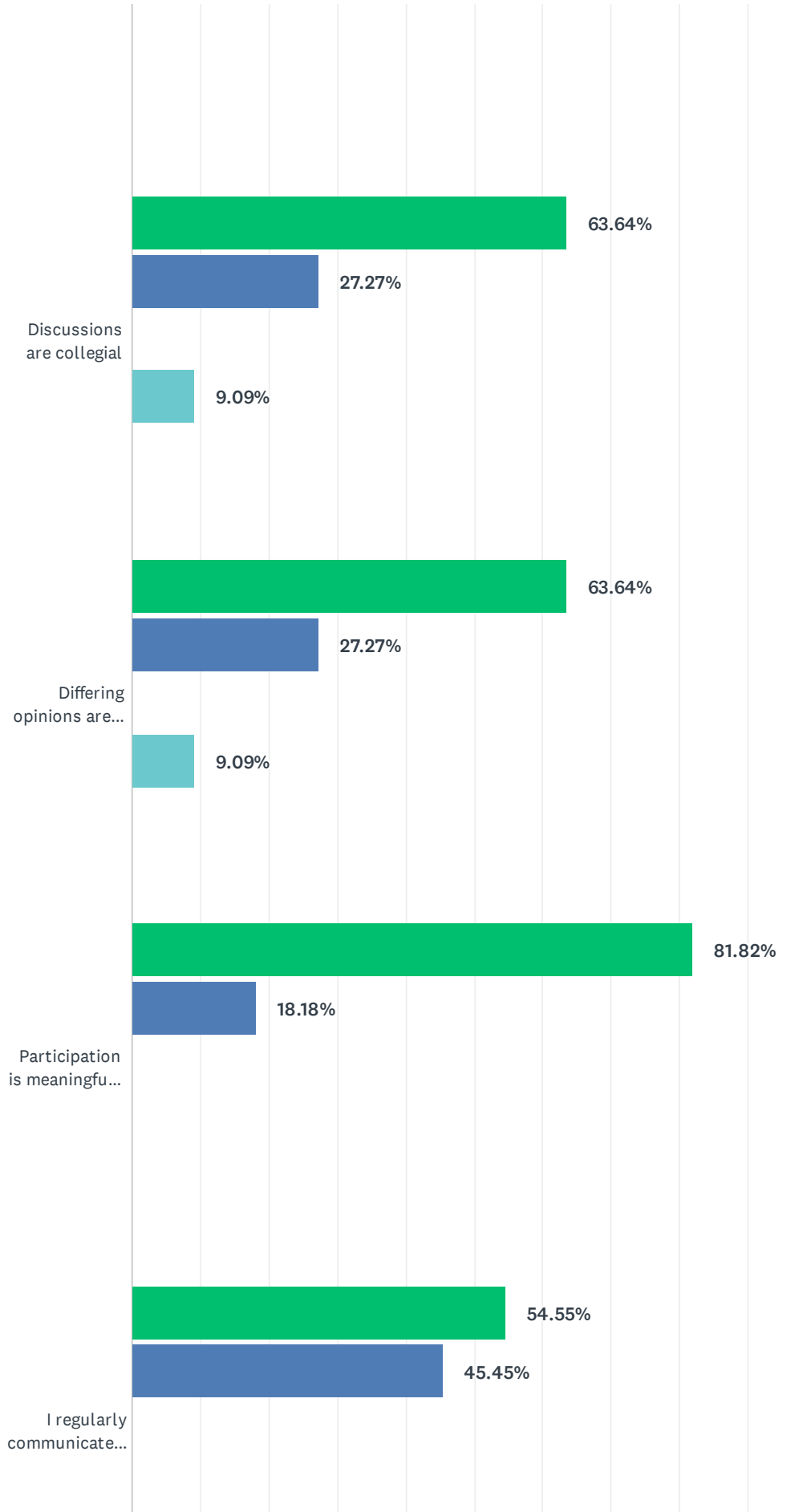
ANSWER CHOICES	RESPONSES	
Academic Council	0.00%	0
Academic Planning Chairs	0.00%	0
Academic Senate	100.00%	11
Assessment Committee	0.00%	0
College Council	0.00%	0
Curriculum Committee	0.00%	0
Course Materials Affordability Committee	0.00%	0
Distance Education Committee	0.00%	0
Diversity, Equity & Inclusion Committee	0.00%	0
Faculty Professional Development Committee	0.00%	0
Guided Pathways and Equity Leadership Advisory Workgroup	0.00%	0
Grants Advisory Panel	0.00%	0
Institutional Effectiveness & Governance Council	0.00%	0
LGBTQ+ Advocates Committee	0.00%	0
Library and Learning Resource Center Advisory Committee	0.00%	0
Marketing Committee	0.00%	0
Program Review Committee	0.00%	0
Racial Justice Taskforce	0.00%	0
Resources Council	0.00%	0
Student Materials Affordability Committee	0.00%	0
Student Support Council	0.00%	0
Teaching & Learning Committee (TLC)	0.00%	0
Technology Committee	0.00%	0
TOTAL		11

Q2 Please rate your level of agreement with the following statements for the governance entity selected above:

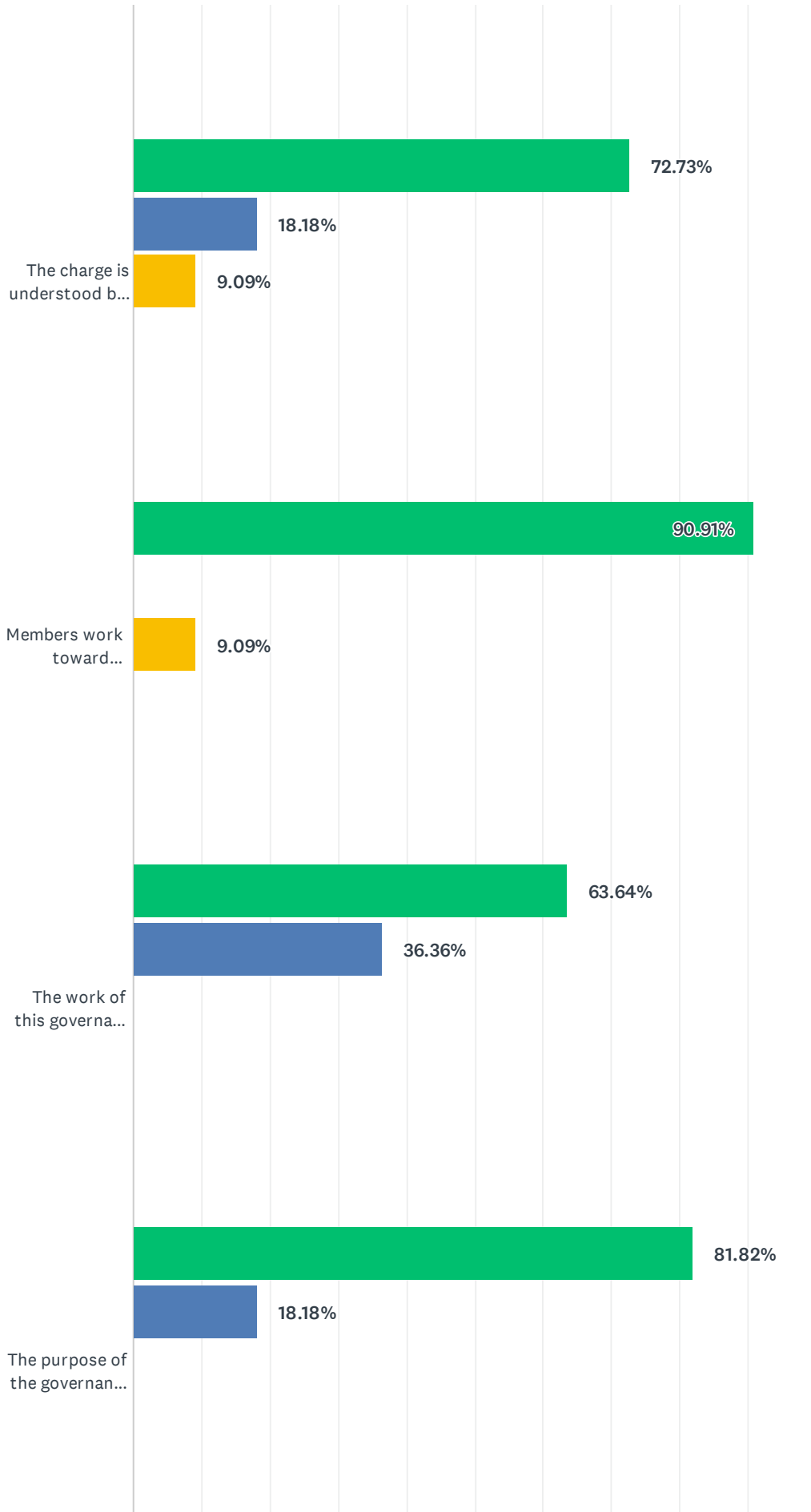
Answered: 11 Skipped: 0



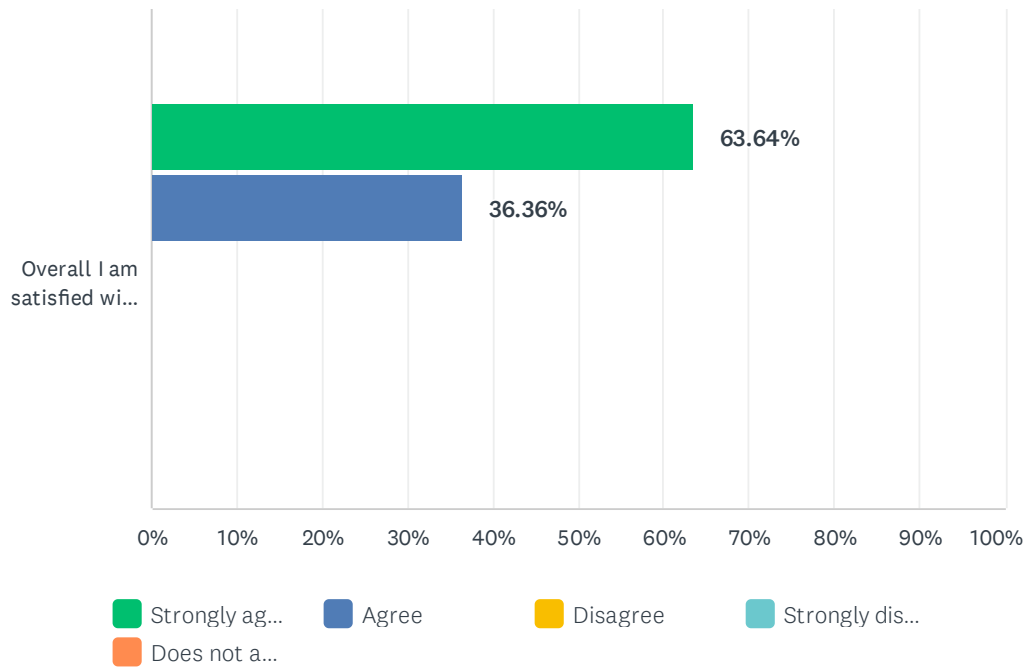
Councils and Committees Survey of Effectiveness



Councils and Committees Survey of Effectiveness



Councils and Committees Survey of Effectiveness



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DOES NOT APPLY	TOTAL
Agenda and minutes are provided far enough in advance of meetings	100.00% 11	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11
Agenda items are completed within the meeting time	18.18% 2	72.73% 8	9.09% 1	0.00% 0	0.00% 0	11
Members are given adequate information to make informed recommendations or decisions	54.55% 6	45.45% 5	0.00% 0	0.00% 0	0.00% 0	11
All members are encouraged to be actively involved	90.91% 10	0.00% 0	9.09% 1	0.00% 0	0.00% 0	11
Discussions are collegial	63.64% 7	27.27% 3	0.00% 0	9.09% 1	0.00% 0	11
Differing opinions are respected	63.64% 7	27.27% 3	0.00% 0	9.09% 1	0.00% 0	11
Participation is meaningful and important to me	81.82% 9	18.18% 2	0.00% 0	0.00% 0	0.00% 0	11
I regularly communicate with members of the constituent group I represent regarding key issues discussed and actions taken during meetings	54.55% 6	45.45% 5	0.00% 0	0.00% 0	0.00% 0	11
The charge is understood by the members	72.73% 8	18.18% 2	9.09% 1	0.00% 0	0.00% 0	11
Members work toward fulfilling the charge	90.91% 10	0.00% 0	9.09% 1	0.00% 0	0.00% 0	11
The work of this governance entity has made an impact on its assigned EMP Goals or KPIs	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
The purpose of the governance entity aligns well with the college mission	81.82% 9	18.18% 2	0.00% 0	0.00% 0	0.00% 0	11
Overall I am satisfied with this governance entity's performance	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11

Q3 Is there something that you would recommend to help the committee function more effectively?

Answered: 4 Skipped: 7

#	RESPONSES	DATE
1	I think the Senate should work on streamlining its meeting process to ensure that more time is dedicated to areas that would benefit from having the Senate together as a group. For example, we likely do not need to spend time on reading or presenting committee reports, as that same information could be presented to Senators in a written format, freeing up more time for discussion.	3/22/2023 10:43 AM
2	I think it'd be helpful to review any Robert's Rules regarding collegial discussion and debate.	3/21/2023 12:43 PM
3	The senator roles and responsibilities were helpful to review this semester. Also, I appreciate the Senate leadership's efforts to streamline the work without reducing transparency and consultation.	3/21/2023 9:44 AM
4	Adopting a consent agenda for routine items and adopting a system of emailed reports from Officers, Liaisons, and Representatives would allow for more time to deliberate and do what Senate should do most effectively. As a governing body, we get too bogged down in the bureaucracy. Healthy discourse and discernment regarding constituencies, councils, committees, and faculty groups is what Senate needs to facilitate as much as possible.	3/20/2023 7:30 PM



Report of Effectiveness 2022-2023

Governance Entity:

Distance Education Committee

Charge:

The Distance Education Committee is primarily responsible for assisting faculty in the creation and implementation of well-designed courses that utilize current on-line teaching approaches, and best practices, taking into consideration the wide range of diversity in our student body and ensuring that courses are equity minded and supportive of students' needs.

The committee will engage in the institution's collaborative efforts to close all identified student equity gaps (Goal 3 EMP) in the on-line environment by identifying and connecting with external, internal, and district resources; providing professional development opportunities; and connecting with established campus resources, sources of support, and the district.

Sponsoring Council/Senate:

Academic Senate

Co-Chairs:

Ryan Hitch and Peggy Campo

Members:

Ryan Hitch (co-chair), Peggy Campo (co-chair), Paul Van Hulle, Walter Stevens, Bibiana Lopez, Sandra Popiden, Caroline Hutchings, Laura Adams, Eric Doucette, and Aaron Hall (ASNC Rep)

Evaluation of Survey of Effectiveness

Note: The purpose of the survey of effectiveness is to provide a mechanism by which members of Distance Education Committee (DEC) could self-evaluate the effectiveness of the committee's planning and decision-making processes. The survey included thirteen (13) questions answered on a six (6) point Likert Scale and one (1) open ended question.

The survey received a total of nine (9) participants, eight of whom responded to 100% of the Likert Scale questions and two of whom responded to the open-ended question.

The results of the DEC Survey of Effectiveness indicated that 100% of participants either strongly agreed or agreed on the following items: 1. Agenda and minutes are provided far enough in advance of meetings, 3. Members are given adequate information to make informed decisions, 4. All members are encouraged to be actively involved, 7. Participation is meaningful and important to me, 9. The charge is understood by the members, 10. Members work toward fulfilling the charge, 11. The work of this governance entity has made an impact on its assigned EMP goals or KPIs, and 12. The purpose of the governance entity aligns well with the college mission.

However, one member disagreed (with the others strongly agreeing or agreeing) on the following items: 2. Agenda items are completed within the meeting time, 5. Discussions are collegial, 6. Differing opinions are respected, 7. I regularly communicate with members of the constituent group that I represent regarding key issues discussed and actions taken during meetings, and 13. Overall, I am satisfied with this governance entity's performance.

The two open-ended question responses can be summarized as follows: 1. The idea of work groups to focus on specific tasks is promising, 2. The use of Google Docs for collaboration in DEC initiatives was praised, 3. It may be helpful to review the EMP Goals, KPI's, and college mission, 4. It may be helpful to talk about reporting out to various departments and committees, and what's needed for that process.

In summary, results indicated that DEC's planning and decision-making processes were effective throughout the 2022-2023 Academic Year.

EMP Goal Alignment and Objective Alignment

Note: The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

The Distance Education Committee (DEC) has taken several steps to address EMP Goal 3 in the 2022-23 AY that can be summed up into three general areas: 1. CVC-OEI Membership, 2. Providing training, 3. Communication that connects faculty with support.

The CVC-OEI Membership address student equity gaps in several ways. Improved access to the CVC Exchange provides students with additional resources/support for class selection and persistence from semester to semester. Additionally, multiple studies suggest that a forthcoming POQR process on campus will both close equity gaps and raise overall online course success rates.

DEC is aware that these changes and others require appropriate faculty training. As such, it has maintained a presence in FLEX events each semester and provided additional training when possible (ex: First Friday presentations). These efforts are ongoing.

Finally, DEC has refined its communication processes to further support faculty. Its website now provides updated support for general DE questions as well as new guidance on current topics in DE (like the CVC-OEI Consortium or RSI). There have been additional efforts like a CVC-OEI campus forum in Fall 2022, consistent Senate updates, and increased communication from the DEC Chair via NOR-ALL's. These efforts are ongoing as well.

Assessment of Scope and Deliverables

Note: The purpose of this section is to self-assess the completion of deliverables defined by DEC's charter during the academic year.

1. Deliverable: CVC-OEI Membership.
 - a. Status: Complete.
 - b. Rationale:
 - i. The Distance Education Committee (DEC) has been evaluating CVC-OEI Membership and what it entails since 2021-22 AY.
 - ii. In Fall 2023, the DEC Chair brought this topic, CVC-OEI Membership, to Academic Senate, which subsequently voted to support membership. Thus, DEC considers this deliverable complete.
 - iii. However, it's worth noting that our status as a CVC-OEI member continues to evolve as we are currently a "Home College" and are slated to become a "Teaching College" in November 2023 (this is a function of District IT, not DE at the college or district level).
2. Deliverable: Develop Training.
 - a. Status: Complete.
 - b. Rationale:
 - i. The Distance Education Committee (DEC) collaborated on and presented: Spring 2023 Flex "Understanding the CVC and Its Impact on You", Spring 2023 First Friday "What is RSI?", and Fall 2023 Flex "What is Peer Online Course Review (POCR)?" to support ongoing initiatives on campus.
3. Deliverable: Update AP 2105.
 - a. Status: Complete.
 - b. Rationale:
 - i. The Norco College Distance Education Committee (DEC) provided feedback on AP 2105 in conjunction with RCC DEC and MVC DEC

during the 2022-23 AY. The result of this collaborative process was presented to Senate in Spring 2023 and approved.

4. Deliverable: Develop POCR Process.

a. Status: Ongoing.

b. Rationale:

- i. The Distance Education Committee (DEC) created a Workgroup to develop a POCR Process Proposal during 2021-22 AY.
- ii. This work carried over into the 2022-23 AY where it was addressed by the whole DE Committee both in regularly scheduled meetings and smaller breakout meetings throughout the school year. In May 2023, POCR experts were invited to present at our committee meeting.
- iii. During Summer 2023, several DEC members volunteered to attend a 6-week, 10 hours a week course aimed at training faculty to become POCR evaluators, and we finalized an official POCR process.
- iv. In Fall 2023, DEC is ready to present to Senate but is waiting on coordination/support from the District and other colleges. A POCR Workgroup has been re-formed to handle POCR processes going forward, freeing up the regular meeting to address other concerns.

5. Deliverable: Update DEC Website FAQ's.

a. Status: Complete.

b. Rationale:

- i. The Distance Education Committee (DEC) voted in Fall 2023 to affirm work done over the previous summer to update the Distance Education Committee website's FAQ's. These changes are live on the website, thus DEC considers this deliverable complete.

6. Deliverable: Added Four New Sections to DEC Website.

a. Status: Complete.

b. Rationale:

- i. The Distance Education Committee (DEC) voted in Fall 2023 to affirm four new sections being added to the Distance Education Committee's website: "Getting Started with Distance Education", "District DE Resources", "What is Regular and Substantive Interaction?", and "What is the CVC-OEI Consortium?". These changes are live on the website, thus DEC considers this deliverable complete.



Report of Effectiveness 2023-2024

Governance Entity:

LGBTQ+ Advocates

Charge:

The LGBTQ+ Advocates Committee is primarily responsible for assessing and coordinating the following Educational Master Planning goal and corresponding objective:

Goal 3 (Equity) Close All Equity Gaps

Objective 3.4: Reduce the equity gap for LGBTQ+ students by 40%

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Jacob Drainville and Cameron Young

Members:

Ammanda Moore, Coryn Cahill, Christopher Castillo, Meghan Chandler, Alice Diaz, Nick Galvan, Melanie Golbach, Marie Hicks, Brady Kerr, Jack Kramer, Christopher Lugo, Adam Martin, Daniela McCarson, Adriana Moreno, Timothy Mount, Sheree Summers, Steff Warsinski, Aldo Yanez-Ruiz, Anmol Quraishi

Evaluation of the Survey of Effectiveness:

The purpose of the survey of effectiveness is to provide a mechanism by which members of the LGBTQ+ Advocates could self-evaluate the effectiveness of the committee's planning and decision-making processes. The survey included thirteen (13) questions answered on a six (6) point Likert Scale and one (1) open-ended question.

The survey received a total of fourteen (14) respondents, all of whom responded to 100% of the Likert Scale questions and three (3) of whom responded to the open-ended question.

The results of the survey indicate that all fourteen (14) respondents either agree or strongly agree with eleven (11) of the thirteen (13) Likert Scale questions. As a result, there is evidence to suggest that, (1) the agendas and minutes are provided far enough in advance of meetings, (3) members are given adequate information to make informed recommendations or decisions, (4) all members are encouraged to be actively involved, (5) discussions are collegial, (6) differing opinions are respected, (7) participation is meaningful and important, (9) the charge is understood by the members, (10) members work toward fulfilling the charge, (11) the work has made an impact on its assigned EMP Goals, (12) the purpose of the governance entity aligns well with the college mission, and that, (13) overall, committee members are satisfied with the LGBTQ+ Advocates committee's performance.

However, when considering whether (2) agenda items are completed within the meeting time and (8) [they] regularly communicate with members of [their] constituent group regarding key issues discussed and actions taken during meetings, two (2) members disagreed on Likert Scale question two (2) and two (2) either disagreed or strongly disagreed on Likert Scale question eight (8).

Lastly, in response to the open-ended questions on recommendations to help the committee function more effectively, one participant suggested that the LGBTQ+ Advocates should have more direct access and control of awarded grant funds for approval and processing requests to aid our student group in committee sanctioned and approved events. This would allow us to act more efficiently and effectively on behalf of our committee and our student group. Another participant suggested that the committee needs to provide more information to better prepare committee members for future discussions. Another participant suggested that the committee needs to finish within the meeting time and to be respectful of their other responsibilities.

In summary, results indicated that the LGBTQ+ Advocates planning and decision-making processes were highly effective throughout the 2021-2023 Academic Year.

EMP Goal Alignment and Objective Alignment:

The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

Progress: Currently, the LGBTQ+ Advocates serve as the operational committee charged with leading implementation of 2030 Goal 3: Objective 3.4 which aims to reduce the equity gap for LGBTQ+ students by 40%. The committee has difficulty in determining the progress toward their goal for several reasons:

The data being used to determine a reduction in equity gap is based on the initial CCC Apply; this does not consider the fluidity of sexual orientation, gender identity, and non-binary after the initial application.

It is difficult to determine a baseline, total head count with which to measure reductions in equity gaps over time. According to the data provided for the KPI delivered to the College Council, the gaps identified in degree attainment, transfer attainment, and transfer completion in English and Math are closed with certificate attainment widening; however, this can be providing an inaccurate outcome without determining a constant, and total, headcount incorporating this fluidity.

As an example, of the 213 students that identified as LGBTQ+ at the time of their CCC Apply, only 19 students overlapped with the CCC Apply LGBTQ+ data element from the 106 self-identifying LGBTQ+ students utilizing the Unity Zone.

For the 2022-2023 Academic Year, the LGBTQ+ Advocates have completed a Comprehensive Pride Index to serve as a benchmark with which to direct our pursuit in reducing the equity gap by examining areas such as Policy Inclusivity, Support and Institutional Commitment, Academic Life, Student Life, Campus Safety,

Counseling and Health, and Recruitment and Retention. This Index is overseen by a team of national LGBTQ+ researchers and the Consortium of LGBTQ Resources in Higher Education.

Alignment: The committee's current objective (3.4) is still in alignment with the LGBTQ+ Advocates scope and purview and its work in this area is ongoing. However, there may be a need to work closely with data collection and outreach efforts in both recruitment and advocacy for certificate attainment.

Assessment of Scope and Deliverables:

According to the charter, the LGBTQ+ Advocates committee worked toward 3 main deliverables throughout the 2021-2023 academic years. A self-assessment of the progress made on each deliverable is below.

Deliverable 1: Expand the Speaker Series event at Norco

Status: Complete (and ongoing)

Rational:

- In the Spring of 2021, the LGBTQ+ Advocates identified a need from LGBTQ+ students for representation as they reported out on feeling particularly isolated and unseen (as the Unity Zone was not in operation during the pandemic).
- In the Spring of 2021, The LGBTQ+ Advocates voted, and approved, establishing a Speaker Series to reflect the needs of visibility and representation of our LGBTQ+ community. The LGBTQ+ Advocates pursued, and were approved, for one-time funding from ASNC for the Speaker Series. The first Speaker Series covered three topics (galvanizing activism, a student panel on LGBTQ+ Experiences, and QTPOC storytelling).
- In the Spring of 2022, the LGBTQ+ Advocates secured an annual line-item funding from ASNC to continue holding the Series.
- In the Spring of 2022, the LGBTQ+ Advocates connected with regional Pride centers, LGBTQ+ organizations, and local high schools. The Speaker Series also incorporated topical considerations from the student club, PRISM, which provided buy in from current Norco students.
 - From our data collection of registered users and active participants, this was successful. The number of guest attendees (non-Norco College students) increased from the previous year (as did our overall attendance). This Speaker Series also increased the number of speaking events from three to four.
- In the Spring of 2023, the LGBTQ+ Advocates pursued similar pursuits from the previous year, but there were several issues that occurred during this expansion pursuit which proved problematic.
 - One of our speakers cancelled the day before we were set to have them speak.
 - There was a particular difficulty in connecting with local high schools and their respective GSAs on campus.

- Two of our speaking events had to be moved online as it was difficult to find space for them to speak at the times with which they could take part in the Series.
- The time spots for the 2023 Series in comparison to the previous 2022 Series were during peak periods of students being in classes.

Deliverable 2: Evaluate and Update ALLY

Status: Complete (and ongoing)

Rational:

- In 2021, The LGBTQ+ Advocates voted, and approved, to move the ALLY program under the committee's purview as the program aligns to objective 3.4.
- In 2021-2022, the LGBTQ+ Advocates identified a need to expand the ALLY program due to several factors: feedback provided from ALLY workshop participants, declining participation and attendance in workshops, reaffirmation of commitment to the program reflecting currency in LGBTQ+ information.
- In 2022, the LGBTQ+ Advocates discussed, voted on, and approved to diversify the ALLY program into specific categories (ALLY+ workshops), to develop and maintain an active database of a current ALLY list, to create a certificate upon Series completion, and connect with departments, organizations, or programs that have an impact with LGBTQ+ students.
- In the 2022-2023 Academic Year, the LGBTQ+ Advocates formed an ALLY subcommittee and have conducted workshops specifically toward student tutors, ASNC, and Outreach in addition to developing a rough draft of the first ALLY+ workshop. The Advocates are expecting a rough draft of the ALLY Series Certificate and are continuing to target specific departments that assist LGBTQ+ students over the 2023-2024 Academic Year.

Deliverable 3: Assess resources and support services via the Campus Pride Index

Status: Complete

Rational:

- In 2020-2021, the LGBTQ+ Advocates had discussions on the issues surrounding data collection reflecting an accurate picture of total LGBTQ+ student population and determined that the equity gap for LGBTQ+ students may be larger than what it actually shows.
 - In these discussions, committee members shared that the questions from the CCC Apply were not LGBTQ+ inclusive, that the Unity Zone was limited in its capacity to serve LGBTQ+ students, and the student club, which provides LGBTQ+ students with networking and support, was declining.

- In 2021-2022, the LGBTQ+ Advocates voted on, and approved, taking part in a Comprehensive Pride Index (CPI). This CPI is designed to provide a benchmark with which to focus the committee's future self-assessments in fostering a campus climate promoting inclusivity and in identifying further LGBTQ+ considerations.
- In 2022-2023 the CPI was completed by a team of LGBTQ+ Advocates and submitted to the CPI organization for scoring. In Spring 2023, these scores were provided to the committee and shared with membership.
 - Overall score: 57%
 - Sexual Orientation score: 59%
 - Gender Identity/Expression score: 54%
 - LGBTQ+ Policy Inclusion score: 66%
 - LGBTQ+ Institutional Support and Commitment score: 60%
 - LGBTQ+ Academic Life score: 54%
 - LGBTQ+ Student Life score: 71%
 - LGBTQ+ Safety score: 51%
 - LGBTQ+ Counseling and Health score: 70%
 - LGBTQ+ Recruitment and Retention score: 23%
- In the Fall of 2023, the LGBTQ+ Advocates have discussed forming a subcommittee or workgroup dedicated to creating a plan of action based off of the benchmark and come back to the committee for approval.



Report of Effectiveness 2023-2024

Governance Entity:

Library & Learning Resource Center Advisory Committee (LLRCAC)

Charge:

The LLRCAC is primarily responsible for assessing and coordinating the following Educational Master Planning goal and corresponding objectives:

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

- **Objective 7.6:** Build and support student services to foster student engagement, wellness, and success in the classroom and outside of the classroom.
- **Objective 7.7:** Build and support academic support services to improve student success.

Sponsoring Council/Senate:

Academic Senate

Co-chairs:

Vivian Harris and Damon Nance

Members:

Hayley Ashby, Miguel Castro, Elisa Chung, Gabriela Cortez, Cheryl Cox, Joseph DeGuzman, Andres Elizalde, Vivian Harris, Daren Koch, Damon Nance, Jocelyn Oliva (ASNC Representative), Khosrow Rad, Mitzi Sloniger, Marianne Stefanous

Evaluation of the Survey of Effectiveness:

The survey of effectiveness is comprised of 13 questions on a 5-point Likert scale and one open-ended question. This survey allows Library & Learning Resource Center Advisory Committee (LLRCAC) members to self-evaluate the efficacy of the committee's planning and decision-making processes on an annual basis.

Twelve members completed the survey with strongly agree and agree responses on all questions except for two. Results of the survey suggest that:

- Agenda items are completed within the meeting time
- Members are given adequate information to make informed recommendations or decisions
- Members are encouraged to be actively involved
- Discussions are collegial
- Differing opinions are respected
- Participation is meaningful and important
- The charge is understood by the members
- Members work toward fulfilling the charge
- The work has made an impact on its assigned EMP Goals

- The purpose of the governance entity aligns well with the college mission

However, when considering the questions below, one respondent disagreed while all others agreed or strongly agreed:

- Agenda and minutes are provided far enough in advance of meetings
- I regularly communicate with members of the constituent group regarding key issues discussed and actions taken during meetings

Based on responses from the open-ended question, participants enjoy contributing to this committee and are satisfied with its overall performance.

In summation, the survey results indicate that the planning and decision-making processes of the LLRCAC were effective during the 2022-2023 academic year.

EMP Goal Alignment and Objective Alignment:

The LLRCAC has been charged with implementing:

- EMP Goal 7: Objective 7.6 - Build and support student services to foster student engagement, wellness, and success in the classroom and outside of the classroom.
- EMP Goal 7: Objective 7.7 - Build and support academic support services to improve student success.

Progress

During the 2022-2023 academic year, the LLRCAC made progress on these objectives by reviewing quantitative and qualitative assessment data aligned with service area outcomes and documents actions for improving Library and Learning Center resources, events, and services.

Alignment

Both objective 7.6 and 7.7 align with the LLRCAC's scope and purview. Work in these areas remain ongoing.

Assessment of Scope and Deliverables:

During the fall and spring semesters, the LLRCAC reviewed data from the following Library-hosted events:

1. Library & LRC Open House
2. Read 2 Succeed Book Discussion, Student Panel, & Author Appearance
3. Poetry Performance
4. Celebrate Books & Libraries

The committee discussed assessment results pertaining to:

1. Library & LRC usage and services statistics
2. Library service-learning outcomes (SLOs) and service area outcomes (SAOs)

Reports were presented to the committee about the:

1. Accrediting Commission for Community and Junior Colleges (ACCJC) revision of Standard IIB

2. Proposed college-wide shift of using Canvas (in conjunction with Nuventive) to report assessment outcomes
3. Guided Pathways & Schools Reorganization
4. Writing & Reading Center

The LLRCAC will continue to review and discuss assessment data that aligns with service area outcomes and documents actions for improving Library and Learning Center resources, events, and services. The committee will also provide an updated charter to the Academic Senate on an annual basis.



Report of Effectiveness 2022-2023

Governance Entity:

Norco Assessment Committee

Charge:

The charge of the Assessment Committee is to facilitate assessment of student learning in instructional programs, and student and learning support services to support the assessment of Guided Pathways. The Assessment 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 8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

Sponsoring Council/Senate:

IEGC/Academic Senate

Co-chairs:

Ashlee Johnson and Greg Aycock

Members:

Hayley Ashby, Greg Aycock (co-chair), Caitlin Busso, Tami Comstock, Eric Doucette, Ashlee Johnson (co-chair), Daren Koch, Stephany Kyriakos, Bibiana Lopez, Brian Morales (ASNC Rep.) Jethro Midgett, Lisa Martin, Timothy Russell, David Schlanger, and Tim Wallstrom.

Evaluation of the Survey of Effectiveness:

The purpose of the survey of effectiveness is to provide a mechanism by which members of Norco Assessment Committee (NAC) could self-evaluate the effectiveness of the committee's planning and decision-making processes. The survey included thirteen (13) questions answered on a six (6) point Likert Scale and one (1) open ended question.

The survey received a total of five (5) participants, all of whom responded to 100% of the Likert Scale questions and one of whom responded to the open-ended question.

Results of the NAC Survey of Effectiveness indicated that 100% of members who participated in the survey either agree, or strongly agree, with twelve (12) of the thirteen (13) Likert Scale questions. As a result, there is evidence to suggest that,

(1) [the] agenda and minutes are provided far enough in advance of meetings, (2) agenda items are completed within the meeting time, (3) members are given adequate information to make informed recommendations or decisions, (4) all members are encouraged to be actively involved, (5) discussions are collegial, (6) differing opinions are respected, (7) participation is meaningful and important, (9) the charge is understood by the members, (10) members work toward fulfilling the charge, (11) the work has made an impact on its assigned EMP Goals, (12) the purpose of the governance entity aligns well with the college mission, and that (13) overall [members are] satisfied with [NAC's] performance.

However, when considering whether (8) [they] regularly communicate with members of [their] constituent group regarding key issues discussed and actions taken during meetings, one (1) member disagreed while the other four (4) either agreed or strongly agreed.

Lastly, in response to the open-ended question on recommend[at]ions to help the committee function more effectively, one participant suggested that NAC, along with its members, are a great team but clarification on rapidly changing meeting modality requirements would be helpful.

In Summary, results indicated that NAC's planning and decision-making processes were highly effective throughout the 2022- 2023 Academic Year.

EMP Goal Alignment and Objective Alignment:

The purpose of this section is to report on progress made towards the committee's EMP objectives and evaluate the appropriateness of objective assignments.

Progress:

Currently NAC is the operational committee charged with leading implementation of 2030 Goal 8: Objective 8.1 which aims to:

Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.

The committee has made a great deal of progress towards this goal during the 2022-2023 academic year. Specifically, NAC completed development, gained approval, and began implementation of Norco College's outcomes assessment data collection process, which is expected to make assessment data available, usable, clear in a way that is accessible by Faculty in real time.

Alignment:

The committee's current Objective (8.1) is still in alignment with NAC's scope and purview and its work in this area is ongoing. However, with the recent adoption and implementation of the new outcomes assessment data collection process, there may be an opportunity for NAC to support work in Goal 3 (Equity) Close all student equity gaps by using disaggregated student learning data to implement and measure high impact practices for equitable teaching and learning. There may be opportunity in the future to further expand the Committee's work in this area.

Assessment of Scope and Deliverables:

The purpose of this section is to self-assess the completion of deliverables defined by NAC's charter during the academic year.

According to the charter, NAC worked towards the completion of four main deliverables throughout the 2022-2023 Academic year. A self-assessment of the progress made on each deliverable is described below:

1. Deliverable: Update committee charter and submit to Academic Senate for approval.
 - Status: Complete
 - Rational:
 - NAC approved its 2021-2022 charter on October 13, 2021 (Fall 2021) and gained approval by NC Academic Senate on December 6, 2021 (Fall 2021). In Fall 2022 the committee elected to extend the 21-22 charter through Spring 2023 based on guidance from NC Academic Senate on the intended two-year term length for standing committee charters.
 - In addition to the term extension, the committee also updated its membership policy, found in the membership section of the charter, to allow all members of the Assessment Committee including co-chairs [administrators, staff, students] to vote as long as a majority (quorum) of faculty are present at any specific meeting. The purpose of the update was to support the committee's 2020-2021 membership expansion intended to increase collaboration on outcomes assessment between instructional, student service, and LLRC areas.
 - The updated charter did not require an additional approval from the Academic Senate since there were no changes to its scope and deliverables and the membership policy update was NAC's purview as a standing committee of the Academic Senate according to Article VI of the Academic Senate Bylaws.
 - Because of this, the committee considers this deliverable complete.
2. Deliverable: Update Assessment structure of the Nuventive platform.
 - Status: Ongoing
 - Rational:
 - Throughout the 2022-23 AY the co-chairs of NAC have been meeting biweekly with the Nuventive-assigned contact and other employees in the company to assist in the process of transitioning to Canvas and the resulting changes that needed to be made in Nuventive.
 - This has involved direction to Nuventive regarding: necessary dashboards, protection of data in the process of transitioning to new platform, design of assessment section of Program Review platform
 - The NAC was kept updated at each meeting with the progress being made, and Academic Senate approved the full implementation of Canvas assessment in December 2022.
3. Deliverable: Develop training for integrating SLO assessment in Canvas.

- Status: Complete
 - Rational:
 - A process to integrate SLO assessment into Canvas was developed by NAC and its sub-group (LFM). After gaining approval by the Academic Senate the team developed training materials and began training Faculty throughout NC.
 - Training materials have been posted on NAC's website in written and video demonstration form.
 - In addition to general training materials, a variety of synchronous training sessions have been offered to all Faculty including, Assessment Tuesdays (Co-Chair Office Hours), Department trainings, Discipline trainings, One-on-One meetings, and College-Wide training ([Spring 2023 FLEX](#)).
 - Training will need to be updated and continue to be offered as time progresses. However, the initial development specified in this deliverable has been complete.
4. Deliverable: Map SLOs to PLOs/GELOs in Nuventive.
- Status: Tabled
 - Rational:
 - Planning for SLO assessment in Canvas has been very time-intensive and has slowed the implementation of PLO assessment.
 - There is a possibility that PLO assessment may not utilize mapping of SLOs to PLOs as the method of assessment. Once SLO assessment methodology is completed, PLO assessment will be addressed.

Evaluation of SoE for the Norco College Teaching and Learning Committee (TLC), and Contributions to Norco College's EMP Goals

The results of the Survey of Effectiveness (SoE) for the Norco College Teaching and Learning Committee (TLC) were sent out to the members of the committee several days before our business meeting, held on May 23, 2023. At that meeting the results were discussed by the committee as a whole.

Overall, the members were pleased with the results. Members were generally satisfied with the committee's performance. Members selected "Strongly Agree" or "Agree" for each category. Overall, the members rated their satisfaction with the committee and its performance at 100%.

In terms of EMP goals, TLC dedicated a number of Brown Bag training events to the subject of equity and ways of improving the institutional goals of greater equity. During the Fall 2022 Semester, TLC Co-Chair Lisa Hernandez presented a Brown Bag session, held on December 1, 2022, on the subject of Racial Gaslighting. In addition, during the Spring 2023 Semester, TLC held two Brown Bags dedicated to making our classrooms more equitable: one, held on March 9, 2023, was on Intercultural Communication; the second, held on May 11, 2023, was a student panel composed of student representatives from the various learning communities and groups dedicated to student equity, in which students expressed their views on what is working and what could stand improvement in terms of current campus equity efforts. These Brown Bags counted toward Equity FLEX for participating faculty. (This latter Brown Bag formed the basis for the Fall 2023 FLEX event in which Lisa Hernandez and I presented the students' insights to interested faculty. The FLEX event was very well attended.)

The leadership and members of the TLC look forward continuing our efforts on all of these fronts in the current academic year.

José M. Sentmanat
Associate Professor in Philosophy
TLC Co-Chair
08/29/23

Academic Senate

CTE Standing Committee Report

October 2, 2023

1. Today was the Regional Convening Meeting for the California State Plan for CTE. We spent 4 hours with educators from secondary and postsecondary institutions and regional partners. Our goal was to begin the planning process on four overarching goals:
 1. Boost data-informed decision making
 2. Expand work-based learning
 3. Grow dual enrollment
 4. Understand and plan to address CTE teacher and faculty shortages.

We had good discussions, but we ran out of time to actually get to the regional implementation planning to identify priorities, goals, cross-sector partners and existing funding streams. Where all the captured conversations go from here is a mystery.

2. Military Articulation Platform (MAP) is being re-branded as the Mapping Articulated Pathways (MAP) to meet Dr. Christian's (State Chancellor) Vision 2030. Annual Summit is Nov. 3 from 8-12. 76 CCC are already part of the cohort with hopes of extending it to all CCC.
3. ASCCC CTE Leadership Committee for 2023-2024 has been selected. 12 members from throughout the state. I am one of the appointments.

I like to make a comment... If we are submitting reports in writing, we lose the opportunity to ask questions, answer questions, etc. It sounds like we are devaluing the committees and putting on extra work on members who now have to write a report instead of giving it verbally. We are also expecting everyone to read the reports... My two cents.

Respectfully submitted by,

Sigrid Williams

curriculum report: The curriculum committee voted to change the voting membership from 2 reps per department to one representative plus an alternate for each school. Each school gets 1 vote. The AO is also a voting member. The chair votes in case of a tie.

On behalf of the Professional Growth & Sabbatical Leave Committee (PG&SL), please be advised of the deadline dates, and the meeting dates, for the 2023/2024 Academic Year.

Faculty must submit required their required documents by the deadline dates so that we can review the applications on the following meeting dates.

Fall 2023

Meeting Date

Deadline Date (to Educational Services)

October 5, 2023

September 21, 2023

November 2, 2023

October 19, 2023

December 7, 2023 (In Person)

November 16, 2023

No Meeting in January or February

Spring 2024

Meeting Date

Deadline Date (to Educational Services)

March 7, 2024

February 22, 2024

April 4, 2024

March 21, 2024

May 16, 2024

May 2, 2024

June 6, 2024

May 23, 2024

No Meeting in June, July or August

Please note: AP 6160a states that **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.

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.

The information to be provided to Education Services for the PG&SL Committee's review is as follows:

Course Approval Requests

- **A complete Plan for Professional Growth – Full Time Faculty (Certificated) form:**
https://www.rccd.edu/admin/ed_services/pgsl/Documents/growth/Professional_Growth_Course_Approval.pdf

(Please note: All fields listed on the form must be complete and please list your current position title next to your name on the form)

- **A letter to the committee regarding the program/degree.** In your letter, please address the following:
- What type of degree will you attain upon completion of the academic program?
- Are the courses applicable toward a degree, certificate or credential program?
- How are the courses directly related to your FSA and/or how would the courses enhance and further your ability to perform in your planned area of expertise?
- **Complete course descriptions for all courses.**

Reclassification Requests

- **A complete Request for Reclassification Form:**
https://www.rccd.edu/admin/ed_services/pgsl/Documents/growth/Salary_Reclassification_Form.pdf
- **A copy of your letter from the PG&SL Committee approving the coursework.**
- **Electronic Official Transcripts:** An official, electronic, set of your transcripts may be sent directly from the academic institution to my e-mail address susan.brucks@rccd.edu

For additional information please click on the following link(s), or feel free to contact Susan Brucks for further assistance:

PG&SL: <http://rccd.edu/faculty/Pages/index.aspx>

AP 6160a: https://www.rccd.edu/bot/Board_Policies/Chapter%206%20-%20Human%20Resources/6160A.pdf

Other Deadline Dates and Information:

- **Requests for Rank of Full Professor / Distinguished Professor are facilitated by PG&SL Committee / Educational Services: **Deadline Date: October 31, 2023**** for the following academic year
- **Request for Rank of Associate Professor / Tenure are facilitated by HR&ER.**
- **Request for Rank of Emeritus are facilitated by the District Academic Senate according to AP/BP 2000.**
- **AP/BP 2000: Academic Rank:** https://www.rccd.edu/bot/Board_Policies/Chapter%202%20-%20Academic%20Affairs/2000.pdf

- **Requests for Sabbatical Leave: Facilitated by the District Academic Senate, Faculty Association and PG&SL Committee.**
- **Deadline Date(s):**
- **March 15th of the current academic year** for the following academic year and/or the Fall semester only of the next academic year.
- **May 15th of the current academic year** for the Spring semester only of the next academic year.

Natalie Morford

Associate Professor, English

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