Institutional Effectiveness & Governance Council
Meeting Minutes for May 25, 2023
Time: 12:50 pm to 1:50 pm
Zoom: https://rccd-edu.zoom.us/j/83340733338?pwd=OEpuVkhPL0JXQ2FxYUw3VXprZkkxUT09

Meeting Participants

Council Members Present:

Ms. Makenna Ashcraft, Ms. Caitlin Busso, Dr. Tenisha James, Ms. Ashlee Johnson, Ms. Ruth Leal, Mr. Dan Reade, Dr. Tim Russell, Mr. Alex Spencer, Ms. Leona Vassale and Ms. Dana White

Council Members Not Present:

Dr. Greg Aycock, Dr. Greg Ferrer and Dr. Mark Hartley

Guest(s):

Ms. Charise Allingham, Ms. Denise Terrazas

Recorder:

Ms. Desiree Wagner

1. **Call to Order**
   - Time 12: 51PM
2. **Action Items**
   - 2.1 **Approval of Agenda (Mr. Dan Reade / Ms. Caitlin Busso)**
     - Correction and retitle: Discussion Item 3.2: IEGC Prioritization Review Rubric
     - Approved by consensus.
   - 2.2 **Approval of April 27, 2023, Meeting Minutes (Ms. Dana White / Mr. Alex Spencer)**
     - Approval of the March Minutes
     - Approved by consensus.
   - 2.3 **Document Control Workgroup Proposal (Ms. Ashlee Johnson / Ms. Dana White)**
     - Approved by consensus.
   - 2.4 **Fall 2023 Meeting Calendar & Modality (Ms. Caitlin Busso / Mr. Dan Reade)**
     ### 2023- 2024 IEGC Meeting Schedule
     Every month on the **Fourth Thursday**, 12:50 pm to 1:50 pm **in person location TBD**
     - ~~August 24, 2023*~~ - Vote if meeting will take place. (Approved by consensus to cancel)
       - September 28, 2023
       - October 26, 2023
       - November 16, 2023 (Date shift due to Thanksgiving)
       - ~~February 22, 2024*~~ - Vote if meeting will take place. (Approved by consensus to cancel)
       - Mar 28, 2024
       - Apr 25, 2024
       - May 23, 2024

   - 2.5 **DEIA Glossary of Terms (Ms. Dana White/ Ms. Ashley Johnson)**
     - Ruth Motion to table this item for the Fall. DEIA has add this item to the June 6 meeting. (Second motion Leona)
   - 2.6 **Marketing Committee Charter (Dr. Tim Russell/ Mr. Alex Spencer)**
     - Ashley Motion to table this item for the Fall semester. (Second Dan)
     - ***Dr. James Motion to extend the meeting (Ms. Leona Vassale/ Ms. Catilin Busso) (1- Opposed: Mr. Dan Reade)**

3. **Discussion Items**
    3.1 **Assessment of the Evaluation Procedures & Governance Structure**
        - Dr. James presented the findings.
        - Table to the fall meeting due to lack of time
    3.2 **Draft Review of IEGC Leadership Council Report of Effectiveness**
        - Table to the fall meeting due to lack of time

4. **Information Items**
    4.1 **Overview of IEGC's Scope and Purview for Future Planning**
        - The Co-Chairs provided an overview of the Assessment of the Evaluation Procedures & Governance Structure process which occurs each od year in Spring according to the SPGM. Co-Chairs began the initial assessment/audit and will discuss the findings with the Council at the next meeting.
    4.2 **IEGC Faculty Co-Chair 2023-2024 Appointment**
        - The Council was informed that, according to the SPGM, IEGC Co-Chair terms will be complete at the end of Spring 2023. Each constituent group retains full purview over their own appointment process. The council is asking that each group complete the appropriate process to elect/re-elect an IEGC Co-Chair for the Fall 2023-Spring 2025 term and inform the Council of its selection.

5. **Good of the Order**

6. **Future Agenda Topics**
    6.1 **Institution Set Standards**
    6.2 **Program Review Report of Effectiveness**
    6.3 **Norco Assessment Committee Report of Effectiveness**
    6.4 **Faculty Professional Development Committee Report of Effectiveness**

7. **Adjournment:**
        - Time 2:00 pm

Next Meeting
  Date: September 28, 2023
  Time: 12:50 pm to 1:50 pm

IEGC Purpose

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned Educational Master Plan objectives. The IEGC makes recommendations to the College Council, Academic Senate and the Vice President of Planning & Development.

NORCO COLLEGE
DOCUMENT CONTROL SYSTEM

Presented by

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

DOCUMENT CONTROL TEAM

Lead:

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

Faculty:

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

Dr. Anthony Farmand, Associate Faculty

Classified Professionals:

Ms. Charise Allingham, Administrative Assistant III, Institutional Effectiveness

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

WHAT IS THE PURPOSE OF DOCUMENT CONTROL SYSTEM?

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

No more digging around in filing cabinets!

DOCUMENT CONTROL SYSTEM DEFINED

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

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

STRATEGIC ALIGNMENT

1. EMP Objective 8:3 – Revise governance process – formalize all unwritten governance processes for more effective implementation of the Educational Master Plan

2. The SPGM p.82, "Establish and maintain a Document Control System that includes a repository, establishes responsibilities, and ensures accurate organizing, routing and tracking of documents."

3. EMP Core Commitment: Integrity – Maintaining an open, honest, and ethical environment.

4. Improvement Plan 2: Governance & Decision-making Making Processes & Procedures

NORCO COLLEGE

2030 Educational Master Plan

REGIONAL TRANSFORMATION
STUDENT TRANSFORMATION
COLLEGE TRANSFORMATION

RESEARCH & PROCESS

- Discussed and documented existing document control practices and procedures

- Identified external laws, regulations, and requirements that impact document control practices (e.g., accreditation, FERPA, ADA, etc.)

- Determined the scope of the document control system (i.e., public v. confidential)

- Researched best practices from other educational institutions, organizations, associations, CA state resources, Library of Congress, National Archives, and ebooks

- Researched technology tools currently used within the District and investigated other possible solutions

- Developed a table of contents and drafted a Document Control Manual

DOCUMENT CONTROL SYSTEM
PART I

Introduction
- ❖ Purpose
- ❖ Definition
- ❖ Strategic Alignment

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

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

DOCUMENT CONTROL SYSTEM
PART II

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

Access Control
- ❖ Roles and Responsibilities
- ❖ Types of Access

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

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

QUESTIONS?

THANK YOU FROM THE
DOCUMENT CONTROL PROJECT TEAM!

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

NORCO COLLEGE

Document Control System

DRAFT

Table of Contents

Introduction

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

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

Purpose

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

Definition

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

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

Strategic Alignment

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

Document Inventory

Scope of Inventory

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

- College/District Publications – Materials used to communicate with the public about college activities, instructional offerings, services, and resources. For Example, college catalogs, academic calendars, and brochures.

- Strategic Planning Documents – Materials associated with strategic planning entities that are externally responsive and future oriented. For example, council meeting minutes, strategic plans, and accreditation reports.

- Governance Documents – Materials connected to participatory governance groups concerned with addressing operational issues. For example, Academic Senate agendas, President's Regular Updates, and department meeting minutes.

Types of Documents

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

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

- Plans
- Reports
- Processes
- Charts
- Fact Books
- Scans
- Agendas
- Notes

- Minutes
- Charters
- Presentations
- Handbooks
- Catalogs
- Schedules
- Calendars
- Forms

- Manuals
- Guides
- Brochures/Flyers
- Newsletters
- Proposals
- Program Reviews
- Syllabi

Document Locations

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

Possible locations include:

- College website
- District website
- SharePoint
- Teams

- Email
- Shared folders
- Personal computers
- Department/Area offices

Document Inventory Form

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

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

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

The Document Inventory Form requests the following information:

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

Example of Inventory Worksheet

Retention Scheduling

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

Guidelines and Requirements

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

Accreditation

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

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

Accreditation evidence may include:

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

Americans with Disabilities Act (ADA)

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

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

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

Word document accessibility:

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

PDF accessibility:

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

Alt Text:

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

Family Educational Rights and Privacy Act (FERPA)

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

Resources:

  i.   Resources for Post-Secondary School Officials

 ii.   FERPA 101: for Colleges and Universities

iii.   FERPA 201: Data Sharing under FERPA

Personally Identifiable Information (PII)

The U.S. Department of Labor defines PII as "Any representation of information that permits the identity of an individual to whom the information applies to be reasonably inferred by either direct or indirect means. Further, PII is defined as information: (i) that directly identifies an individual (e.g., name, address, social security number or other identifying number or code, telephone number, email address, etc.) or (ii) by which an agency intends to identify specific individuals in conjunction with other data elements, i.e., indirect identification. (These data elements may include a combination of gender, race, birth date, geographic indicator, and other descriptors). Additionally, information permitting the physical or online contacting of a specific individual is the same as personally identifiable information. This information can be maintained in either paper, electronic or other media." (https://www.dol.gov/general/ppii#:~:text=Further%2C%20PII%20is%20defined%20as,with%20other%20data%20elements%2C%20i.e.%2C)

Personal Information as defined by RCCD:

RCCD FERPA Information

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

Health Insurance Portability and Accountability Act (HIPAA)

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

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

Acronyms

Use Abbreviations and Acronyms that the reader can quickly recognize.

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

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

Link to the Acronym list

Brand Guide

(Insert -Why to refer to the Brand Guide)

Typography

- Century Gothic
- Avenir
- Monserrat
- Raleway
- Relation

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

Document Lifecycle and Stages

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

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

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

Retention Schedules

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

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

The benefits of establishing and implementing a document retention schedule:

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

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

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

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

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

Document retention schedules should be updated under the following conditions:

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

Retention Periods

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

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

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

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

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

Document Management

Storage and Organization

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

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

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

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

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

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

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

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

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

Naming Conventions

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

Best practices when naming a file:

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

Best Practices when naming a folder:

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

Revision Procedures

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

Automation

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

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

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

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

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

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

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

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

Backup and Restoration

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

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

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

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

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

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

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

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

Access Control

Roles and Responsibilities

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

Roles

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

Examples of roles that may be designated as the document controller:
- o Co-chair
- o Administrative Assistant
- o Recorder

Responsibilities

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

Document Control Structure (Examples)

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

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

Types of Access

Full Access

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

Read Only Access

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

Disposition Of Documents

Disposition Decision Workflow

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

Archiving Documents

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

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

How to archive a document:

1. Add 'Inactive' to the beginning of the file name.
    a. Example: Inactive-NAC-Charter-2020-21

Save the file as a PDF/A

    b. PDF/A is an ISO-standardized version of the Portable Document Format (PDF) Specialized for use in archiving and long-term preservation of electronic documents. PDF/A identifies a 'profile' for electronic documents that ensures the document can be reproduced exactly the same way using various software in years to come. PDF/A documents are 100% self-contained, all of the information necessary for displaying the document, in the same manner, is embedded in the file.

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

    c. Example: Archive NAC Supporting Documents

Document Deletion

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

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

Retention or Deletion Flowchart:

Is the type of document identified on the retention schedule?

NO

Has the document ever been used to support the College's governance and planning functions, processes, projects, initiatives, an internal or external requirement, or as a record of an event?

YES, or unsure!

NO

Has a new version of the document been saved to the document library with only grammatical edits? The content has not been

Could the document be used for accreditation?

YES

NO

NO

DELETE

ARCHIVE

DELETE

Appendix

Acronym Abbreviation List

College/District Departments, Committees, Programs and Processes

AC – Academic Council

ACE – Accelerated, Certificate and Employment

ADT – Associate Degree for Transfer

AHWL-Arts, Humanities and World Languages

ALO – Accreditation Liaison Officer

AOE – Area of Emphasis (Degree)

AP-Administrative Procedures

APC – Academic Planning Chairs

A&R- Admissions and Records

AS-Academic Senate

ASCCC – Academic Senate of the California Community Colleges

ASNC – Associated Students of Norco College

ASRCCD – Associated Students of Riverside Community College District

ASRCC - Associated Students of Riverside Community College

ASMVC - Associated Students of Moreno Valley College

BAM – Budget Allocation Model

BEIT - Business, Engineering and Information Technology

BIRT – Behavioral Intervention and Resource Team

BOT – Board of Trustees

BP – Board Policy

BS – Basic Skills

CAI – Common Assessment Initiative

CARE – Cooperative Agencies Resources for Education

CC – College Council

CCCAA – California Community College Athletic Association

CI – Completion Initiative

CI-D – Course Identification Numbering System

CJPC – Career and Job Placement Center

CML – Communications, Media and Languages

CNUSD – Corona Norco Unified School District

COC – Circle of Change Leadership Conference

COR – Course Outline of Record

CPROS- Classified Professionals (staff)

CSEA 535 - California School Employees Association Chapter 535

CTA – California Teachers Association

CTE – Career & Technical Education

CWI – Center for Workforce Innovation

DBAC – District Budget Advisory Council

DCC – District Curriculum Committee

DE - Distance Education

DEIA – Diversity, Equity, Inclusion and Accessibility (Committee)

DEMC – District Enrollment Management Committee

DOI - Dean of Instruction

DRC - Disability Resource Center

DSP – District Strategic Plan

DSPC – District Strategic Planning Council

EC – Education Code

ECE – Early Childhood Education

EOPS - Extended Opportunity Programs and Services

EMP – Educational Master Plan

FLEX - Flexible Calendar Program

FMP – Facilities Master Plan

FMTF – Function Map Task Force

FYCP – Five Year Construction Plan

FYSI – -Foster Youth Success Initiative

FYSS – Foster Youth Support Services

GELO – General Education Learning Outcome

GC – Government Code

GP – Guided Pathways

GSA – Gender Sexuality Awareness Club

HACU – Hispanic Association of Colleges and Universities

HRER – Human Resources and Employee Relations

HSCE- High School Concurrent Enrollment

ICC – Inter-Club Council

IDS – Instructional Department Specialist

IE - Institutional Effectiveness

IEAC – Inland Empire Athletic Conference

IEGC – Institutional Effectiveness and Governance Council

IEP – Institutional Effectiveness and Planning

IGETC – Intersegmental General Education Transfer Curriculum

IMC – Instructional Media Center

INST- Instruction

IOI – Improvement of Instruction

IR – Institutional Research

ISS – Institutional-Set Standards

JFK/JFKMCHS – John F. Kennedy Middle College High School

KPI – Key Performance Indicators

LLRCAC – Library and Learning Resource Center Advisory Committee

LGA – Local Goal Alignment

LGBTQ+ - Lesbian, Bisexual, Gay, Transgender, Questioning

LLRC – Library and Learning Resource Center

LLRCC – Library and Learning Resource Center Committee

LFM – Leading from the Middle

LMP- Logistics Management Program

LO – Learning Outcome

LRC - Learning Resource Center

MAP – Military Articulation Platform

MC – Marketing Committee

MLA – Management Leadership Association

MMAP – Multiple Measures Assessment Project

MVC – Moreno Valley College

NAC-Norco Assessment Committee

NAS (NCAS) – Norco College Academic Senate

NC – Norco College

OAC – Orientation, Assessment, Counseling

OEC – Orange Empire Conference (Athletic Conference within which Norco College previously

competed)

PAB – President's Advisory Board

PD - Professional Development

PDC- Professional Development Center

PDC – Faculty Professional Development Committee

PLO – Program Learning Outcome

RC – Resource Council

RRO – Robert's Rules of Order

PR – Program Review

PRC - Program Review Committee

RCC – Riverside City College

RCCD - Riverside Community College District

RJT – Racial Justice Taskforce

ROP – Regional Occupational Programs

RR - Resource Request

SA – Summer Advantage

SBS - Social and Behavioral Sciences

SE - Student Equity

SEP – Student Educational Plan

SFS – Student Financial Services

SI – Supplemental Instruction

SLO – Student Learning Outcome

SP – Strategic Plan

SPGM- Strategic Planning and Governance Manual

SS – Student Services

SSS – Student Support Services

SSC – Student Support Council

SSCCC – Student Senate for California Community Colleges

SSS/SSS RISE-TRIO- Student Support Services/ Realizing Individual Success through Education

SSSP – Student Success and Support Programs

STEM – Science, Technology, Engineering and Math

SWOT – Strengths, Weaknesses, Opportunities and Threats

SWP – Strong Workforce Program

TC – Technology Committee

TLC – Teaching and Learning Committee

TSS – Technology Support Services

VFS – Vision for Success

VPAA - Vice President, Academic Affairs

VPBS - Vice President, Business Services

VPPD – Vice President, Planning & Development

VPSS - Vice President, Student Services

Norco College Buildings

ATEC – Applied Technology Building

CACT – Center for Applied Competitive Technologies

CRC - College Resource Center

CSS – Center for Student Success

HUM – Humanities

IT – Industrial Technology

LIB – Library

LRC – Leaning Resource Center

NOC or OC – Operations Center

PDC – Professional Development Center

SC - Soccer Complex

SSV – Student Services

ST – Science and Technology

STEM – Stem Center

THTR – Theater

VRC – Veteran's Resource Center

WEQ – West End Quad

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

Brown Act (The Ralph M. Brown Act) The Ralph M. Brown Act (Gov. Code, § 549501 et seq., hereinafter "the Brown Act," or "the Act") governs meetings conducted by local legislative bodies, such as boards of supervisors, city councils and school district boards. The Act represents the Legislature's determination of how the balance should be struck between public access to meetings of multi-member public bodies on the one hand and the need for confidential candor, debate, and information gathering on the other **Budgeting and Accounting Manual (BAM)** The BAM has the authority of regulation in accordance with Title 5 Section 59011 of the California Code of Regulations (CCR), is distributed as part of the Board of Governors' responsibility to define, establish, and maintain the budgeting and accounting structure and procedures for the California Community Colleges as defined in California Education Code (EC) Section 70901.

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

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

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

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

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

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

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

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

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

Civility Formal politeness and courtesy in behavior or speech

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

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

Completion The action or process of finishing something.

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

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

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

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

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

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

Demographic A particular sector of a population.

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

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

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

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

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

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

Equity The quality of being fair and impartial.

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

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

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

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

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

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

RCCD operates on a compressed 16-week calendar, altering the calculation of FTES for a standard full-length primary term course, using a value called the Term Length Multiplier (RCCD's is 16.4):
FTES = (Weekly Student Contact Hours) * (Term Length Multiplier) / 525.
FTES = (Weekly Student Contact Hours) * 16.4 / 525

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

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

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

Germane Relevant to a subject under consideration

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

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

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

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

Learning Outcomes

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

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

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

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

Management – Synonymous with Administration (see above)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Templates

(List with links to templates on the website or direct link to webpage with current templates?)
Suggested templates:
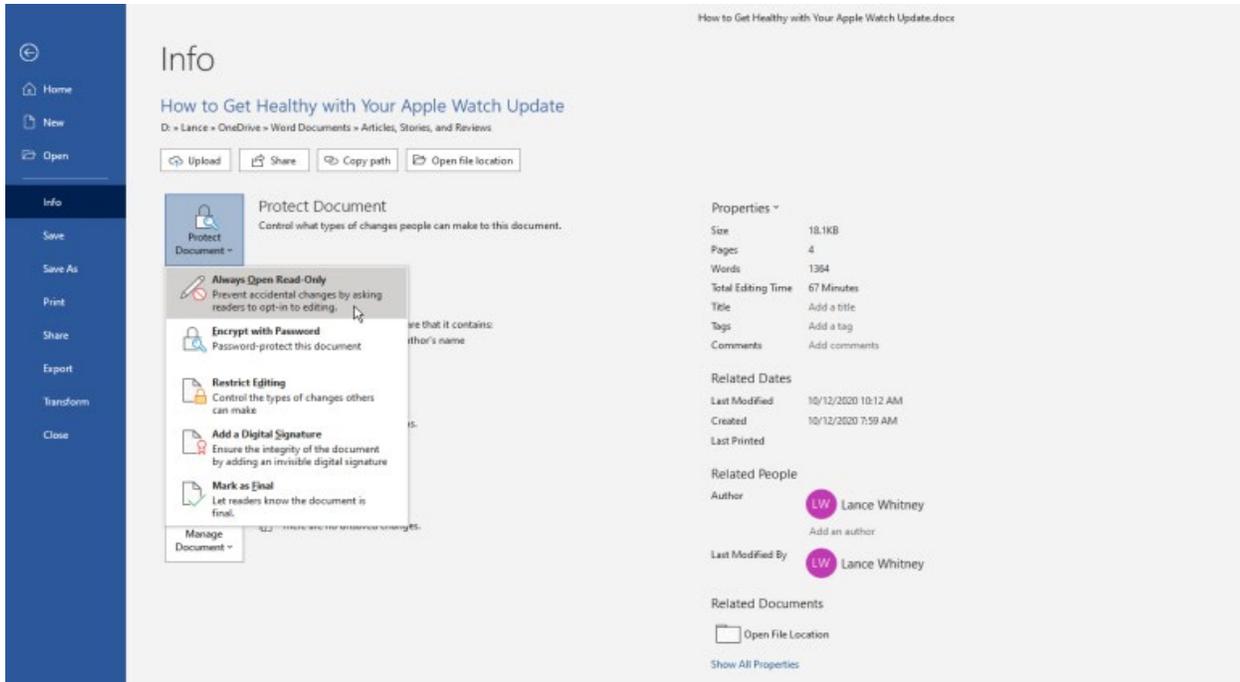Charter
Report of Effectiveness
Minutes
Notes
Agendas
Regular reports

Worksheets – Retention Schedule, Document Inventory

Guides – Document Security Instructions from Types of Access

Read Only

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

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

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

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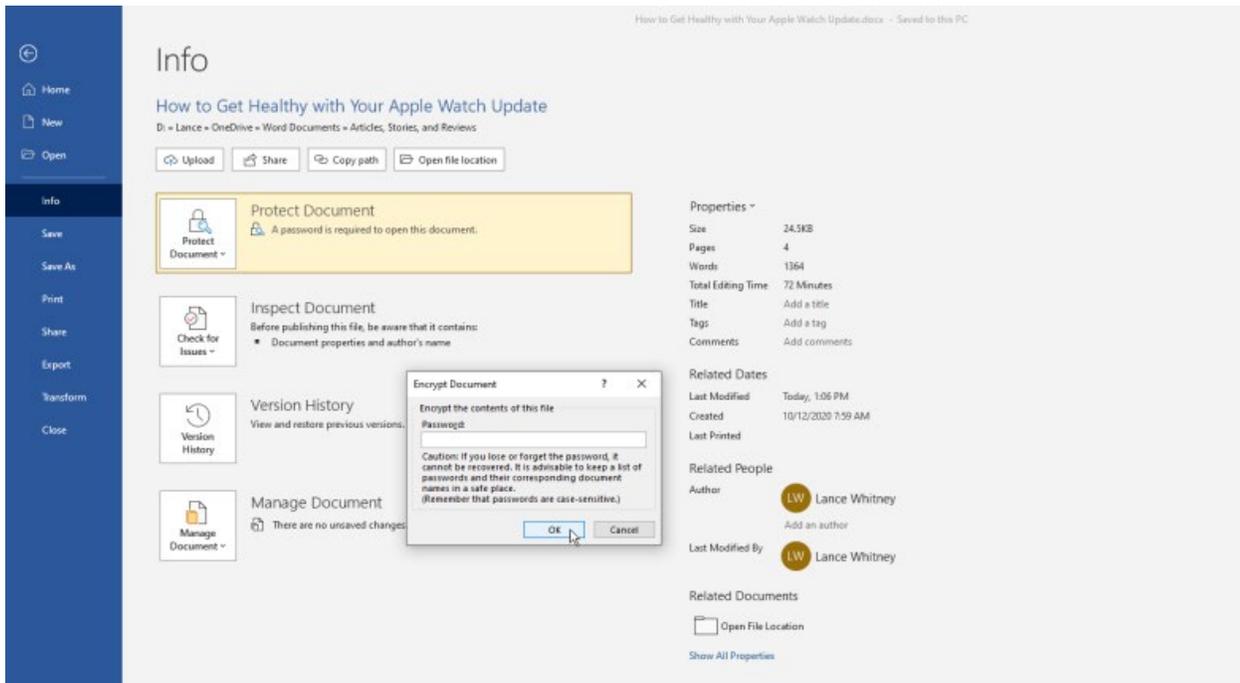
      You can encrypt a document with a password by going to **File > Info > Protect Document** and choosing the Encrypt with Password option. Word will prompt you to create a password for the document. Be sure to use a complex but memorable password because there's no way to retrieve or reset the code if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

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

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

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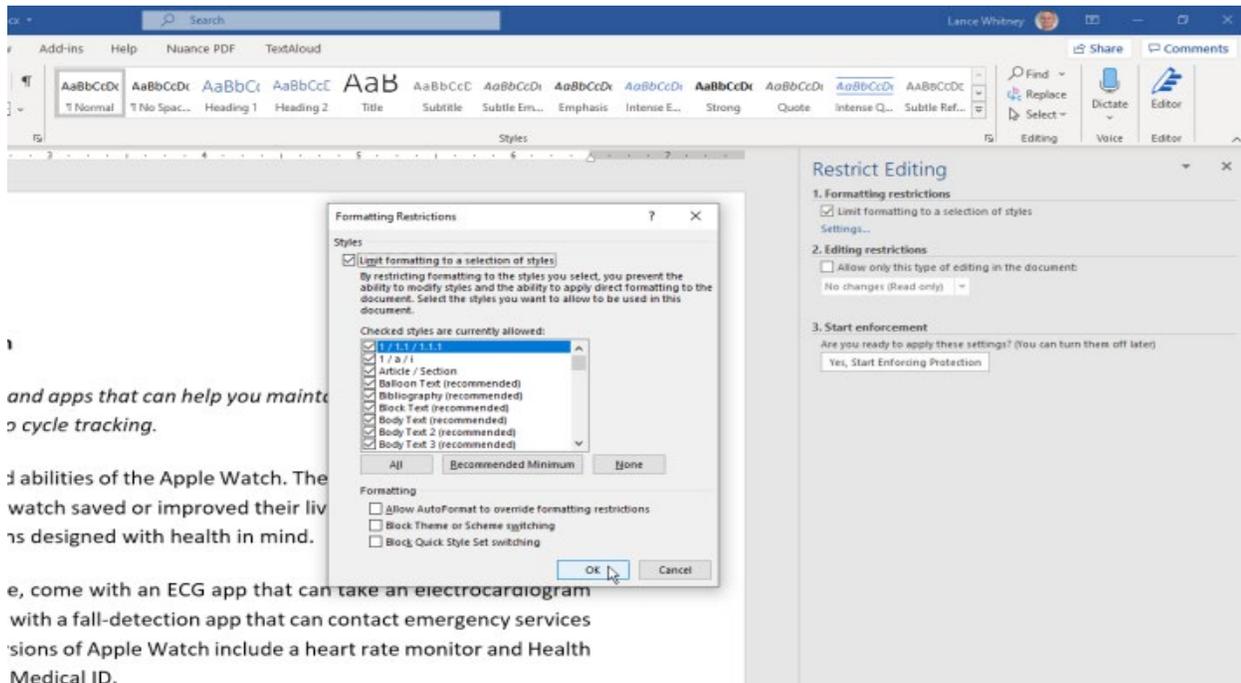
You can limit the ways in which your document can be edited. Click **File > Info > Protect Document** and select Restrict Editing. Your document then displays a Restrict Editing pane on the right-hand side of the document for formatting and editing restrictions. Here, you can give people permission to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

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

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

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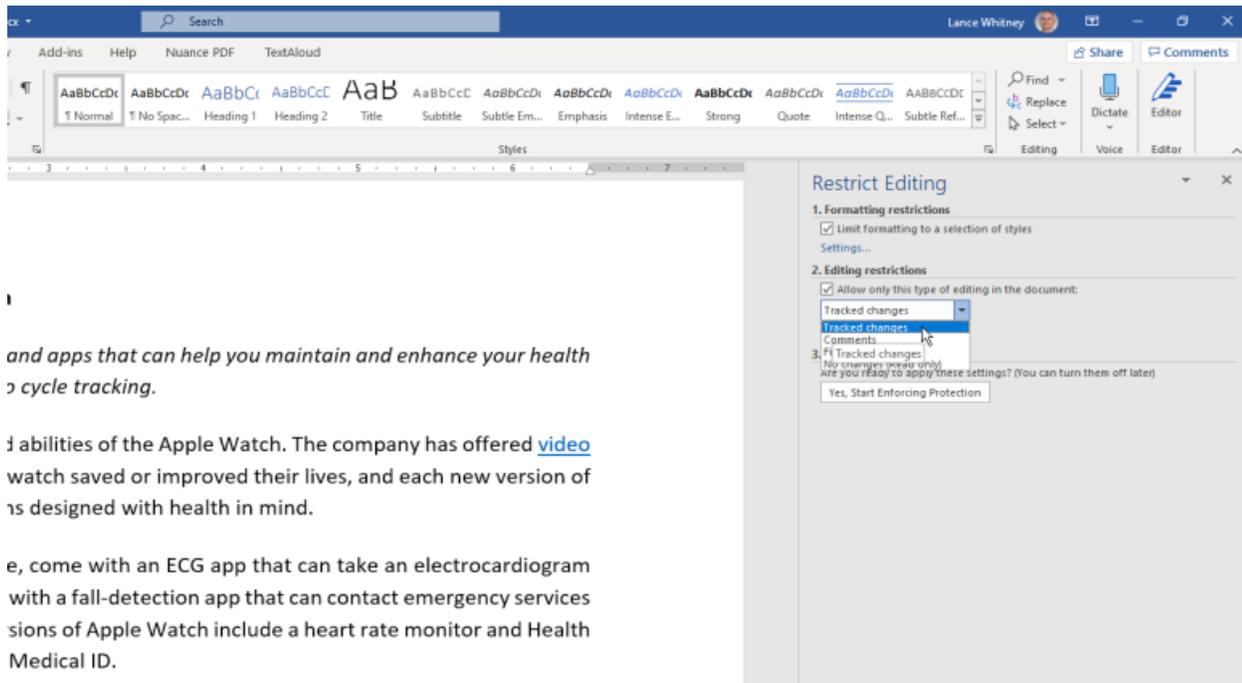
Under Editing Restrictions, check the box next to "Allow only this type of editing in the document" to set how readers can change content in the document. Click the drop-down menu underneath to choose between four options:

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

Editing Exceptions

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

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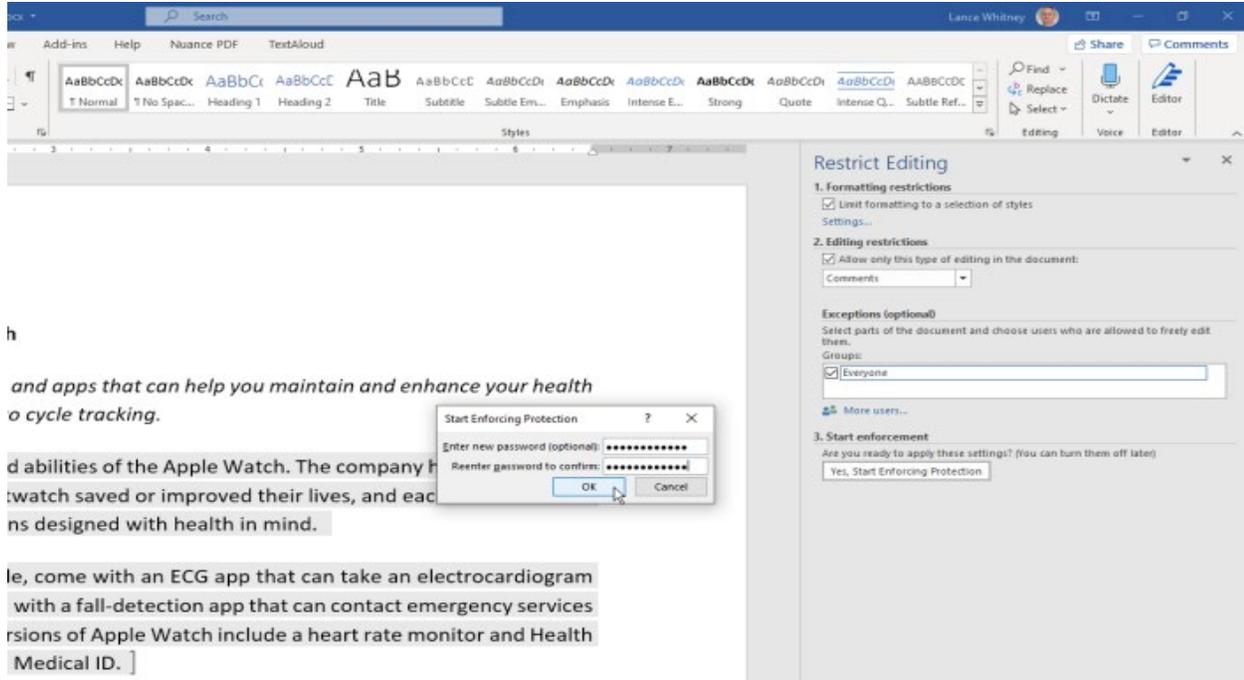
Once everything has been set, click "Yes, Start Enforcing Protection," then type and retype a password and click OK. Save the document, close it, then reopen it to see the editing controls on the top ribbon have been grayed out. If you allowed editing in certain sections of the document, click in that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

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

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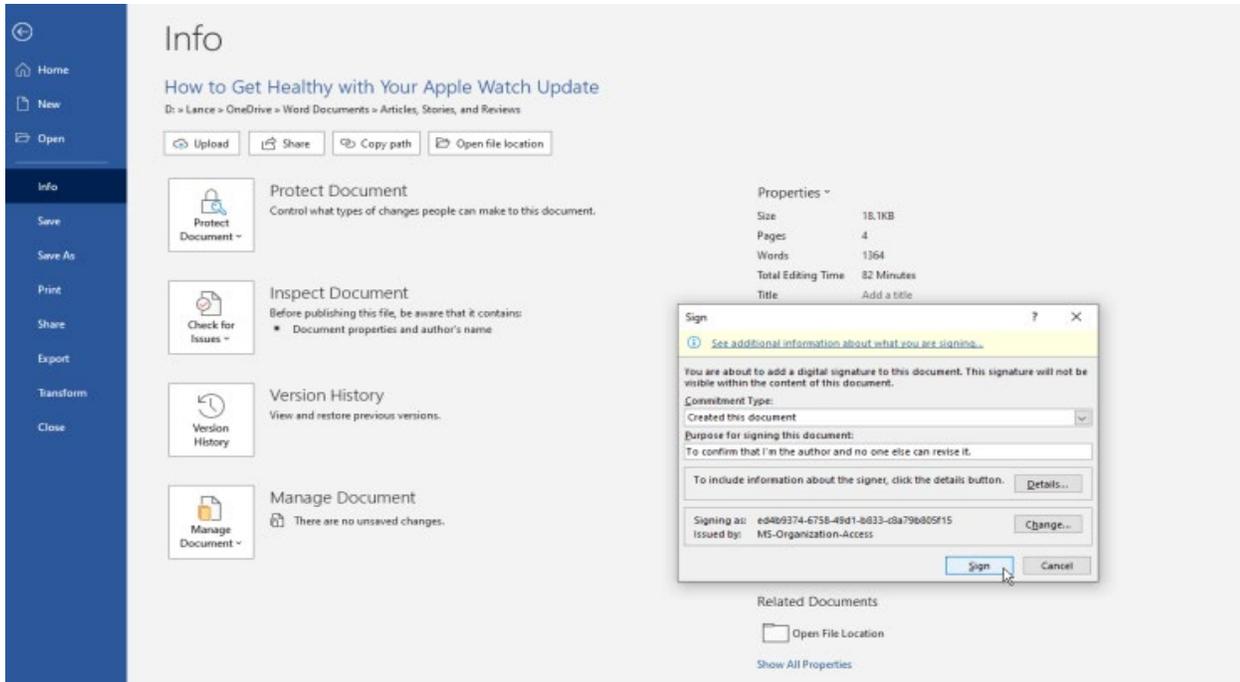
To protect your document with a digital signature, open **File > Info > Protect Document** and select Add a Digital Signature. This tells people who read your document that you and no one else signed it, indicating that you were the last person to revise and save it.

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

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

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

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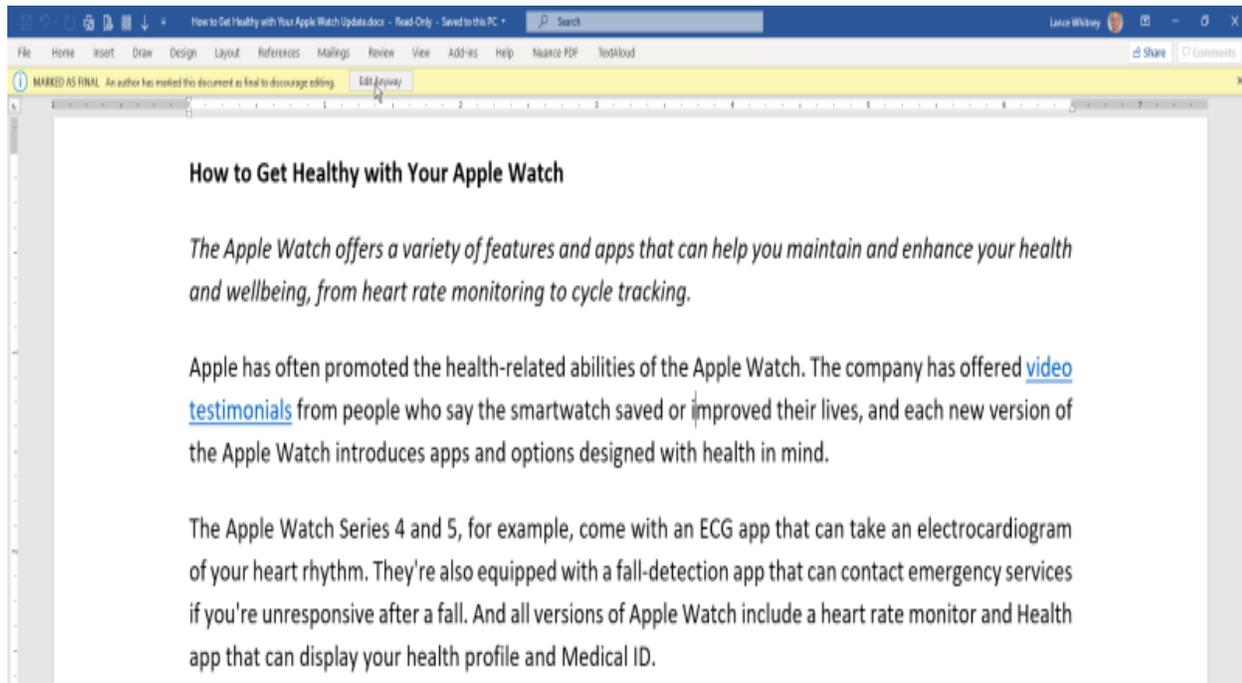
Instead of using a digital signature, you can still mark the document as final in a more unofficial way. Open **File > Info > Protect Document** and choose Mark as Final. Word will inform you that the document is now final and will be saved. By marking a document as Final, you disable typing, editing,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

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

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

<u>Training</u>

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

<u>System Maintenance</u>

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

Diversity, Equity, Inclusion, and Accessibility Glossary of Terms

The purpose of the Diversity, Equity, Inclusion, and Accessibility (DEIA) Glossary of Terms is to serve as a reference guide of DEI terms that are critical to our shared understanding for the need to advance efforts to address systemic racism in our system. While the list of terms is not exhaustive, the glossary identifies key terms informed by the DEIA Workgroup to help individuals engage in meaningful conversations on equity. This glossary is a living document and will be updated on an annual basis to reflect the evolution of our understanding of diversity, equity, inclusion, and accessibility.

DEIA TERMS

Accessibility: The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item.[1]

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color.[2]

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e., nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons are either anti-racist or racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist.[3]

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[1] University of Pittsburgh, Office for Equity, Diversity, and Inclusion. (n.d.) *Diversity, Equity, and Inclusion Glossary.* *https://www.diversity.pitt.edu/education/diversity-equity-and-inclusion-glossary.;* U.S. Department of Education, Office for Civil Rights. 2013, February 28. *Resolution Agreement: South Carolina* Technical College System. *https://www2.ed.gov/about/offices/list/ocr/docs/investigations/11116002-b.html*

[2] Patel, V.S. (2011). Moving toward an inclusive model of allyship for racial justice. *The Vermont Connection* 32, 78-88.; Reason, R, Millar, E.A., & Scales, T.C. (2005). Toward a model of racial justice ally development. *Journal of College Student Development* 46(5), 530-546.

[3] Kendi, I.X. (2019). *How to be an antiracist.* One World

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.[4]

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.[5]

Co-conspirators: Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.[6]

Color Blindness: Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term "colorblind" de-emphasizes, or ignores, race and ethnicity, a large part of one's identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.[7]

Color-Evasiveness: Is a racial ideology that describes the same concept as color-blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.[8]

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by

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[4] Kendi, I.X. (2019). *How to be an antiracist*. One World.

[5] Bias. (n.d.). American Psychological Association Dictionary. Retrieved September 3, 2020, from https://dictionary.apa.org/bias.; Friarman, S.E. (2016). Unconscious bias: when good intentions aren't enough. *Educational Leadership*, 74(3), 10-15,; Moule, J. (2009). Understanding unconscious bias and unintentional racism. *Phi Delta Kappan* (January), 320-326.

[6] *Ally vs. co-conspirator: What it means to be an abolitionist teacher* [Video]. (2020). C-SPAN. https://www.c-span.org/video/?c4844082/use-rclip-ally-vs-conspirator-means-abolitionist-teacher.; Stoltzfus, K. (2019). Abolitionist teaching in action: Q & a with Bettina L. Love. *ASCD Education Update*, 6(112).

[7] Apfelbaum, E.P., Norton, M. I., & Sommers, S.R. (2012). Racial color blindness: Emergence, practice, and implications. *Psychological Science*, 2(13), 205-209.; Plaut, V.C., Thomas, K.M., & Goren, M.J. (2009). Is multiculturalism or color blindness better for minorities? *Psychological Science*, 2(04), 444-446.

[8] Annamma, S.A., Jackson, D.D., & Morrison, D. (2017). Conceptualizing color-evasiveness: Using dis/ability critical race theory to expand a color-blind racial ideology in education and society. Race *Ethnicity and Education*, 20(2), 147-162.

mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.[9]

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.[10]

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and a reorientation to one's role and responsibilities in the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.[11]

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.[12]

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[9] Bonilla-Silva, E. (1997). Rethinking racism: Toward a structural interpretation. *American Sociological Association*, 62(3),465-480.; Sniderman, P.M., Piazza, T., Tetlock P.E., & Kendrick A. (1991). The new racism. *American Journal of Political Science,* 35(2), 423-447.

[10] Abu-Lughod, L. (1991). Writing against culture. In R. G. Fox (Ed.)Recapturing Anthropology: Working in the Present (pp. 137- 162). Santa Fe: School of American Research Press.; Culture (n.d.) American Sociological Association. Retrieved September 3, 2020, from https://www.asanet.org/topics/culture.

[11] Gibson, D.E.& Barsade, S.G. (2003). Managing organizational culture change: The case of long-term care. *Journal of Social Work in Long-Term Care*, 2(1/2), 11-34.; Kanter, R.M., Stein, B.A., & Jick, T.D. (1992). *The challenge of organizational change*. The Free Press.; Wuthnow, R. (1992). Cultural change and sociological theory. In Haferkamp, H. & Smelser, N.J. (Eds.), *Social change and modernity* (pp. 256-277). University of California Press. Denboba, D. (1993) . *MCHB/DSCSHCN Guidance for Competitive Applications*, *Maternal, and Child Health Improvement Projects for Children with Special Health Care Needs* . U.S. Department of Health and Human Services, Health Services and Resources Administration.; Moule, J. (2012) Cultural competence: A primer for educators. Wadsworth Cengage Learning.; Rothman, J.C. (2008). *Cultural competence in process and practice: Building bridges.* Pearson.

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.[13]

Deficit-Minded Language: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at-risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.[14]

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.[15]

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.[16]

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and

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[13] Inoue, Y. (2007). Cultural fluency as a guide to effective intercultural communication: The case of Japan and the U.S. *Journal of Intercultural Communication*, (15).

[14] Center for Urban Education. (2017). Equity in hiring: Job announcements. University of Southern California Rossier School of Education.; Smit, R. (2012). Toward a clearer understanding of student disadvantage in higher education: Problematizing deficit thinking. *Higher Education Research and Development*, 31(2), 369-380.; Valencia, R.R.(Ed.). (1997). The evolution of deficit thinking: Educational thought and practice. Routledge Falmer

[15] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf

[16] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee . University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf

identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.[17]

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.[18]

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.[19]

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.[20]

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.[21]

Gender: Is separate from 'sex,' which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or

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[17] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5,2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf; Mann, B. (2014).Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, from https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/.; Spicker, P. (2006). *Liberty, equality, fraternity. Bristol University Press& Policy Press.*

[18] Equity. (n.d.). *National Association of College and Employers*. Retrieved August10, 2020, from https://www.naceweb.org/about-us/equity-definition/ .; Mann, B. (2014). Equity and equality are not equal. The Education Trust. Retrieved September 3, 2020, fromhttps:// edtrust.org/the-equity-line/equity-and-equality-are-not-equal/

[19] 101: Equity gaps in higher education. (2019).Higher Learning Advocates. Retrieved August14, 2020, from https://higherlearningadvocates.org/resource/higher-ed-101/101-equity-gaps-in-higher-education/.

[20] Malcolm-Piqueux, L. (2017). Taking equity-minded action to close equity gaps. *Association of American Colleges & Universities*.; Malcom-Piqueux, L., & Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. *Peer Review*, 19(2), 5 8.

[21] Dein, S. (2006). Race, culture and ethnicity in minority research: A critical discussion. *Journal of Cultural Diversity,* 13(2), 68 67.; Senior, P., & Bohpal, R. (1994). Ethnicity as a variable in epidemiological research . *B. ritish Medical Journal*, 309, 327-328.

be limited to the gender binary (woman/man).[22]

Gender Identity: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).[23]

Implicit Bias: Bias that results from the tendency to process information based on unconscious associations and feelings, even when these are contrary to one's conscious or declared beliefs.[24]

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.[25]

Intersectionality: The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.[26]

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low

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[22] Torgrimson, B. N., & Minson, C. T. (2005). Sex and gender: What is the difference? *Journal of Applied Physiology*, 99 (3),785-787. https://doi.org/10.1152/japplphysiol.00376.2005

[23] Baum, J. & Westheimer, K. Sex? Sexual orientation? Gender identity? Gender expression? (2015). Teaching Tolerance. Retrieved August 14, 2020, fromhttps://www.tolerance.org/magazine/summer-2015/sex-sexual-orientation-gender-identity-gender-expression.

[24] Harrison-Bernard, L. M., Augustus-Wallace, A. C., Souza-Smith, F. M., Tsien, F., Casey, G. P., & Gunaldo, T. P. (2020). Knowledge gains in a professional development workshop on diversity, equity, inclusion, and implicit bias in academia. *Advances in Physiology Education,* 44(3), 286 294. https://doi.org/10.1152/advan.00164.2019.

[25] Gilson, C. B., Gushanas, C. M.L, i, Y., & Foster, K.(2020). Defining inclusion: Faculty and student attitudes regarding postsecondary education for students with intellectual and developmental disabilities. Intellectual & Developmental Disabilities, 58(1), 65 81. https://doi-org.ezproxy.losrios.edu/10.13521/ 934-9556-58.1.65

[26] Subcultures and sociology intersectionality. (n.d.). *Grinnell College*. Retrieved August 14, 2020, from Https://Haenfler.Sites.Grinnell.Edu/Subcultura-lTheory-and-Theorists/Intersectionality/.

income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as 'structural racism,' 'systemic racism,' etc.).[27]

Low Income: Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These households are considered "in poverty." Household incomes that are below 50% of their poverty threshold are considered "severe" or "deep poverty." Low-income persons have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low-income persons also face housing, food, transportation, and health disparities.[28]

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized groups have restricted access to resources like education and healthcare for achieving their aims.[29]

Merit: A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.[30]

Microaggressions: Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.[31]

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[27] Clair, M., & Denis, J.S. (2015). Sociology of racism. *The International Encyclopedia* of the Social and Behavioral Sciences, 19, 857-863.

[28] Center for Poverty Research. (2017). How is poverty measured in the United States? *The University of California at Davis, CA*. Retrieved August 7, 2020, from https://poverty.ucdavis.edu/faq/how-poverty-measured-united-states.

[29] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf.; Lassiter, C., Norasakkunkit, V., Shuman, B., & Toivonen, T. (2018). Diversity and resistance to change: Macro conditions for marginalization in post-industrial societies. Frontiers in Psychology, 9, 812.

[30] Chang, R.S. (1999) .*Disoriented: Asian Americans, law, and the nation-state*. NYU Press.; Feagin, J.R., & Porter, A. (1995). Affirmative action and African Americans: Rhetoric and practice . *Humboldt Journal of Social Relations*, 21(2), 81-103.; Harris, C.I. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 1707-1791.; Jackson, R.L., & McDonald, A. (2019). The violence of white entitlement and the hypocrisy of earned merit. *Departures in Critical Qualitative Research*, 8(4), 64-68.

[31] Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education*, 696, 0-73.

Minoritized: describes the process of "minoritization" whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups. [32]

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student. [33]

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups. [34]

Overt Racism: Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of White supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities. [35]

Power: Is the ability to exercise one's will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power

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[32] Benitez, M., Jr. (2010). Resituating culture centers within a social justice framework: Is there room for examining Whiteness? In L.D. Patton (Ed.), Culture centers in higher education: *Perspectives on identity, theory, and practice.* (pp. 119-134). Stylus.; Harper, S. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, 3(61), 9-29.

[33] Sims, J.J., Taylor-Mendoza, J., Hotep, L.O., Wallace, J., & Conaway, T. (2020). *Minding the obligation gap in community colleges and beyond: Theory and practice in achieving educational equity*. Peter Lang Publishing.

[34] Definitions of oppression, dehumanization and exploitation. (n.d.). Retrieved August 14, 2020, from http://www-personal.umich.edu/~mdover/website/Oppression%20Compendium%20and%20Materials/Definitions%20of%20Oppression.pdf.

[35] Elias, S. (2015). Racism, overt. In Smith, A.D., Hou, X., Stone, J., Dennis, R., & Rizova, P. (Eds.). *The Wiley Encyclopedia of race, ethnicity, and nationalism*. https://doi.org/ 10.1002/9781118663202.wberen398.

(i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.[36]

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.[37]

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.[38]

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.[39]

Racial Justice: The systematic fair treatment of people of all races, resulting in inequitable opportunities and outcomes for all. Racial justice – or racial equity – goes beyond "anti-

[36] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf; Raven, B.H. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues and Public Policy*, 8(1) 1-22. doi: 10.1111/j.1530-2415.2008.00159.x.; Weber, M.(1947). *The theory of social and economic organization*. Translated by A.M. Henderson and T. Parsons. New York: Oxford University Press.

[37] Allport, G. W., Clark, K., & Pettigrew, T. (1954). *The nature of prejudice*. Addison-Wesley.

[38] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf

[39] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf

racism." It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.[40]

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.[41]

Reverse Racism: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.[42]

Sex: Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.[43]

Structural Racism: Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural

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[40] National Education Association. (2017). Racial Justice in Education. Retrieved August 05, 2020, from https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf.

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racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.[44]

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e., the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use "transgender," not "transgendered."[45]

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.[46]

White Immunity: Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to engage and describe White privilege more accurately.[47]

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.[48]

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples

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and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.[49]

[49] Department of Epidemiology. (2017). Equity, Diversity, and Inclusion Committee. University of Washington School of Public Health. Retrieved August 5, 2020, from https://epi.washington.edu/sites/default/files/DEI%20Glossary%20Word.pdf

NORCO COLLEGE

Charter for Marketing Committee
Spring 2023

This Charter is established between the Marketing Committee and the College to structure the process and planned outcomes included herein during the period of the 2023-2024 academic year.

Purpose
The Norco College Marketing Committee collaborates to build a consistent and recognizable brand for Norco College that is representative of the college and community that we serve.

Charge
The committee plays a key role in supporting efforts related to expanding college access by increasing both headcounts and FTES through marketing, branding, messaging, and campaign strategies in support of the college's Educational Master Plan and Strategic Plan. The committee is integral to representing the image of the institution through the Norco College brand.

Guiding Principles and Assumptions
The Marketing Committee will provide marketing, campaign, and budget recommendations to , the College , the District Marketing & Communications Committee (DMCC) and the RCCD External Relations and Strategic Communications department. Decisions will be made utilizing available enrollment data, past campaign reports, social media metrics, advertising metrics, and other relevant student data.

Scope & Expected Deliverables
The committee supports the Educational Master Plan objectives 6.5 and 6.7. • Provide feedback/recommendations on college marketing priorities, goals, and objectives • Recommend updates to the NC Brand Guide and RCCD Brand Guide • Bring awareness to the NC Brand Guide • Develop marketing plan strategies and campaign recommendations to assist with FTES growth; provide feedback and recommendations on marketing campaigns • Provide recommendations for the marketing and advertising budget • Create Social Media guidelines based on district social media guidelines

Scope & Expected Deliverables
• Develop and provide resources, such as templates and messaging, to be made available on the Marketing Committee webpage.

Membership
The Marketing Committee will be comprised of ten members, inclusive of representatives of all constituency groups and assigned or appointed by their respective representative bodies. All members are voting members. • Faculty Representative (Co-Chair) • CPROS Representative (Co-Chair) • Management Representative (Co-Chair) • CPROS Representative • CPROS Representative • Faculty Representative • Faculty Representative • Management Representative • ASNC Representative • ASNC Representative The members of the Marketing Committee will act via email in between meetings for quick responses/feedback needed on marketing items with a short deadline. All NC Marketing Committee members will be part of these email communications. All communications will be conducted through the committee co-chairs. Any activity will be noted on the following meeting minutes.

Meeting Time/Pattern
The Marketing Committee currently meets monthly on the third Wednesday via Zoom. In future, meetings may take place online, in person, or in a hybrid modality. Meetings are open to the college community and personnel from the Office of External Relations and Strategic Communications are invited to attend with a standing agenda item. To request an item for a future agenda, please contact the Co-Chairs for consideration.

Roles of Chairs and Members
The Co-Chairs are accountable to ensure continuity of dialogue between governance tiers. Co-Chairs are responsible for preparing agenda and facilitating meetings of the Marketing Committee based on best practices and guidelines for effective facilitation. Members are recognized as stakeholders with important expertise and perspectives relevant to the strategic charge of the Marketing Committee that can help to achieve the committee's charter deliverables. Members are expected to actively attend and participate in all meetings, deliberations, and decision-making processes of the Marketing Committee. While representing the perspectives of the constituency group to which they belong, members are expected to

Roles of Chairs and Members
engage in effective dialogue with committee peers with the intention of finding consensus on all issues that come before the committee. The Marketing Committee members will report meeting outcomes to their constituency groups.

Meeting Procedures and Expectations
The Co-Chairs, and members of this governance entity will adhere to meeting and governance best practices as follows: Meeting agendas are issued in advance of meeting times. Meeting agendas are organized to achieve milestones established in the charter and prioritize actions pending, actions required, and problem solving to move the work of the group forward. Either minutes or notes are taken to record the groups progress OR a final summary report is to be submitted/posted. Members endeavor to: - Appropriately prepare for meetings based on the meeting agenda.   - Arrive promptly and stay for the duration of entire meetings.   - Participate in a problem-solving approach where the interests of all participants are considered in developing proposals and recommendations and, where appropriate, distinguish between constituency versus college-wide perspectives.   - Welcome all ideas, interests and objectives that are within the scope of the charter.   - Actively listen to engage in respectful and constructive dialogue.   - Work with a spirit of cooperation and compromise leading to authentic collaboration.   - Move forward once a consensus-based decision has been made.   - Work collaboratively to move items forward as a group. Follow through on tasks that are committed to outside of scheduled meetings.