

**Riverside Community College District Academic Senate**

**Monday, September 29, 2025**

**3:00 - 5:00 PM**

**Physical Location:**

**RCCD District Offices Room 209  
3801 Market Street  
Riverside, CA 92501**

**Access Via Zoom: [LINK](#) Password: 768913**

**I. Preliminaries**

- A. Call to Order
- B. Approval of the Agenda
- C. Approval of the Minutes: June 2, 2025 and August 25, 2025
- D. Public Comments (limited to 3 minutes per person)

**II. Committee and liaison Reports**

- A. RCCD Faculty Association (**Taube or designee**)
- B. Curriculum (**Douglass or designee**)
- C. Global Learning and Study Abroad (**Rhyne or designee**)
- D. Professional growth and Sabbatical Leave (**Renfrow or designee**)

**III. Administrative Reports**

- A. Chancellor's Report (**Isaac or designee**)
- B. Vice chancellor's Report (**Zhai or designee**)

**IV. Ongoing Business**

- A. **Action Item:** The RCCDAS will conduct a second read of the DE peer-to-peer rubric and peer reviewer selection process drafted by the summer workgroup as charged by DAS, including feedback from local governance review. (**Navas or designee**)
- B. **Discussion:** The RCCDAS will identify questions and next steps to move towards implementation of the certification process (**Navas, Bell, and Scott-Coe**)
- C. **Action Item, First Read:** The RCCDAS review the RCCD Strategic Plan (**Zhai**)
- D. **Information and Discussion:** The RCCDAS will discuss the seating of the Senate appointed District Equivalency Committee scheduled for Sept. 30 to deliver the committee charge for implementation of AP 6210A (**Scott-Coe or designee**)
- E. **Discussion:** The RCCDAS discuss progress and proposed edits on the updated draft for DAS bylaws. (Scott Coe or designee)

**V. New Business:**

- A. **Information:** The RCCDAS will review the F25-SP26 meetings calendar, with agenda call and posting dates to facilitate RCCD-ALL messaging (**Navas, Bell, Scott-Coe**)

B. **Discussion:** The RCCDAS will discuss a proposed expansion of equivalency options for RCCD DE Certification (**Popiden or designee**)

C. **Discussion:** The RCCDAS will review proposed updates to **BP/AP 4400: Naming of Facilities, Events, and Programs** (Goldware or designee)

**VI. Roundtable Senate Matters:** The District Academic Senate will address matters connected to purview areas and issues of immediate concern. (**Navas, Bell, Scott-Coe**)

## **VII. College Senate Reports**

- A. Moreno Valley College (**Navas**)
- B. Norco College (**Bell**)
- C. Riverside City College (**Scott-Coe**)

## **VIII. Adjournment**

### **Fall 2025 Meetings:**

August 25, 2025  
~~September 29, 2025~~  
October 27, 2025  
December 1, 2025

### **Spring 2026 Meetings:**

February 23, 2026  
March 23, 2026  
April 27, 2026  
June 1, 2026

#### Title 5 §53200 and RCCD Board Policy 2005 Academic Senate "10+1" Purview Areas

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

\* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

\*\*The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside Community College District Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

## Riverside Community College District Academic Senate

**Monday, June 2, 2025**

**3:00 PM - 5:00 PM**

The meeting of the Riverside Community College District Academic Senate was called to order by President Kimberly Bell.

**Members Present:** Kimberly Bell, Jo Scott-Coe, Esteban Navas, Rhonda Taube

**Guests:** Eric Bishop, Araceli Calderon, Graciela Caringella, Mark Carpenter, Araceli Covarrubias, Keith Dobyns, Jennifer Escobar, Tammy Few, Carrie Foster, Rebecca Goldware, DJ Hawkins, Jim Lambert, Rakel Larson, Janet Lehr, Jacqueline Lesch, Sandra Popiden, Debbi Renfrow, Jeff Rhyne, Heather Smith, Erin Spurbeck, Tom Vitzello, and Lijuan Zhai

### **I. Preliminaries**

- A. Call to Order: 3:00 p.m.
- B. Approval of the Agenda: Navas/Scott-Coe approved unanimously, with a correction to the misspelled word “discussion” under V.B. and a correction to Scott-Coe’s last name throughout the agenda.
- C. Approval of the Minutes for March 24, 2025 and April 28, 2025: Scott-Coe/Navas with correction to Scott-Coe’s last name in the Minutes for April 28, 2025.
- D. Public Comments: None

### **II. Committee and liaison Reports**

- A. RCCD Faculty Association (**Taube**)
  - End-of-year final meeting of the year scheduled tomorrow; will enter closed session to vote on which contract articles to sunshine; target sunshine date is August, possibly September.
  - Negotiation team includes faculty from all three colleges, both full-time and part-time; Jennifer Floerke was appointed as lead negotiator; the team has not yet started meeting.
  - Faculty feedback was gathered via Town Hall and survey for contract improvements; regular meetings have been open for faculty input. Tomorrow's meeting will begin as open, then move to closed session for voting; the goal is to present to the Board of Trustees in the fall to begin negotiations.
  - There is confusion around operationalizing the MOU and DE proposals. The DE Camp was negotiated away due to ineffectiveness; reintroducing DE Camp violates the MOU; any new proposals must go through the Vice Chancellor of Educational Services, in consultation with DE committees and the Academic Senate. We need collaborative faculty planning and a sustainable certification model.
  - The work on the DE MOU is considered complete; responsibility now lies with the Senate and District. The MOU is a legal agreement and must be adhered to.
  - The FA is available to answer questions.
  - The Senate’s continued work on the DE certification is appreciated.
- B. Curriculum (**Johnson, or designee**)
  - N/A

### C. Global Learning and Study Abroad (**Rhyne**)

- The committee began implementing the plan developed from the IEPI PRT Group's recommendations. Rhyne will work over the summer to advance key initiatives.
- Collaboration is expected with Dr. Zhai and Dr. Bishop on SPRs to involve committee members in summer work.
- The timeline for changes to the study abroad program is tight, though such changes typically take longer than the proposed 1–2 years.
- Tokyo 2026 study abroad program was officially approved. Faculty applications are open until Friday. The program will feature one faculty member and one class, unlike previous dual-faculty formats.
- Rhyne had proposed a trip to Singapore to explore partnerships with local universities and polytechnic colleges. Focus areas included green/sustainability, cybersecurity, and health professions. The trip would have been funded by the IEPI PRT grant. However, the request was denied by the Chancellor due to cost concerns and uncertainty about partnership outcomes. Rhyne expressed disappointment and emphasized the need for clear guidelines on international travel for partnership development.
- Rhyne plans to provide further updates in the fall.

### D. Professional Growth and Sabbatical Leave (**Renfrow**)

- Three (3) sabbatical requests approved: 1 full-year sabbatical (100%); 2 for Spring 2026 (2 from RCC, 1 from Norco)
- Seven (7) new professional growth requests approved; 4 salary reclassification requests approved for completed professional growth
- For committee structure and oversight, we are waiting confirmation that the committee falls under both Educational Services and Human Resources. If confirmed, coordination between Dr. Zhai and Vice Chancellor Few will be needed for administrative responsibilities.
- A sabbatical survey was conducted to gather feedback on the sabbatical leave process; 29 responses were received with open comments; a small workgroup will review results and aim to offer professional development in the fall. Survey results will be shared with interested parties.
- The committee was confirmed as a Brown Act body; we will need to make meetings open to the public while maintaining privacy for sensitive discussions.
- The current sabbatical application timeline may hinder fall sabbatical opportunities; applications are reviewed only once in May, which may be too late for fall planning; timeline revision is under consideration and may be addressed in contract negotiations.
- Vice Chancellor Few confirmed the committee is co-owned by HR, Ed Services, and Strategic Planning per the AP. Discussion is underway to clarify responsibilities and processes.
- Discussions will continue on improving the timeline and administrative clarity.

## III. Administrative Reports

### A. Chancellor's Report (**Isaac**)

- N/A

B. Vice Chancellor's Report (**Bishop**)

- The Scaling Guided Pathways Retreat was held Friday with nearly 200 attendees. The retreat focused on upcoming work and establishing a standard of care; a new software package (Element 451) was reviewed by 50 faculty and staff. The software is expected to support the initiative and be implemented over the summer for fall readiness.
- The Vision 2030 Regional Collaborative took place in early May, sponsored by Strong Workforce. It included participation from all regional colleges and aimed to align strategic plans with Vision 2030; each college hosted sessions that led to productive discussions; some concerns were raised about data and goal-setting from the Chancellor's Office, particularly regarding arbitrary targets.

**IV. New Business:**

A. **Discussion Item:** The RCCDAS will discuss possible [revisions to bylaws and timeline](#) for review. (**Scott-Coe**)

- The group reviewed feedback from Dobyns on suggested updates to governance documents. Focus areas included: size of body and Brown Act compliance, distinction between standing committees and Senate-appointed district committees (bylaws Article 2 and Article 3), and inclusion of the new District Equivalency Committee.
- Document updates will continue over the summer, with a revision to be reviewed in August. Central goal at this stage is to expand the size of the body to address Brown Act, to clarify quorum correctly, establish public comment guidelines, and sort out standing vs. senate appointed district bodies.

B. **Discussion Item:** The RCCDAS will review revisions to [BP/AP 4010 Grants and Sponsored Projects – Project Management and Implementation, 4011 Grants and Sponsored Projects – Structure, Roles & Responsibilities, 4200 Gifts, and 4500 Student News Media](#). (**Goldware**)

- BP/AP 4010 – Grants & Sponsored Projects: Noted inconsistencies in terminology: “sponsored programs” should be updated to “sponsored projects”; updates aim to improve clarity and scope, including cooperative agreements; some sections (e.g., page 2 under organizational structure) still contain outdated language. Senate members expressed appreciation for responsiveness to concerns.
- BP/AP 4011 Grants & Sponsored Projects – Project Management and Implementation: Mostly language clean-up and clarification of duties, especially for Business and Financial Services (BFS) and colleges. Senate confirmed comfort with the proposed changes.
- BP/AP 4200 Gifts: No substantive changes; presented for transparency and consistency. Senate acknowledged and accepted the update.
- BP/AP 4500 – Student News Media: BP 4500: No substantive changes.
- AP 4500: Expanded language on grievance procedures and updated terminology to reflect current technology and platforms. Senate confirmed no action needed and expressed appreciation for the updates.
- All reviewed items will proceed to the Governance Committee and then to DSPC.
- Senate confirmed these were informational items and did not require formal action.

- C. **Discussion Item:** The RCCDAS will be provided an update from HRER regarding RCC and MVC Department Chair Concerns. **(Caringella and Dickerson)**
- Part-Time Faculty Hiring - HR responded to concerns raised by the District Academic Senate regarding delays and communication issues in part-time hiring, identifying challenges with processing and communication from Spring 2024 and improvements made in Fall 2024.
  - Staffing and Support: HR team expanded to include 4 liaisons and 1 executive assistant. Emphasized a collaborative approach and encouraged direct communication for issue resolution.
  - Confidentiality concerns should be addressed offline to avoid policy violations.
  - The presentation materials and response will be shared with relevant stakeholders and committees.
  - HR recommends using the general HR email for inquiries when the appropriate contact is unclear.
  - HR is committed to transparency, collaboration, and timely support for faculty hiring processes.
- D. **Action Item:** The RCCDAS will approve the ranking of the [EAP Applications](#). The actual number of proposals funded will be dependent on the funding source. This will serve as a first read with action. **(Bell)**
- RCCD Academic Senate approved the ranking of EAP applications. The final ranking list includes applicants ordered by their rubric scores. The number of applications that can be funded is still pending, based on available budget. Coordination is ongoing with Vice Chancellor Bishop and Chancellor Isaac to finalize funding.
  - Notification of funding decisions is expected by Wednesday, June 11, 2025.
  - Last year, funds were split evenly among all applicants due to a lack of a ranking system, which meant less funds for each applicant. This year, with a rubric in place, the plan is to fund the top ranked applicants.
  - Going forward: DAS will look at the rubric to refine it for increased clarity and equity. We have been adjusting to the increase of applicants in the past two years.
  - DAS received a clarification that workers are capped at 125 hours per academic year, typically at \$20/hour.
- **Motion:** To approve the allocation of \$2,500 per award, fund as many top-ranked applicants as the budget allows, and use the ranking to determine awardees in descending order until funds are exhausted. **Navas/Scott-Coe, motion passed.**
- E. **Action Item:** The RCCDAS will review the district process implementation requirements for the [Distance Education Certification MOU](#), Distance Education Certification acceptance from the other institutions. **(Bell)**
- A special public meeting was held the previous Tuesday to discuss the implementation of the DE Certification MOU. The goal is to operationalize the MOU in a meaningful, engaging, and sustainable way. The focus is currently on two items: assessing equivalency for DE certification from other institutions and

the peer-to-peer review process, to be determined. The third item, in-house DE training, will be addressed in Fall 2025.

- The current DE equivalency process is based on competencies listed on the RCCD DE website.
- There was some discussion and debate about how to validate existing competencies for certification and how equivalency decisions should best be determined. Clarification was provided that the MOU allows recognition of certifications from other accredited institutions.
- Extensive discussion ensued about considerations and potential options.
- **Motion:** To approve tabling the equivalency process discussion until the next meeting on August 25, 2025. Until then, the existing equivalency process as outlined on the DE website will remain in effect. Additional agenda items (4G, 5A, 5C, 6A-6C) were also tabled for the August meeting, excluding item 5B. **Navas/Scott-Coe, motion passed.**

F. **Action Item:** The RCCDAS will discuss the district process implementation requirements for the [Distance Education Certification MOU](#). Peer-to-Peer Review. (Bell)

- The peer-to-peer review process is being developed as one of the pathways for faculty to meet DE certification requirements under the MOU.
  - **Motion:** To approve the peer-to-peer review process, excluding the use of the full CVC-OEI rubric. **Navas/Scott-Coe, motion passed.**
- A suggestion was made for a workgroup to develop a “CVC-OEI Light” rubric, focusing on RSI (Regular and Substantive Interaction) and accessibility, aligned with ACCJC accreditation standards.
- Discussion ensued with a focus on availability and selection of initial reviewers, ideally including Peer Online Course Review (POCR)-certified faculty, California Virtual Campus Online Network of Educators (@ONE)-certified faculty, and/or DE committee members.
- A summer workgroup will be formed, tasked to develop the peer-to-peer review rubric for the updated certification process framework. The workgroup will include representatives from all three colleges.
- The target timeline is for implementation by October 2025, pending shared governance review (through DAS, local senates, DE committees)
- The June 2026 certification deadline cannot be changed without renegotiating the MOU.
- **Motion:** To approve the option as outlined to develop the Peer-to-Peer review. **Navas/Scott-Coe, motion passed.**

G. **Discussion Item:** The RCCDAS will discuss the needed revision of [AP 2105](#) Distance Education to be consistent with accreditation criteria. (Navas, or designee) – POSTPONED

**Ongoing Business:**

A. **Discussion Item:** The RCCDAS will review the [AP 2100 Graduation Requirements](#)

[for Degree, AP 2610 Instructional Services Agreement, and AP 2102 Career & Tech Ed Programs.](#) (Bell or designee) – POSTPONED

**B. Discussion Item: The RCCDAS will discuss the staging of implementation and timeline for [AP 6210A](#). (Scott-Coe)**

- The updated subject matter equivalency procedure is awaiting final approval from the Chancellor and Cabinet, expected at the next Board meeting.
- Please note that this update is not related to DE certification equivalency, although we are using that same word.
- Until the new procedure is approved and implemented, the old equivalency process will remain in effect.
- A new District Equivalency Committee is being formed, appointed by the Academic Senate. Each college must appoint two representatives. Appointments should be ratified by local senates June 9 so that the committee can be activated in Fall 2025.
- A pause period will follow Board approval to allow time for seating the new committee and identifying designated subject matter experts (SMEs) for equivalency panels across the district.
- Scott-Coe is working with Ines Solis and Chris Blackmore to develop an input form for department chairs to submit discipline SME designations for equivalency panels as needed. Beta testing of the form is planned within the next 7 days. The form will be available for use during summer.
- DAS will help convene and orient the new committee in the fall.

**C. Roundtable Senate Matters:** The District Academic Senate will address matters connected to purview areas and issues of immediate concern. (Navas, Bell, Scott-Coe) – POSTPONED

**V. College Senate Reports**

A. Moreno Valley College (Navas) - POSTPONED

B. Norco College (Bell) - POSTPONED

C. Riverside City College (Scott-Coe) - POSTPONED

**VI. Adjournment:** 6:06 p.m.

**Spring 2025 Meetings:**

February 24, 2025

March 24, 2025

April 28, 2025

June 2, 2025

**Fall 2025 Meetings:**

August 25, 2025

September 29, 2025

October 27, 2025

December 1, 2025

## Riverside Community College District Academic Senate

**Monday, August 25, 2025**

**3:00 PM - 5:00 PM**

The meeting of the Riverside Community College District Academic Senate was called to order by Senate President, Jo Scott-Coe.

**Members Present:** Kimberly Bell, Esteban Navas, Jo Scott-Coe

**Guests:** L. Adams, H. Aljord, S. Cerwin-Bates, E. Bishop, S. BuShell, L. Contreras, S. Ellis, J. Elton, C. Foster, M. Green, R. Goldware, K. Harrison, J. Kim, D. Kruizenga-Muro, S. Ma, L. Newson, S. Popiden, J. Rhyne, B. Salzameda, T. Vitzelio, M. Wiggs, M. Wilson

### **I. Preliminaries**

- A. Call to Order: 3:00 PM.
- B. Approval of the Agenda: Navas/Bell - Approved unanimously.
- C. Approval of the Minutes: June 2, 2025 - Tabled for the next meeting.
- D. Public Comments: None

### **II. Committee and liaison Reports**

- A. RCCD Faculty Association (**Taube**)
  - N/A
- B. Curriculum (**Douglass**)
  - The written report submitted by Dr. Kelly Douglass offers a reminder that Phase IIA Courses have an upcoming curriculum deadline on Friday September 19. The remaining courses are due October 3.
- C. Global Learning and Study Abroad (**Rhyne**)
  - 56 students participated in the Tokyo program with Psychology/Business courses plus a two-week internship for a total of six weeks. A student debriefing was completed and a presentation to BOT is scheduled for October.
  - Draft mission, vision, and goals for the committee will be brought back for approval by DAS at a later date.
  - Planning 2026 Summer Tokyo program is in the works with competitive bids.
  - Developing a 3-year plan (through 2030) for diverse locations and program lengths to align with student education plans.
  - Fundraising efforts are underway.
  - Emailed request to DAS presidents regarding employee participation.
- D. Professional Growth and Sabbatical Leave (**Nafzgar**)
  - Professor Sara Nafzgar will be invited to future District Academic Senate meetings to provide a report.

### **III. Administrative Reports**

- A. Chancellor's Report (**Isaac**)
  - Observed a strong start to fall term with high faculty participation at Flex and Welcome Day.
  - The College Promise Program session was well attended; students were engaged and knowledgeable.
  - Enrollment slightly above 2018–19 levels; state growth funding available.
  - We have renewed a statewide push for AB 1400 (BSN degrees at CC's), with broad

- district and employer support; faculty letters are urgently needed by September.
- Budget is stable this year; cautious on federal funding, but state remains primary source.
- Measure CC projects are advancing, beginning with Norco Kinesiology groundbreaking.
- Highlighted growing partnerships with UCR and Cal State San Bernardino.

B. Vice Chancellor's Report (**Bishop**)

- With the recent transition from RCCD Ed. Services to Interim President of RCC, he will continue providing steady leadership in overseeing the districtwide implementation of the Standard of Care.

#### IV. New Business:

- A. **Information Item:** The written update from ASCCC President, Dr. LaTonya Parker, will be shared for distribution (**Navas**). ASCCC officers do not customarily visit local senates, although local senates can host state events.
- B. **Information and Action Item:** The Assessment Committee will present RCCDAS with its update to the language of ILO #1 (**Kruizenga-Muro**). **Motioned by Assessment Committee, motion passed unanimously.**
- The Assessment Committees from Riverside City, Norco, and Moreno Valley collaborated to revise GE SLO #1 (Critical Thinking) for clarity and ease of assessment.
  - Revision process took place over the past year and half.
  - Clarification was provided on terminology: GE SLOs are often referred to as ILOs statewide; RCC has begun using this terminology informally, with formal approval process still pending.
  - The final version (Revision 3.0) has been approved by all three colleges and their Academic Senates. Next step: updating college catalog to reflect new language.
- C. **Information, Discussion, and Possible Action:** The RCCDAS will receive the draft of the RCCD Strategic Plan and proposed timeline for sharing and gathering feedback through the governance process (**Zhai**)
- Strategic Plan Draft (2025–2030) was developed by DSPC workgroup over spring and summer and built around six goals aligned with Vision 2030—equity in access, success, and support; institutional effectiveness; resources and partnerships; and community engagement.
  - Mission, Vision, Values have been reviewed and revised; this draft reflects district values and direction.
  - Timeline for vetting includes:
    - September – collect feedback and revise.
    - Late September – first read at District Academic Senate.
    - October – first + second reads and approvals through governance bodies.
    - December – Board of Trustees approval targeted.
  - Draft will be shared with Senate presidents by early September to meet local Senate timelines; continue revisions based on feedback.
- D. **Action Item:** The RCCDAS will conduct a first read of the DE peer-to-peer rubric and peer reviewer selection process drafted by the summer workgroup as charged by DAS, including a timeline for local governance review prior to DAS second read and vote (**Navas**).
- [RCCD DE Peer-to-Peer Certification Slides](#).
  - Link to provide feedback: <https://forms.office.com/r/s7mih1dSG9>

- Workgroup consisted of faculty representatives from all three colleges and collaborated for 7–8 weeks.
- Draft rubric ensures consistency in DE certification and alignment with accreditation standards (context points of reference include RSI, Title 5, ADA, AP 2105).
- Draft of proposed reviewer qualifications was also shared and discussed.
- Faculty-wide feedback on these items generated by the workgroup will be collected across district throughout September governance bodies and additional consultation with the Faculty Association on compensation as needed.
- Following the September review process, discussions will be needed to determine coordination and implementation as well as the appropriate resources to put into place for supporting faculty using the certification process.
- Second read at DAS in September.

**E. Discussion Item:** The RCCDAS will discuss the current status of moderated vs. unmoderated listservs at colleges and district (**Scott-Coe, Navas, Bell**)

- All three colleges held discussions over the past year regarding Faculty Listservs. Senates opted for unmoderated faculty listservs to support open communication.
- College-All listservs transitioned to moderated lists per presidential/PLT directives.
- Messaging about the transition was combined with info. about unmoderated lists.
- For implementation process at MVC, Senate presidents and standing committee chairs were added as approved senders to meet Brown Act timelines.
- College and District Senates are exploring use of centralized Senate channels that have pre-approved senders to reduce delays in release of messages.
- Differentiation between faculty-driven communication spaces (unmoderated) and official college-wide communication channels (moderated) was discussed. Students are not included on the college-all channels.

**V. Ongoing Business:**

**A. Discussion Item:** The RCCDAS will discuss steps and timeline for seating the District Equivalency Committee, to begin implementation for updated AP 6210A (**Scott-Coe**)

- Faculty appointees for the Equivalency Committee were approved by local senates in June; members will serve 2025–2028 term with broad disciplinary and CTE representation.
- Department chairs have been actively submitting subject matter experts designated by disciplines into the electronic database; only a few departments are outstanding.
- The DAS representative will liaise with Ed Services and HR to convene the committee, issue charge, in alignment with new AP. Target is mid-September, no later than October 1.

**B. Discussion and Possible Action:** The RCCDAS will address considerations and dates for the Fall 2025 and Spring 2026 Senate Spotlight schedule (**Navas, Bell, Scott-Coe**). **Motion Bell/Navas, motion carried unanimously.**

- Due to challenges at the start of Fall, the first Senate Spotlights will shift from September to October, followed by November and December.
- For Spring 2026, Riverside will present in March, Norco in April, and Moreno Valley in May; June is avoided due to multiple challenges (similar to beginning of Fall).
- Senate approved adjusting the spotlight cycle to October–December in Fall and March–May in spring for consistency moving forward.

- C. **Information and Discussion:** The RCCDAS will receive an update about ongoing draft revisions for DAS bylaws, with a revised timeline for first read followed by local senate reviews. **(Scott Coe)**
- Planned first read was delayed for additional clarification, as more input is being gathered with the aim of presenting a draft in September. Seeking guidance from legal counsel.
  - Discussion ensued about voting and quorum with an expanded body, including possible tie-breaking role by the DAS President.
- D. **Roundtable Senate Matters:** The District Academic Senate will address matters connected to purview areas and issues of immediate concern. **(Navas, Bell, Scott-Coe)**
- MVC will select this year's Distinguished Faculty Lecturer, selection should be prioritized soon for scheduling and reassignment purposes.
  - Request for support for District DE workgroup needs.
  - Concern raised about potential impacts of federal decision not to defend HSI grants.

## VI. College Senate Reports

- A. Moreno Valley College **(Navas)**
- At Moreno FLEX, the Senate was invited along with Classified Professional leadership to hold collaborative discussions with administration.
  - Looking forward to the selection of the 64<sup>th</sup> Distinguished Faculty Lecturer.
- B. Norco College **(Bell)**
- Norco FLEX was well attended and had to move locations due to its larger capacity.
- C. Riverside City College **(Scott-Coe)**
- RCC welcomed new Interim President, Dr. Eric Bishop, and looking forward to work closely with him.
  - RCC FLEX was well attended. An inaugural honor for Excellence and Equity-minded Teaching & Learning named after Dr. Oliver Thompson was awarded to Emeritus and Distinguished Professor, Dr. Don Ajené Wilcoxson.
  - Academic Senate held a FLEX session on free speech and academic freedom, including General Counsel Dobyns, with plans to host ongoing sessions throughout the year.

## VII. Adjournment: 5:04 PM

### Fall 2025 Meetings:

August 25, 2025  
 September 29, 2025  
 October 27, 2025  
 December 1, 2025

### Spring 2026 Meetings:

February 23, 2026  
 March 23, 2026  
 April 27, 2026  
 June 1, 2026

## **RCCD Academic Senate Meeting**

### **Public Comments**

The public may comment on items not included on the District Academic Senate (DAS) agenda during the “Public Comments” agenda item only.

Total time for public comments will be limited to 10 minutes.

Time limits for each individual speaker will be 3 minutes, unless there are several speakers in which case time may be reduced to ensure public comment is limited to 10 minutes.

Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of names or pejoratives.

DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.

## Feedback Form Responses

Updated 2025-09-25

### Response 1

#### NC DEC Questions

- What type of reviewer access will district DE provide? Evaluator / observer like IOIs or Instructor level access?
  - **One option: copy of an archived course housed in a development shell**
  - How to evaluate substantive without student responses?
  - Do reviewers need to see student responses for local DE certification?
  - Is it enough to assume faculty are implementing Communication Plans and other elements or do reviewers need to verify it?
  - Setting the proper role for reviewers, regarding issues that arise during IOI
- Does the rubric, which requires review of the substantive elements of RSI, require access to the Canvas gradebook and the content of discussion boards to determine if there has been appropriate monitoring, substantive and regular feedback, and facilitation of discussion boards?
  - See above
- Course Communications and Interactions (Item D): Does peer evaluation of the RSI element, which may require access to student level grade information pose a potential FERPA violation? Does RCCD legal counsel need to examine the FERPA issue prior to NAS and DAS approving the rubric and new process?
  - See above
- Will the rubric clearly designate that only 1 Content Module, the syllabus, and the Welcome Module will be included in the review process? That the intent is NOT to review the entire course in the p-2-p review process.
  - Possible locations for these clarifications: rubric form, support Canvas shell, RCCD DE website
  - Appreciative Inquiry type of process similar to IOI, not a punitive evaluation
- Will the instructor under review have the ability to select the Module to be reviewed? Or will this decision be made by the reviewer?
  - Mutually agree / collaboration. Focus should be that necessary elements needing review are present
  - Suggestion: minimum of one content module to be reviewed but reviewees have the option to provide more as needed to complete the review
- Will there be a Google Form or alternative way for the faculty member to share with the reviewer where to find elements of RSI?
  - MS Form, email thread
  - Related to how faculty initiate the review process?

- Course Communication and Interactions (Items A,B,C), will APC be asked to consider supporting the creation of a syllabus shell modification to include a Communication Template, as mentioned in items A-C?
  - Specific to Norco College (in progress)
- Equitable Teaching Practices (Item C): is it possible to modify the following item: “Communications and activities foster care and connection among students and with the instructor.” To the following: Communications and / or activities foster care and / or connection among students and with the instructor.
  - **Broad is the intention, but faculty need clear guidance**
  - Examples in the support Canvas shell should be provided
  - One of the ‘and’ may be changed to ‘and/or’ , per external evaluation criteria
  - Concern is about punitiveness and technicalities / concerns over being dinged, since communication might be in activities and not communication or vice versa.
- How many hours are appropriate for initial review, work with faculty to improve to gain alignment with the rubric, and for a second review and paperwork authorizing that the faculty member’s course Module is now aligned with the new rubric?
  - 3 Hours of compensation for reviewers has been mentioned before, but is this sufficient, especially for revisions?
  - Is there a process to contest results of a peer review?
- Who will be tasked with running this DE Certification P-2-P process?
  - 1. Who will handle the campaign launch and outreach / support?
  - 2. Who will take the lead in establishing and maintaining the verification process of tracking all the faculty participants who obtain certification in the first attempt, those who required re-checks, and those who need additional support to align with the rubric requirements.
  - 3. Who will take the lead in the creation and provision of SPRs, selecting the reviewers, and engaging in the verification of time logs for reviewers?
  - 4. Who will handle the Google Forms process and FPDC collaboration to pay Associate faculty and provide FLEX credit to full-time faculty?
  - 5. Who will conduct the PD training to support alignment?
  - **This where support from District Office is essential. Recommending a faculty coordinator position - DEC Chair 0.2 is not enough.**
  - **CVCOEI Consortium member colleges are required to have a local POCR process. Above is aligned with this requirement.**

## Response 2

- There are typos in the rubric on the word certification. I saw on the reviewer selection page it says people apply through HR if they're qualified.
- Is it possible to identify those who meet the minimum requirements to be identified by HR and then those faculty can be solicited? If a faculty meets the minimum.

- o HRER is mentioned in the presentation slides but the person reviewing peer reviewer interest letters could be the recommended one.
- Requirements: wouldn't they be on the district's list as certified to teach online?
  - o These are different than the original RCCD certification. Many faculty who originally applied for equivalent certification are still pending approval.
  - o The existence of this list was brought up in Spring - need to follow up.
- It might help to use terms reviewer and reviewee to avoid confusion between the term faculty.
  - o Noted
- Will this be included in the IoI process? It might help if that was clear either way
  - o This process is done one time, then every three years through Faculty Development Committees (based on prior guidelines). Not compatible with IOI.
  - o This is Faculty Association or Admin purview? FA will ensure a process exists but administration usually implements any forms.

## Response 3

- I'm advocate for teaching practices that promote equity, and I strive to incorporate equitable teaching practices (and culturally relevant content in all my classes), but I worry, for example, that some of the elements for teaching equity might be subjective. Some of the aspects of the equitable teaching part are legal requirements, but others are just "good" teaching.
  - o Is this rubric meant to certify a minimal level of knowledge of online teaching, or is it meant to demand a certain kind of teaching? I don't agree with how all of my colleagues teach, but evaluating quality of instruction is the Improvement of Instruction process. I don't think it should be for certification, even though I agree with the principles in the rubric!
  - o **Broad is the intention, but faculty need clear guidance.**
  - o Equity is part of the RCCD DE Certification policy and guidelines. Items need to be included in the certification rubric for accreditation unless the policy is changed.
- Next, How do we determine if a faculty member's communications foster "care"? How they foster communication might be more objective and apparent.
  - o See above.
- Moreover, I also am curious if the group has thought about how the rubric is applied to determine satisfactory certification. In other words, do faculty need to have 100% on all sections of the rubric? Or, can faculty be certified if they meet 70% (a low "C" on most grading scales)?
  - o **100%**
- I also believe the main area the District DE office should be supporting faculty is (in some cases) taking pages and documents that faculty send and making them accessible for the faculty. We have DSS offices to support accessibility for students in in-person classes.
  - o District DE helps make forms accessible.

- o Faculty teaching face-to-face are expected to make materials 100% accessible when materials are provided online.
  - o This requirement is not just for online courses but anyone using Canvas for student-facing materials, starting Spring 2026 per federal law.
- Do all faculty who teach online really have to learn every single way to make everything accessible?
  - o See above
- I just took @One's OTD this summer, and even that course provided out-of-date lessons on how to caption YouTube videos, for example. How can faculty be expected to keep up with every single change? This should be centralized support.
  - o Faculty are not expected to have mastered all of this when under review.
  - o Purpose of the peer-to-peer certification process is not to have everything complete, but to ensure faculty have the ability to do so for their courses.
  - o District DE Office does provide support.
- Finally, I'm troubled by other aspects of certification still being used by the District DE office. One of the minimal qualifications to be a peer-to-peer reviewer (the OTD course from @ONE) is actually not enough to be certified just to teach. I could be a peer-to-peer reviewer, according to this system, but the DE office won't certify me to teach, according to their published criteria on their website. Can the college DE committees retake control of other ways faculty can be certified?
  - o All certification options are actively being updated. Faculty are being included and options being moved through participatory governance.
  - o A timeline for the other options should be provided - equivalency, DE Camp / Course.
  - o The Equivalency website can have the MOU language included.

## Response 4

## Response 5

- How many other community colleges use this type of peer review (outside of POOCR) for DE certification at their colleges. Peer review (regardless of POOCR) is resource intensive (faculty time and compensation).
  - o Peer review is indeed resource intensive and only necessary at scale due to the Equivalent Certification process and DE Camp revisions needing time to be vetted through participatory governance, while also being time-constrained to get faculty certified before 2026 in time for accreditation.

## Response 6

This form may be benefited by the addition of:

1. a column directing the reviewer to where/how evaluation criteria are satisfied, and
2. providing the reviewed faculty with an opportunity for their feedback regarding this process and/or their experience.

## Response 7

Related to the certification rubric:

1. How to make sure a word such as “clear” (for landing/welcome page) is well understood?
2. Can there be a box in the rubric that invites/allows the faculty member to share/describe how they are attempting to address the RSI standard?
3. Overall a concern about ensuring those who do not yet have Canvas access have a ready and friendly way to secure certification... for

## Further Feedback

- MVC DEC 9/9 and 9/23
  - Funding is needed for this year’s push but this is short-term and still needs confirmation from District Office
  - What about subsequent years after the MOU expires?
    - Can we get numbers: how many faculty are certified, meet peer reviewer qualifications, and number of faculty teaching online who need certification
  - RCCD DE Guidelines and AP 2105 both need to be updated to reflect current ACCJC RSI criteria
  - There needs to be discussion on faculty purview in certification and administrative support
- Equivalency needs to be updated, and prior submissions for equivalency need to be processed
  - All college’s DEC’s should vote on moving this forward
  - Too many qualified DE faculty show up as not certified through equivalency

Here's a structured AI summary of the key items from the document "**Feedback on DE Peer-to-Peer Rubric**" (ChatGPT 5):

---

## 1. Reviewer Access and FERPA Concerns

- Debate over whether reviewers should have **observer or instructor-level access** in Canvas.
  - Questions about whether **student responses, gradebook, and discussion boards** must be reviewed to confirm Regular Substantive Interaction (RSI).
  - Concerns that **accessing student-level grade info may violate FERPA**, suggesting legal review before adoption.
- 

## 2. Scope of Review

- Rubric should clarify that only **one content module, syllabus, and welcome module** are included.
  - Peer review is **not intended to evaluate the entire course** but follows an **appreciative inquiry** model.
  - Discussion on whether **reviewee or reviewer selects the module**, with preference for **collaborative choice**.
- 

## 3. Process and Tools

- Suggestions for **Google/MS forms** to guide reviewers on locating RSI elements.
  - Proposal to **standardize syllabus templates** to include communication expectations.
  - Calls for **clear examples in a Canvas support shell**.
- 

## 4. Equitable Teaching Practices

- Request to revise rubric wording from "**communications and activities foster care and connection**" to "**communications and/or activities foster care and/or connection**".
- Concern over overly **punitive interpretation** of rubric language.
- Recognition that **equity is a requirement for DE certification**, but faculty want **clearer guidance and examples**.

---

## 5. Workload, Compensation, and Disputes

- Current suggestion: **3 hours compensation for reviewers**, but many believe this is insufficient, especially with revisions.
  - Questions raised about **appeals or contesting review outcomes**.
  - Concerns about **faculty workload and adequate support from District Office**.
- 

## 6. Implementation & Oversight

- Open questions:
    - Who manages **outreach, verification, and tracking of certification**?
    - Who verifies **time logs and reviewer selection**?
    - Who provides **training and professional development**?
  - Recommendation for a **faculty coordinator role** (not just DEC Chair at 0.2 reassigned time).
  - Alignment needed with **statewide POCR processes**.
- 

## 7. Reviewer Qualifications

- Issues with **typos and unclear requirements** in the rubric.
  - Confusion between **reviewer vs. reviewee terminology**.
  - Some faculty argue **peer reviewers may qualify under current rules but still not be certified to teach**.
  - Need for HR or district lists to clarify **who is eligible**.
- 

## 8. Equity and Certification Standards

- Faculty worry that **equity-related rubric items are subjective**.
  - Debate over whether certification requires **100% compliance** or if a **minimum threshold** (e.g., 70%) is acceptable.
  - Accessibility expectations: starting **Spring 2026, all Canvas content must be accessible**.
  - Request for **centralized district support** for accessibility tasks.
-

## 9. Broader Concerns

- Peer review is **resource-intensive** but required for **accreditation deadlines**.
  - Calls for rubric to include:
    - A **column guiding reviewers** to evidence.
    - A **feedback section for reviewees**.
  - Worries about vague terms (e.g., “**clear**”) needing **definitions and flexibility**.
- 

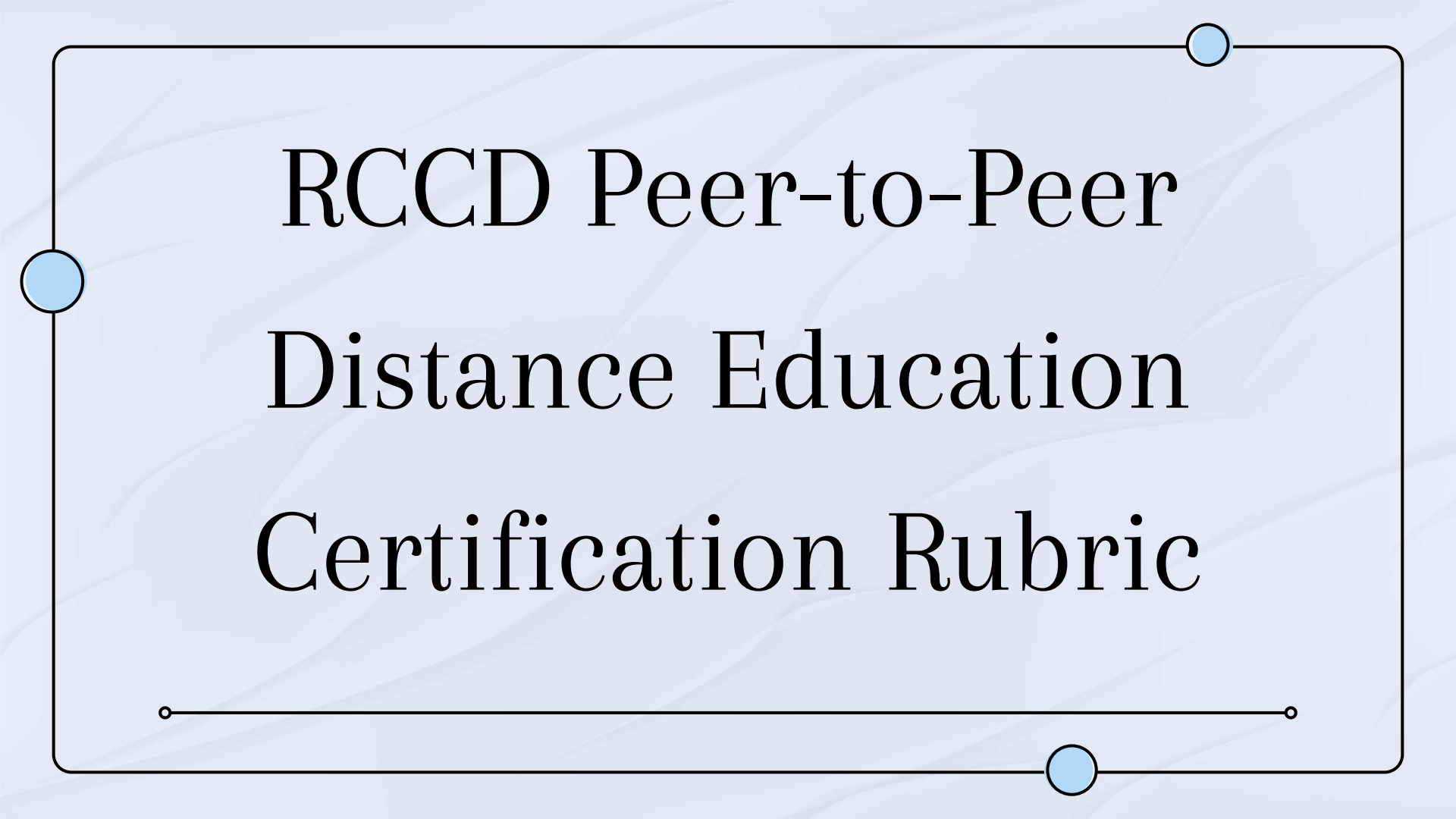
## 10. Further Feedback & Governance

- **Funding** is needed for initial rollout; long-term sustainability unclear after MOU expires.
  - Questions about **how many faculty are certified vs. still needing certification**.
  - **Equivalency process updates** are overdue, with many qualified faculty still uncertified.
  - Need for **updated RCCD DE Guidelines and AP 2105** to reflect current accreditation criteria.
  - Ongoing tension between **faculty purview and administrative role** in certification oversight.
- 

### **Overall Takeaway:**

Faculty are broadly supportive of the **peer-to-peer certification rubric**, but they raise significant concerns around **FERPA, scope, workload, clarity of rubric language, equity criteria, and district-level support**. There’s also urgency to resolve **equivalency, governance roles, and funding** before the 2026 accreditation deadline.

---



# RCCD Peer-to-Peer Distance Education Certification Rubric

# Agenda

01

Workgroup & Scope  
of Project

03

Reviewer  
Qualifications

02

DE Certification  
Rubric

04

Recommendations &  
Resources

## Distance Education Summer Workgroup

- Laura Adams, Professor, Psychology (NC)
- Stacy Cerwin- Bates, Associate Professor, Reading (RCC)
- Carrie Foster, Associate Professor, Communication Studies (MVC)
- Adam Navas, Associate Professor, Mathematics (MVC)
- Brit Osgood-Treston, Associate Professor, English (RCC)
- Kyla Rankin, Associate Professor, Psychology (MVC)
- Jo Scott-Coe, Professor, English (RCC)
- Soohyun Son, Associate Faculty, Music (NC)

# Scope of Work

## History:

- DE MOU

## Charge:

- Develop thresholds for certification in alignment with ACCJC accreditation standards
- Draft peer review rubric for reviewer selection

## Deliverables:

- Peer-to-Peer Distance Education Certification Rubric
- Criteria for selecting reviewers
- DE resources and materials

# Reference Documents

## Support Documents Reviewed:

- ADA: Americans with Disabilities Act
- ACCJC RSI: [ACCJC RSI Rubric](#)
- T5: [California Title 5](#)
  - T5 55204: [California Title 5 Section 55204. Instructor Contact](#)
  - T5 55200: [California Title 5 Section 55200 Definition and Application](#)
  - T5 55206: [California Title 5 Section 55206 Separate Course Approval](#)
- ADA: [Americans with Disabilities Act](#)
- AP2105: [RCCD AP2105](#)
- RCCD RSI: [RCCD RSI Guidelines](#)
- DE IOI: [RCCD DE IOI](#)
  - [Approved by RCCD Academic Senate 5/24/2021](#)
- OEI: [OEI Course Design & POER Rubric](#)
- POER: [Peralta Online Equity Rubric \(POER\)](#)

# Peer-to-Peer DE Certification Rubric - Section 1

## **Content Presentation and Course Design in Canvas**

- a. OEI (A4): Homepage is set and provides clear instructions as to where to start.
- b. RCCD RSI/OEI (C4): A tentative schedule shows items such as due dates, topics of instruction, etc.
- c. RCCD RSI/AP2105: Predictable publishing, unlocking, and availability cycles, such as modules, assignments, or announcements, are spread throughout the semester with due dates.
- d. DE IOI (2.2, 2.5)/OEI (A5): Modules have consistent structure and organization.
- e. DE IOI (2.3)/OEI (A4): Clear guidance is provided on how to navigate material for each module (e.g., introduction page, announcement, home page).
- f. RCCD RSI/AP2105/OEI (A9): The instructor provides explanation as to how students should engage with the course content (e.g., readings, documents, videos, links).

# Peer-to-Peer DE Certification Rubric - Section 2

## Course Communication and Interactions

- a. ACCJC RSI/RCCD RSI/AP2105/OEI (B2): The communication policy in the syllabus states how the instructor will initiate contact with students, including method, frequency, and response time.
- b. ACCJC RSI/RCCD RSI/AP2105: The communication policy in the syllabus states how the instructor will monitor and respond to student academic engagement and success.
- c. ACCJC RSI/OEI (B3): The communication policy in the syllabus states how students can contact the instructor, including guidance for participation.
- d. ACCJC RSI/AP2105/RCCD RSI/DE IOI: At least two of the following types of substantive interactions are provided on a regular basis:
  - Providing direct instruction
  - Assessing or providing feedback on a student's coursework
  - Providing information or responding to questions about the content of a course or competency
  - Facilitating a group discussion regarding the content of a course or competency
- e. AP2105/DE IOI/T5 (55204): Opportunities for student-to-student engagement and interaction are present.

# Peer-to-Peer DE Certification Rubric - Section 3

## **Assignments**

- a. DE IOI/OEI (C5): Assignments have clear descriptions of educational goals.
- b. DE IOI/OEI (C6): Assignments have clear instructions and submission guidelines.
- c. DE IOI/OEI (C6, C7): Assignments have clear grading criteria and include a timeline for feedback.

# Peer-to-Peer DE Certification Rubric - Section 4

## **Equitable Teaching Practices**

- a. RCCD RSI/ACCJC RSI/OEI (A10)/POER (E2): The instructor promotes and encourages use of tutoring services, engagement centers, or other campus resources.
- b. RCCD RSI/ACCJC RSI/OEI (A10): Canvas guides and video tutorials are available where needed.
- c. RCCD RSI/POER (E8): Communications and activities foster care and connection among students and with the instructor.
- d. ADA/T5 (55200, 55206)/AP2105/OEI (Section D)/DE IOI: Module reviewed is accessible (all sections below must be aligned/not applicable for alignment).
  - D1 - Use of proper headings
  - D2 - Uses accessible lists
  - D3 - Uses descriptive links
  - D4 - Uses accessible tables
  - D5-D6 - Uses accessible color contrast
  - D7 - Uses images with alternative text
  - D8-D10 - Uses accessible files (Documents, Slides, and Spreadsheets)
  - D12-D13 - Uses video/audio with closed captions

# Reviewer Minimum Qualifications

Faculty who regularly teach Distance Education courses should apply to become a Peer-to-peer Distance Education certification reviewer. If interested in this SPR opportunity, please submit a letter of interest and resume to Human Resources & Employee Relations.

**Candidates will be selected based on the below criteria:**

## **Minimum qualifications**

- 6 terms teaching online within the past five years
- At least one type of DE Certification through
  - An equivalent online teaching certification from the below list:
    - Pre-Approved [DE trainings for equivalency](#) from other colleges
    - Online Teaching and Design @One course completion
  - A POCCR certified course from any college
  - Peer Online Course Review Sections A-D training completion
  - Completion of the RCCD Peer-to-peer DE Certification process

# Reviewer Preferred Qualifications

Faculty who regularly teach Distance Education courses should apply to become a Peer-to-peer Distance Education certification reviewer. If interested in this SPR opportunity, please submit a letter of interest and resume to Human Resources & Employee Relations.

## Preferred qualifications

- 10 terms teaching online
- MVC, NC, or RCC DE Committee Member
- Online Teaching and Design @One course completion and completion of one of the One of four @ONE Equity options
  - Teaching with OER and Open Pedagogy for Equity
  - Equity & Culturally Responsive Teaching
  - Equitable Grading Strategies
  - Humanizing Online Learning & Teaching
- Experience as a POCR reviewer
- POCR certified course

Selected reviewers will be expected to attend training and review resources on using the DE Peer-to-Peer Certification Rubric.

# Recommendations & Resources

- Governance processes
- Developing support
- Request for feedback
  - Summary of Responses - Updated 9/25
- Resource Development
  - RCCD Peer-to-Peer Distance Education Certification Rubric
  - RCCD Peer-to-Peer Distance Education Certification Rubric Submission Form
  - Canvas Resources



Slides QR Code



Feedback QR Code

| RCCD Peer-to-Peer Distance Education Certification Rubric                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Instructions:</b><br>To complete your peer review for distance education certification, download this document and fill out the Faculty Information section to begin your review. Save the file in the following format: <b>Current Term and Year_Faculty First and Last Name_DE Certification Review.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <b>This document includes the following sections:</b><br>- <b>Faculty Information:</b> Fill in this section with the appropriate information.<br>- <b>Review Overview:</b> This section provides an overview of the review and will be automatically updated as you complete the rubric. You do not need to edit any cell in this section.<br>- <b>Key for 'Review' Dropdown Values:</b> This section outlines the color coded system for the rubric.<br>- <b>Distance Education Certification Rubric Criteria:</b> You will complete your review in this section. You will update the review section (using the dropdown options) and add notes for any criteria that is identified as 'Not Yet' to provide guidance on what needs to be completed for alignment. The 'Total Aligned' below each major section will automatically calculate as you complete the review. |  |
| If revisions are required by faculty for alignment, send your review to the faculty for them to complete updates. A second review will be necessary once updates are made. If the faculty has met all criteria during the first review, a second review is not necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Once the faculty has a review that meets all criteria, the completed rubric will be submitted to the <b>DE Chair or Coordinator.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

| Faculty Information                                 |  |
|-----------------------------------------------------|--|
| Faculty Reviewed (First and Last Name):             |  |
| Faculty Reviewed RCCD Email:                        |  |
| Faculty College:                                    |  |
| Date of Review:                                     |  |
| Course Title (e.g., English Composition):           |  |
| Course Number and Section (e.g., ENGL-C1000-00000): |  |
| Module Reviewed (e.g., Week 4: Title):              |  |
| Term Reviewed (e.g., Spring 2025):                  |  |
| Faculty Reviewer (First and Last Name):             |  |
| Faculty Reviewer RCCD Email:                        |  |

| Review Overview (this section will update automatically as you complete the rubric below) |               |            |
|-------------------------------------------------------------------------------------------|---------------|------------|
| Section                                                                                   | Total Aligned | Conclusion |
| Content Presentation and Course Design in Canvas (6 Criteria)                             | 0             | Not Yet    |
| Course Communication and Interactions (5 Criteria)                                        | 0             | Not Yet    |
| Assignment Include Clear Descriptions (3 Criteria)                                        | 0             | Not Yet    |
| Equitable Teaching Practices (4 Criteria)                                                 | 0             | Not Yet    |

|                                   |              |
|-----------------------------------|--------------|
| Key for 'Review' Dropdown Values: | Needs Review |
|                                   | 0 = Not Yet  |
|                                   | 1 = Aligned  |

| Distance Education Certification Rubric Criteria    |                                                                                                                                                                    |              |                       |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------|
| Rubric Major Sections                               | Rubric Criteria                                                                                                                                                    | Review       | Notes (for 'Not Yet') |
| 1. Content Presentation and Course Design in Canvas | 1A: Homepage is set and provides clear instructions as to where to start.                                                                                          | Needs Review |                       |
|                                                     | 1B: A tentative schedule shows items such as due dates, topics of instruction, etc.                                                                                | Needs Review |                       |
|                                                     | 1C: Predictable publishing, unlocking, and availability cycles, such as modules, assignments, or announcements, are spread throughout the semester with due dates. | Needs Review |                       |
|                                                     | 1D: Modules have consistent structure and organization.                                                                                                            | Needs Review |                       |
|                                                     | 1E: Clear guidance is provided on how to navigate material for each module (e.g., introduction page, announcement, home page).                                     | Needs Review |                       |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                              |              |  |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|
|                                           | 1F: The instructor provides explanation as to how students should engage with the course content (e.g., readings, documents, videos, links).                                                                                                                                                                                                                                                 | Needs Review |  |
|                                           | <b>TOTAL ALIGNED (OUT OF 6):</b>                                                                                                                                                                                                                                                                                                                                                             | <b>0</b>     |  |
| 2. Course Communication and Interactions  | 2A: The communication policy in the syllabus states how the instructor will initiate contact with students, including method, frequency, and response time.                                                                                                                                                                                                                                  | Needs Review |  |
|                                           | 2B: The communication policy in the syllabus states how the instructor will monitor and respond to student academic engagement and success.                                                                                                                                                                                                                                                  | Needs Review |  |
|                                           | 2C: The communication policy in the syllabus states how students can contact the instructor, including guidance for participation.                                                                                                                                                                                                                                                           | Needs Review |  |
|                                           | 2D: At least two of the following types of substantive interactions are provided on a regular basis:<br>- Providing direct instruction<br>- Assessing or providing feedback on a student's coursework<br>- Providing information or responding to questions about the content of a course or competency<br>- Facilitating a group discussion regarding the content of a course or competency | Needs Review |  |
|                                           | 2E: Opportunities for student-to-student engagement and interaction are present.                                                                                                                                                                                                                                                                                                             | Needs Review |  |
|                                           | <b>TOTAL ALIGNED (OUT OF 5):</b>                                                                                                                                                                                                                                                                                                                                                             | <b>0</b>     |  |
| 3. Assignments Include Clear Descriptions | 3A: Assignments have clear descriptions of educational goals.                                                                                                                                                                                                                                                                                                                                | Needs Review |  |
|                                           | 3B: Assignments have clear instructions and submission guidelines.                                                                                                                                                                                                                                                                                                                           | Needs Review |  |
|                                           | 3C: Assignments have clear grading criteria and include a timeline for feedback.                                                                                                                                                                                                                                                                                                             | Needs Review |  |
|                                           | <b>TOTAL ALIGNED (OUT OF 3):</b>                                                                                                                                                                                                                                                                                                                                                             | <b>0</b>     |  |
| 4. Equitable Teaching Practices           | 4A: The instructor promotes and encourages use of tutoring services, engagement centers, or other campus resources.                                                                                                                                                                                                                                                                          | Needs Review |  |
|                                           | 4B: Canvas guides and video tutorials are available where needed.                                                                                                                                                                                                                                                                                                                            | Needs Review |  |
|                                           | 4C: Communications and activities foster care and connection among students and with the instructor.                                                                                                                                                                                                                                                                                         | Needs Review |  |
|                                           | 4D: Module reviewed is accessible (all sections below must be aligned/not applicable for alignment).                                                                                                                                                                                                                                                                                         | Needs Review |  |
|                                           | Use of proper headings                                                                                                                                                                                                                                                                                                                                                                       | Needs Review |  |
|                                           | Uses accessible lists                                                                                                                                                                                                                                                                                                                                                                        | Needs Review |  |
|                                           | Uses descriptive links                                                                                                                                                                                                                                                                                                                                                                       | Needs Review |  |
|                                           | Uses accessible tables                                                                                                                                                                                                                                                                                                                                                                       | Needs Review |  |
|                                           | Uses accessible color contract                                                                                                                                                                                                                                                                                                                                                               | Needs Review |  |
|                                           | Uses images with alternative text                                                                                                                                                                                                                                                                                                                                                            | Needs Review |  |
|                                           | Uses accessible files (Documents, Slides, and Spreadsheets)                                                                                                                                                                                                                                                                                                                                  | Needs Review |  |
|                                           | Uses video/audio with closed captions                                                                                                                                                                                                                                                                                                                                                        | Needs Review |  |
|                                           | <b>TOTAL ALIGNED (OUT OF 4):</b>                                                                                                                                                                                                                                                                                                                                                             | <b>0</b>     |  |

## Recommended Qualifications for Reviewer Selection

Faculty who regularly teach Distance Education courses should apply to become a Peer-to-peer Distance Education certification reviewer. If interested in this SPR opportunity, please submit a letter of interest and resume to Human Resources & Employee Relations.

### Candidates will be selected based on the below criteria:

#### Minimum qualifications

- 6 terms teaching online within the past five years
- At least one type of DE Certification through
  - An equivalent online teaching certification from the below list:
    - Pre-Approved [DE trainings for equivalency](#) from other colleges
    - Online Teaching and Design @One course completion
  - A POCR certified course from any college
  - Peer Online Course Review Sections A-D training completion
  - Completion of the RCCD Peer-to-peer DE Certification process

#### Preferred qualifications

- 10 terms teaching online
- MVC, NC, or RCC DE Committee Member
- Online Teaching and Design @One course completion and completion of one of the One of four @ONE Equity options
  - Teaching with OER and Open Pedagogy for Equity
  - Equity & Culturally Responsive Teaching
  - Equitable Grading Strategies
  - Humanizing Online Learning & Teaching
- Experience as a POCR reviewer
- POCR certified course

Selected reviewers will be expected to attend training and review resources on using the DE Peer-to-Peer Certification Rubric.

# **RCCD Strategic Plan 2025-2030**

## Contents

|                                                                                       |    |
|---------------------------------------------------------------------------------------|----|
| Chancellor's Message .....                                                            | 3  |
| Statement of Purpose .....                                                            | 3  |
| Mission, Vision, and Values .....                                                     | 4  |
| Goals and Objectives .....                                                            | 5  |
| Basic Strategies .....                                                                | 9  |
| Appendices.....                                                                       | 18 |
| A. Strategic Plan Assessment Process and Analysis of Key Performance Indicators ..... | 18 |
| B. Environmental Scan and SWOT Analysis .....                                         | 25 |
| C. District Strategic Plan Committee Structure .....                                  | 30 |
| D. District Strategic Plan Workgroup Membership .....                                 | 30 |

## Chancellor's Message

To be drafted later

## Statement of Purpose

### Purpose

The Riverside Community College District (RCCD) 2025–2030 Strategic Plan positions RCCD to lead with vision, equity and innovation in a rapidly changing higher education environment. Aligned with the California Community Colleges Vision 2030 goals, the plan reaffirms the District's commitment to student success, equitable access, and institutional excellence.

Building on the foundation of the 2019–2024 Strategic Plan and guided by Vision 2030, this plan advances RCCD's integrated approach to districtwide planning by aligning college strategic plans and educational master plans with shared District priorities. It sets clear goals, measurable outcomes, and supports a culture of continuous improvement.

Developed collaboratively with input from faculty, classified professionals, and administrators across the colleges and District Office, the plan recognizes RCCD as a unified district. The District is comprised of three colleges and the District Office. The colleges focus on instruction, student services, operations, and planning, while the District Office provides streamlining and coordinates support and programming in those areas to support student success.

The plan establishes a framework for accountability with the Board of Trustees, chancellor, and college leaders working together to achieve District goals. Measurable benchmarks and key performance indicators (KPIs), aligned with Vision 2030, will guide progress in areas like closing equity gaps, boosting completion rates, and improving workforce outcomes.

RCCD will continue using the five-District committee structure under the District Strategic Planning Council (DSPC): Teaching and Learning; Equity, Social, Economic, and Environmental Justice; Institutional Planning, Effectiveness and Governance; Resources; and Advancement and Partnerships. These committees monitor progress, assess results, and recommend improvements.

Overall, the 2025–2030 Strategic Plan provides a clear and collaborative roadmap to guide the District in meeting student needs, supporting innovation, and advancing an equitable future for the region and the state.

### Process

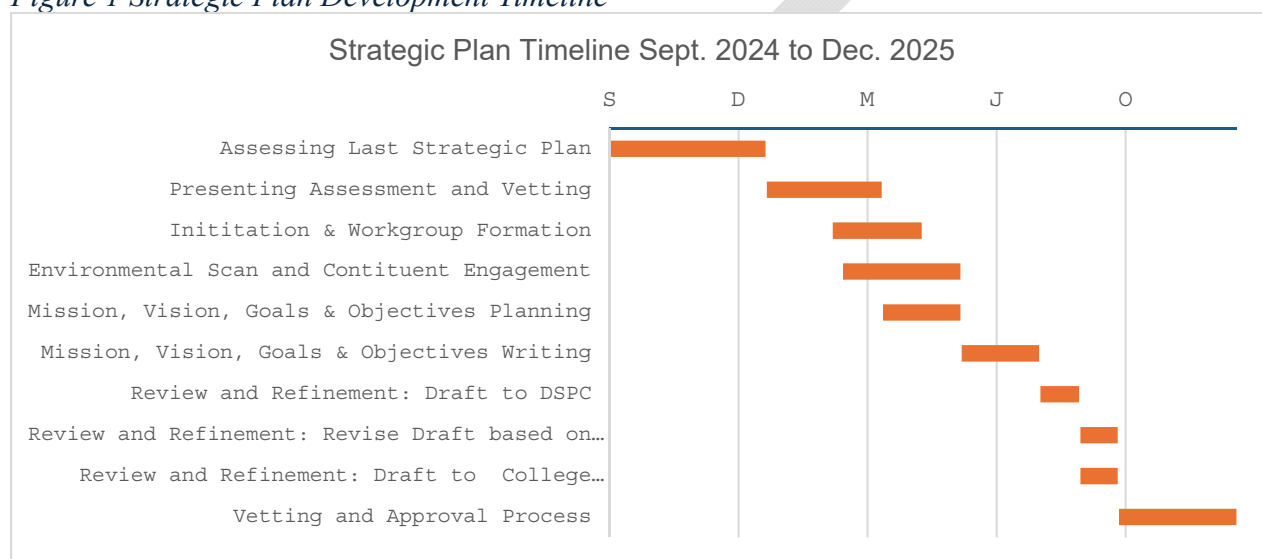
The District has been developing the 2025-2030 Strategic Plan since September 2024, following the conclusion of the 2019–2024 plan. As shown in Figure 1, the timeline began with an assessment of the previous plan, providing a foundation for this new one. The California Community Colleges Chancellor's Office (CCCCO) also introduced Vision 2030, a statewide framework with which this new plan is intentionally aligned. After the assessment, the DSPC launched a districtwide workgroup comprising of faculty, classified professionals, and administration to collaboratively develop, draft and finalize the new strategic plan. The workgroup convened throughout Spring and Summer 2025 to complete the environmental scan,

SWOT analysis, mission, vision, goals, and objectives.

Drafts were presented for review by the DSPC and college leadership at the start of Fall 2025. Following vetting and approval by college and District governing bodies, the plan was officially adopted.

This strategic plan is the result of a collaborative effort led by administrators, faculty, and classified professionals, reflecting a shared commitment to continuous improvement and student success

*Figure 1 Strategic Plan Development Timeline*



## Mission, Vision, and Values

### RCCD Mission Statement

Riverside Community College District supports its colleges in empowering diverse learners, advancing equity, and promoting social justice and economic mobility through affordable public higher education. We provide the systems, resources and leadership needed to eliminate barriers, foster student success, and drive institutional transformation across the region.

### RCCD Vision Statement

We envision a thriving region where education fuels opportunity, equity is realized, and every student has the power to shape their future.

### RCCD Guiding Principles

The following values guide how RCCD serves its colleges and communities:

#### 1. Student Success as Our Purpose

We exist to enable student learning, completion and opportunity—supporting colleges to design systems that place students first.

**2. Equity in Action**

We operationalize equity across policy, practice and resource allocation—especially for historically marginalized students and communities.

**3. Collaboration Across Communities**

We champion partnerships with industry, education and the community to expand impact and build shared prosperity.

**4. Integrity and Accountability**

We lead with transparency, uphold trust and take responsibility for aligning our efforts with our mission and goals in service to our colleges and community.

**5. Innovation for the Future**

We embrace change, encourage creative problem solving, and use data and reflection to improve outcomes for all.

## Goals and Objectives

### Goal 1: Equity in Access

**Broaden opportunities for all area residents to begin or continue their higher education journey at RCCD colleges.**

**Objective 1.1:** Increase with equity the number of students attending a RCCD college, especially among underserved populations.

Benchmark/KPI: By 2030, achieve a 25% equitable increase in RCCD student enrollment.

**Objective 1.2:** Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

Benchmark/KPI: By 2030, achieve 10% of FTES through dual enrollment.

**Objective 1.3:** Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

Benchmark/KPI: By 2030, increase paid WBL opportunities by 25% - achieving an average annual growth of 5%, as measured by the number of students participating in paid WBL.

**Objective 1.4:** Grow RCCD's noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

Benchmark/KPI#1: By 2030, increase noncredit enrollment to achieve at least 500 FTES based on availability of space.

Benchmark/KPI#2: By 2030, increase the number of adult (25 or older) student headcount by 25%.

**Objective 1.5:** Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and support needs of students who choose to pursue their educational goals at a distance through online education.

Benchmark/KPI: By 2030, eliminate the course success rate gaps across all instructional modalities.

## **Goal 2: Equity in Success**

### **Improve the academic and career success of all current and prospective RCCD students.**

**Objective 2.1: Completion:** Increase with equity the number of students who achieve a meaningful educational outcome.

Benchmark/KPI#1: By 2030, increase with equity the number of students completing an associate degree, certificate, or transfer by 30%.

Benchmark/KPI#2: By 2030, increase three-year completion rates by at least 15%.

**Objective 2.2:** Increase with equity the number of students earning an Associate Degree for Transfer (ADT) and transferring.

**2.2a:** Increase with equity the number of students earning an ADT.

Benchmark/KPI: By 2030, increase with equity ADT awards by 35%.

**2.2b:** Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

Benchmark/KPI: By 2030, develop at least one bachelor's program at each of the three colleges.

**2.2c:** Increase with equity the number of students transferring to UC or CSU.

Benchmark/KPI: With intersegmental collaboration, increase transfers to UC/CSU by 30% by 2030.

**Objective 2.3: Workforce Outcome:** Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.

Benchmark/KPI#1: By 2030, increase with equity the number of graduates earning a living wage by 10%.

Benchmark/KPI#2: By 2030, increase with equity the number of graduates from high skill, high demand and high paying programs by 20%.

### Goal 3: Equity in Support

**Provide maximum levels of institutional support to students by achieving a systematic Standard of Care that supports students from matriculation through completion.**

**Objective 3.1: Maximize Financial Aid:** Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.

Benchmark/KPI: By 2030, increase with equity Pell, California Dream Act, and California College Promise Grant recipients by 25%.

**Objective 3.2: Improve Access to Basic Needs:** Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, and mental health) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

Benchmark/KPI: By 2030, increase student access to basic needs support services—including food, housing, and mental health assistance by 25%. (may revise based on more discussions)

**Objective 3.3: Reduce Units to Completion:** Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.

Benchmark/KPI#1: By 2030, reduce with equity the number of students completing in excess of 60 units for their first associate degree by 20%.

Benchmark/KPI#2: By 2030, the number of students receiving degrees through Areas of Emphasis will decrease by 25%.

### Goal 4: Institutional Effectiveness

**The District identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the District's mission and goals.**

**Objective 4.1:** Improve the efficiency and timeliness of core District processes and procedures, such as Human Resources, Business and Financial Services, and Institutional Advancement & Economic Development, to effectively support the development and delivery of instructional, student support and administrative services.

Benchmark/KPI: District Office will develop KPIs, define baseline data, and set measurable targets.

**Objective 4.2:** Attain a district-level efficiency of 18 (FTES/FTEF).

Benchmark/KPI: Achieve overall efficiency of 18 FTES/FTEF.

### Goal 5: Resources

**The District will acquire, manage and deploy resources - including human, facilities, technology, and financial - to support District goals and advancement.**

**Objective 5.1:** Strengthen and refine the equitable distribution of funds among the colleges and the District Office.

Benchmark/KPI: By 2030, develop a transparent, data-driven budget allocation model for colleges and the District Office to equitably and efficiently distribute resources across all units.

**Objective 5.2:** Increase student, faculty and staff satisfaction with their well-being and safety.

Benchmark/KPI: Human Resources Sub-Committee and District Safety and Security Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

**Objective 5.3:** Strengthen the physical plant to support academic programs, workforce training, student support services, and administrative functions districtwide.

Benchmark/KPI: Facilities Planning and Development Sub-Committee will develop KPIs, define baseline data, and set measurable targets.

**Objective 5.4:** Advance student success and institutional growth through equitable access to technology; a culture of innovation and collaboration; and a resilient, future-ready infrastructure that leverages generative AI and emerging technologies.

Benchmarks/KPIs: IT will establish baselines and targets for the following KPIs:

- Utilization rates of student-facing digital services (MyPortal, SARS, etc.)
- Percentage of core systems migrated to cloud-based infrastructure.
- Faculty and staff participation in technology-focused professional development.
- Student access to hardware - laptops/internet, etc.

**Goal 6: Partnerships and Community Engagement**

**Strengthen RCCD's role and impact as a leading academic institution by cultivating strategic partnerships, engaging the community, and expanding resources to support student success.**

**Objective 6.1:** Expand collaborative partnerships with educational institutions, civic organizations, and businesses to advance student success, regional workforce development, and community enrichment.

Benchmark/KPI: Increase the number of formal partnership agreements leading to resource generation, coordinated programming, and leveraged services by 25% by 2030 (5% annual increase).

**Objective 6.2:** Strengthen RCCD capacity to achieve its vision, mission and strategic priorities through the acquisition of financial resources and other external support, including, but not

limited to, public and private grant funding, philanthropic contributions, and government advocacy.

Benchmarks/KPIs: Diversify funding streams to address uncertainty at the state and federal levels and reduce reliance on any one source as measured by:

- 6.2.1 Achieve a 60% success rate on submitted grant applications (success rate is the number of grants awarded divided by the number of grants submitted) (target may be revised)
- 6.2.2 Increase the value of private gifts by 25% by 2030 (5% annual increase)
- 6.2.3 Increase financial resources obtained from private foundations by 25% by 2030 (target may be revised)

**Objective 6.3:** Increase the economic impact of RCCD through the delivery of targeted workforce and economic development initiatives that support employers, employees, industry sectors, and entrepreneurs, among others.

Benchmark/KPI: Increase the number of RCCD workforce and economic development program participants who obtain employment, participate in upskill training, increase wages, obtain federal contracts, or start a business by 5% annually.

## Basic Strategies

Of the six District goals - each with specific objectives - the first three (Equity in Access, Equity in Success, and Equity in Support) correspond most directly to the mission of the District and serve as the driving force of the strategic planning process. These three goals form the basis for all of the District's teaching and learning activities and provide the essential foundation for prioritizing resources.

The following section outlines a set of possible basic strategies to support these and the remaining District goals. While not exhaustive, these strategies offer a practical starting point to advance our commitment to equity, effectiveness and student-centered innovation. Developed collaboratively, it includes a clear purpose, actionable plans, and alignment with specific objectives to guide measurable progress by 2030. Together, they serve as a roadmap to initiate implementation and spark continued dialogue, refinement and expansion as RCCD moves forward.

## Goal 1: Equity in Access

### Strategy 1: Community-Centered Outreach and Engagement

**Purpose:** Build trust and awareness among underserved populations to increase equitable access.

**Plan of Action:**

- Partner with community-based organizations, faith groups, and cultural centers to host college information sessions in multiple languages.

- Launch a mobile outreach unit to visit neighborhoods, community events, and high schools with enrollment support and program information.
- Develop culturally relevant marketing campaigns using local media, social media influencers, and student ambassadors.
- Collaborate and visit K-8 schools to introduce college earlier in the academic pipeline.

**Supports Objectives:**

- ☒ 1.1 (Enrollment Equity)
- ☒ 1.2 (Dual Enrollment)
- ☒ 1.4 (Noncredit/Adult Ed)

**Strategy 2: Seamless Pathways and Enrollment Support**

**Purpose:** Remove barriers to entry and streamline the student journey from interest to completion.

**Plan of Action:**

- Implement a “One-Stop” digital and in-person enrollment hub with multilingual support.
- Simplify dual enrollment processes through MOUs with local high schools and shared data systems.
- Offer enrollment incentives, including incentives for pursuing full-time enrollment, such as free application workshops, transportation vouchers, or textbook support.

**Supports Objectives:**

- ☒ 1.1 (Enrollment Equity)
- ☒ 1.2 (Dual Enrollment)
- ☒ 1.4 (Noncredit/Adult Ed)

**Strategy 3: Workforce-Aligned Program Expansion**

**Purpose:** Align RCCD offerings with regional economic needs and provide real-world learning opportunities.

**Plan of Action:**

- Collaborate with local employers and workforce boards to co-design Career Education and noncredit programs.
- Expand paid internships, apprenticeships and job shadowing through employer partnerships and grant funding.
- Launch targeted programs in ESL, digital literacy, and reentry skills with flexible scheduling and wraparound services.

**Supports Objectives:**

- ☒ 1.3 (Work-Based Learning)
- ☒ 1.4 (Noncredit/Adult Ed)

## Goal 2: Equity in Success

### Strategy 1: Completion and Support

**Purpose:** Support students in staying on track and completing their educational goals efficiently and equitably by implementing the Standard of Care framework.

**Plan of Action:**

- Ensure every student is assigned counselors and educational resource advisors to streamline their educational pathway.
- Expand proactive academic advising and case management, especially for first-generation and underserved students.
- Strategically implement academic support services, including assigned tutoring, to students in academic distress.
- Implement AI and other advanced technological tools to provide real-time access to degree audit and personalized academic plans to support timely completion.
- Offer completion incentives such as graduation grants, textbook vouchers, or priority registration for students nearing completion.

**Supports Objectives:**

- ☒ 2.1 (Completion)
- ☒ 2.2a (ADT Awards)
- ☒ 2.2c (Transfers)

### Strategy 2: Strengthen Transfer and Baccalaureate Pathways

**Purpose:** Create clear, supported pathways to four-year degrees and expand local baccalaureate options.

**Plan of Action:**

- Deepen partnerships with UC and CSU to streamline transfer pathways and articulation agreements.
- Create opportunities for guaranteed admissions to transfer institutions, providing students with access to transfer opportunities.
- Launch targeted ADT campaigns and transfer fairs with university partners.
- Develop and promote RCCD bachelor degree programs aligned with regional workforce needs (e.g., healthcare, IT, education).

**Supports Objectives:**

- ☒ 2.2a (ADT)
- ☒ 2.2b (Bachelor's Programs)
- ☒ 2.2c (Transfers)

### Strategy 3: Career-Connected Learning and Economic Mobility

**Purpose:** Ensure students are prepared for high-wage, high-demand careers through real-world learning and support.

**Plan of Action:**

- Integrate career exploration and planning into the first-year experience and across the curriculum.
- Grow partnerships with employers to expand internships, apprenticeships and job placement services.
- Track and support alumni outcomes to ensure equitable attainment of living-wage employment.

**Supports Objectives:**

- ☒ 2.1 (Completion)
- ☒ 2.3 (Living Wage)
- ☒ 2.2b (Bachelor's Programs)

### Goal 3: Equity in Support

#### Strategy 1: Proactive Financial Aid Outreach and Support

**Purpose:** Ensure all eligible students access the financial resources they need.

**Plan of Action:**

- Launch a multilingual, culturally responsive financial aid awareness campaign targeting high-need communities.
- Embed financial aid workshops into onboarding, orientation and first-year experience programs.
- Partner with high schools and community organizations to offer FAFSA and Dream Act Application completion events and one-on-one support.

**Supports Objective:**

- ☒ 3.1 (Maximizing Financial Aid)

#### Strategy 2: Integrated Academic Planning and Advising

**Purpose:** Help students complete their degrees efficiently by reducing excess units.

**Plan of Action:**

- Implement mandatory academic planning sessions using degree audit tools and guided pathways maps.
- Provide additional professional development for counselors, faculty and classified professional advisors to monitor student progress through implementing Standard of Care and intervene early when students deviate from their plans.
- Use predictive analytics to identify students at risk of accumulating excess units and provide targeted advising.
- Embed technological solutions to reduce time and improve efficiency where appropriate.

**Supports Objective:**

- ☒ 3.3 (Reduce Units to Completion)

**Strategy 3: Cross-Sector Student Support Ecosystem**

**Purpose:** Leverage partnerships to provide wraparound services that address students' academic, financial and social needs.

**Plan of Action:**

- Establish formal referral networks with local housing, food security, mental health, and transportation providers.
- Co-locate services on campus through partnerships with county agencies and nonprofits. Create a centralized student support hub (physical and virtual) to connect students with available resources.

**Supports Objectives:**

- ☒ 3.1 (Maximizing Financial Aid)
- ☒ 3.2 (Access to Basic Needs Support)

**Goal 4: Institutional Effectiveness**

**Strategy 1: Streamline Core Administrative Processes**

**Purpose:** Improve the efficiency and responsiveness of essential District operations to better support instruction and student services.

**Plan of Action:**

- Gather information on process reviews and assessments that have already been completed.
- Conduct process mapping and time-motion studies in HR and Business and Financial Services to identify bottlenecks.

- Implement digital workflow systems (e.g., e-signatures, automated approvals) to reduce processing time.
- Establish and monitor KPIs for HR and Finance with regular reporting and continuous improvement cycles.

**Supports Objective:**

☒ 4.1 (Efficiency in Core Processes)

**Strategy 2: Integrate Advanced Technology for Institutional Innovation**

**Purpose:** Leverage generative AI and emerging technologies to enhance learning, student support, and administrative functions.

**Plan of Action:**

- Pilot AI-powered tools (e.g., chatbots, virtual advisors) to improve access and responsiveness of districtwide services.
- Support faculty subject matter experts to explore AI integration in teaching and learning, ensuring alignment with academic standards and contribute to student success.
- Adopt new technology solutions that improve accessibility, engagement, or operational efficiency.
- Provide professional development to develop deeper knowledge and use of currently available technology solutions such as Microsoft 365 applications.
- Implement Anthology as a centralized platform that connects student success, academic affairs, BFS, and HRER by streamlining data integration, automating workflows, and providing real-time dashboards.

**Supports Objective:**

☒ 4.1 (AI and Technology Integration to Improve Efficiency, Productivity and Innovation)

**Strategy 3: Optimize Instructional Efficiency and Resource Allocation**

**Purpose:** Improve instructional productivity while maintaining quality and equity in learning outcomes.

**Plan of Action:**

- Use data analytics to align course offerings with student demand and program pathways.
- Identify and introduce technology driven tools to automate course scheduling to maximize resource efficiency.
- Provide professional development for deans and department chairs on scheduling efficiency and FTES/FTEF optimization.
- Monitor and report on FTES/FTEF ratios districtwide, with targeted interventions to reach the benchmark of 18.

**Supports Objective:**

- ☒ 4.2 (Instructional Efficiency)

**Goal 5: Resources**

**Strategy 1: Equitable and Transparent Resource Allocation**

**Purpose:** Ensure that funding and staffing are distributed fairly across the entire District to meet the diverse needs of each college.

**Plan of Action:**

- Assess BAM model to guide equitable budget allocations, incorporating enrollment, program costs, and student needs.
- Use a Total Cost of Ownership model to improve efficient and equitable use of resources.
- Establish clear KPIs and targets for resource distribution through collaboration with college and District finance, DBAC, and HR (e.g., 75% full-time faculty goal).
- Conduct annual equity audits of budget and staffing allocations to ensure alignment with institutional priorities.
- Complete the budget allocation model by integrating actual cost of college specific CTE programs.
- Support colleges to develop a BAM within the various units of their college along the principles laid for the District.
- Develop a BAM through the District Office that is data driven.

**Supports Objective:**

- ☒ 5.1 (Equitable Distribution of Funds)

**Strategy 2: Foster a Safe, Inclusive and Supportive Campus Environment**

**Purpose:** Promote access to resources to improve the physical and emotional well-being of students, faculty and staff.

**Plan of Action:**

- Expand campus safety infrastructure (e.g., lighting and surveillance) and implement regular safety drills.
- Continue and monitor well-being initiatives such as mental health services, wellness workshops, and employee assistance programs.
- Conduct annual climate and safety surveys and use results to guide continuous improvement efforts.

**Supports Objective:**

- ☒ 5.2 (Well-being and Safety)

### **Strategy 3: Build a Future-Ready, Tech-Enabled Infrastructure**

**Purpose:** Advance student success and institutional resilience through strategic investments in facilities and technology.

**Plan of Action:**

- Prioritize capital projects that support academic programs, workforce training, and student services in collaboration with District and college leadership.
- Expand access to digital tools and cloud-based systems to improve service delivery and learning outcomes.

**Supports Objectives:**

- ☒ 5.3 (Strengthen Physical Plant)
- ☒ 5.4 (Technology and Innovation)

### **Goal 6: Partnerships and Community Engagement**

#### **Strategy 1: Build and Deepen Strategic Partnerships**

**Purpose:** Expand RCCD's network of collaborators to enhance student success, workforce development, and community enrichment.

**Plan of Action:**

- Formalize new partnership agreements with K-12 districts, universities, employers, and civic organizations.
- Host annual partnership summits to align goals, share data, and co-design programs.
- Develop a centralized partnership tracking system to monitor growth and impact.

**Supports Objective:**

- ☒ 6.1 (Expand Collaborative Partnerships)

#### **Strategy 2: Diversify and Grow External Funding Sources**

**Purpose:** Strengthen RCCD's financial resilience and capacity to support strategic priorities.

**Plan of Action:**

- Launch a districtwide grants development team to pursue public and private funding opportunities.
- Establish an annual districtwide giving campaign and donor engagement strategy to grow philanthropic support.
- Advocate for RCCD priorities at the local, state and federal levels through coordinated government relations efforts.

- Expand advocacy to regional, state and national foundations (i.e., Irvine Foundation, College Futures, etc.)

**Supports Objective:**

- ☒ 6.2 (Increase External Support)

**Strategy 3: Drive Regional Economic and Workforce Development**

**Purpose:** Position RCCD as a key driver of economic mobility and innovation in the region.

**Plan of Action:**

- Expand workforce training and upskill programs in partnership with industry sectors and economic development agencies.
- Launch entrepreneurship and small business support initiatives through RCCD centers or incubators.
- Conduct and publish economic impact reports every three years to demonstrate RCCD's value to the region.

**Supports Objective:**

- ☒ 6.3 (Increase Economic Impact)

## Appendices

### A. Strategic Plan Assessment and Analysis of Key Performance Indicators

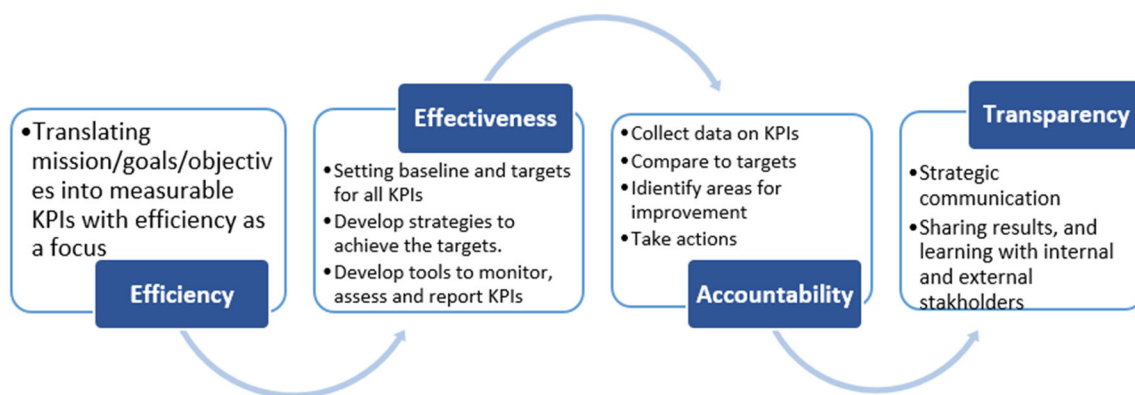
#### RCCD 2025–2030 Strategic Plan Assessment Process

RCCD’s assessment of its 2025–2030 Strategic Plan is grounded in an integrated, cyclical process that promotes institutional improvement through clear metrics, continuous feedback, and evidence-based decision-making. Designed to evaluate how effectively RCCD fulfills its mission, vision, and strategic goals, this process is anchored in the principles of **Efficiency**, **Effectiveness**, **Accountability**, and **Transparency** - ensuring measurable progress and districtwide alignment.

At the core of this assessment process are four key pillars:

- **Efficiency** begins the cycle by translating the District’s mission and strategic goals into meaningful KPIs. In collaboration with the DSPC, colleges, and departments, RCCD defines metrics related to equity in student access, success, and support; institutional effectiveness; resource allocation; and community engagement. The goal is to optimize resource utilization while maintaining high quality and responsiveness, with a strong focus on advancing student success and closing equity gaps.
- **Effectiveness** involves establishing baselines and annual performance targets for each KPI using both internal and external data. RCCD develops tools and frameworks to monitor progress and assess the impact of strategic initiatives, ensuring alignment between institutional efforts and desired outcomes and impacts.
- **Accountability** is a measure of the power of the strategic plan to function as a powerful instrument for delegation of responsibilities and thereby acts as a means to require accountability. Accountability is achieved through systematic measurements and reporting. KPI results are evaluated annually and compared to established targets in a formal Annual Progress Report, which highlights accomplishments, identifies areas for improvement, and assigns responsibility for follow-up actions. This fosters a culture of continuous improvement and performance-based accountability.
- **Transparency** ensures that outcomes, findings, and improvement plans are clearly communicated across the District. Governance structures and decision-making processes are reviewed regularly for clarity and accessibility. Results are disseminated via presentations, publications, and District websites to promote trust, engagement and institutional integrity.

### Framework to Assess RCCD 2025-2030 Strategic Plan



To reinforce these efforts, RCCD will prepare a written annual summary of the progress report, which will be shared broadly across the District. This summary will keep all constituents - including faculty, staff, students and administration - informed of progress, challenges and strategic adjustments.

Importantly, RCCD will integrate this annual strategic plan assessment process with the districtwide program review process. By embedding strategic goals/objectives and KPIs into program review, departments and units will be able to align their planning, resource requests and improvement efforts with the overarching goals of the Strategic Plan. This integration ensures coherence across planning processes and creates a unified framework for continuous institutional effectiveness and accountability.

This assessment cycle is iterative and ongoing, allowing RCCD to continuously translate its strategic vision into measurable impact. Each year, the District will review and refine KPIs, including developing KPIs for social and economic mobility, assess progress, report results, and implement improvements. If goals are not met, corrective actions will be initiated. This closed-loop approach ensures that the Strategic Plan remains a dynamic, responsive tool that supports both internal development and the broader priorities of Vision 2030.

### Analysis of Key Performance Indicators (KPIs)

KPIs provide a structured framework for measuring institutional progress toward achieving the District's strategic goals and objectives. Each KPI is aligned with a specific objective and includes a defined baseline - the current performance level based on the most recent validated data - and a target representing the desired level of achievement over the next five years.

By setting clear, measurable benchmarks, this section ensures accountability and facilitates data-informed decision-making across the District. The KPIs will be monitored annually and updated as needed to reflect changing conditions, new initiatives, and evolving District priorities. Together, these metrics support RCCD's continuous improvement efforts and commitment to equitable student success.

## Equity in Assessment of KPIs

Equity is a foundational theme embedded throughout the goals, objectives and KPIs outlined in this document. Its consistent integration across all facets of the planning process reflects its centrality to the mission and vision of the District. Rather than isolating equity as a standalone objective, RCCD aligns with statewide practices by embedding equity considerations within each goal and measure.

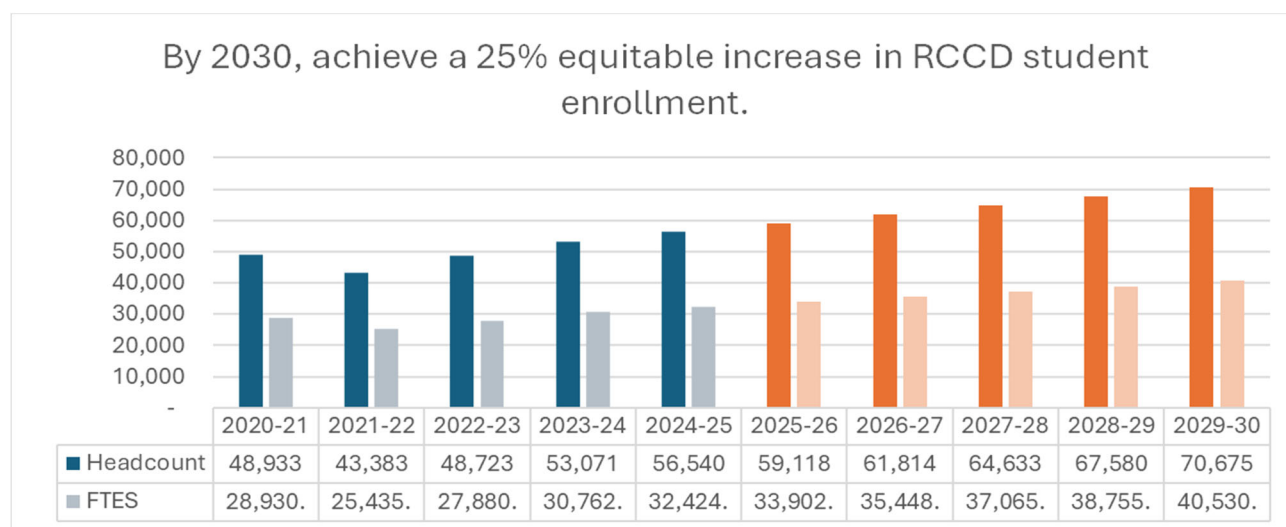
In evaluating progress toward measurable targets - particularly those associated with Goals 1, 2, and 3 - equity will serve as a critical lens through which achievement is assessed. Where appropriate, KPIs will be disaggregated by race and ethnicity and analyzed using the Percentage Point Gap (PPG-1) method, a recognized approach for identifying disproportionate impact (DI). This method compares the performance of specific student populations against the overall performance, excluding the population in question. For instance, the success rate of African American students will be compared to the overall success rate minus African American students. If the resulting gap exceeds the established margin of error, the population will be designated as experiencing disproportionate impact.

Importantly, improvements in overall success rates must be accompanied by a proportional reduction in DI gaps as identified through PPG-1 analysis. Meeting the overall target alone does not constitute full attainment of a KPI unless there is also demonstrable progress in closing equity gaps among DI populations identified during the initial assessment year. This equity-focused analysis will be incorporated into the annual evaluation of each goal to ensure accountability and sustained progress. Resources will support the progress through equitable allocation of human and fiscal resources aligned through the District's Standard of Care framework to continually uplift student segments experiencing disproportionate impacts.

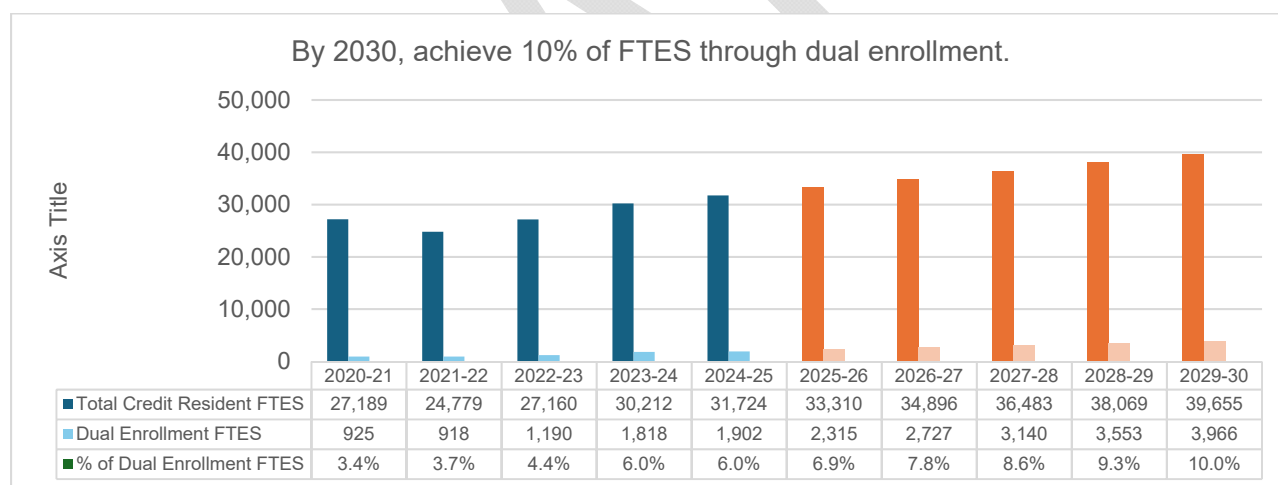
## Overall KPI Baselines and Targets

This section presents the KPIs for Goals 1 (Equity in Access), 2 (Equity in Success), and 3 (Equity in Support), which focus on student-related outcomes. Some KPIs for Goals 4, 5 and 6 are currently under development and will be added at a later stage. The data and projections use 2024–2025 as the baseline year, with annual targets established for each KPI over the next five years.

**Objective 1.1:** Increase with equity the number of students attending a RCCD college, especially among underserved populations.

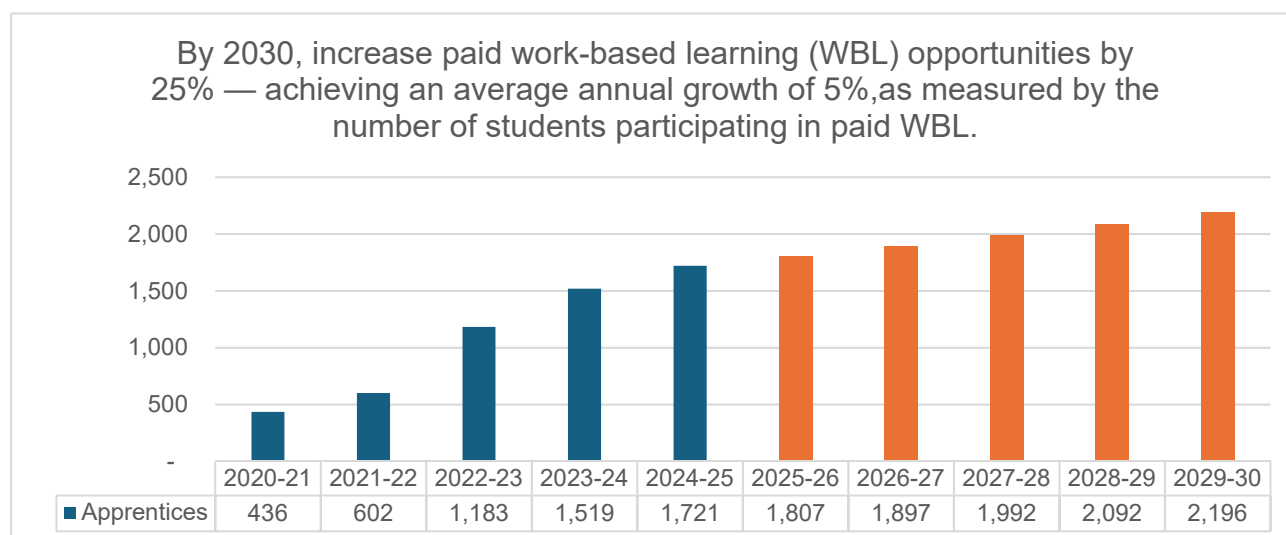


**Objective 1.2:** Increase dual enrollment participation by improving systemic communication and planning with local districts: strengthening high school and district partnerships, proactively identifying and addressing challenges, streamlining enrollment processes, and targeting outreach to underserved student populations.

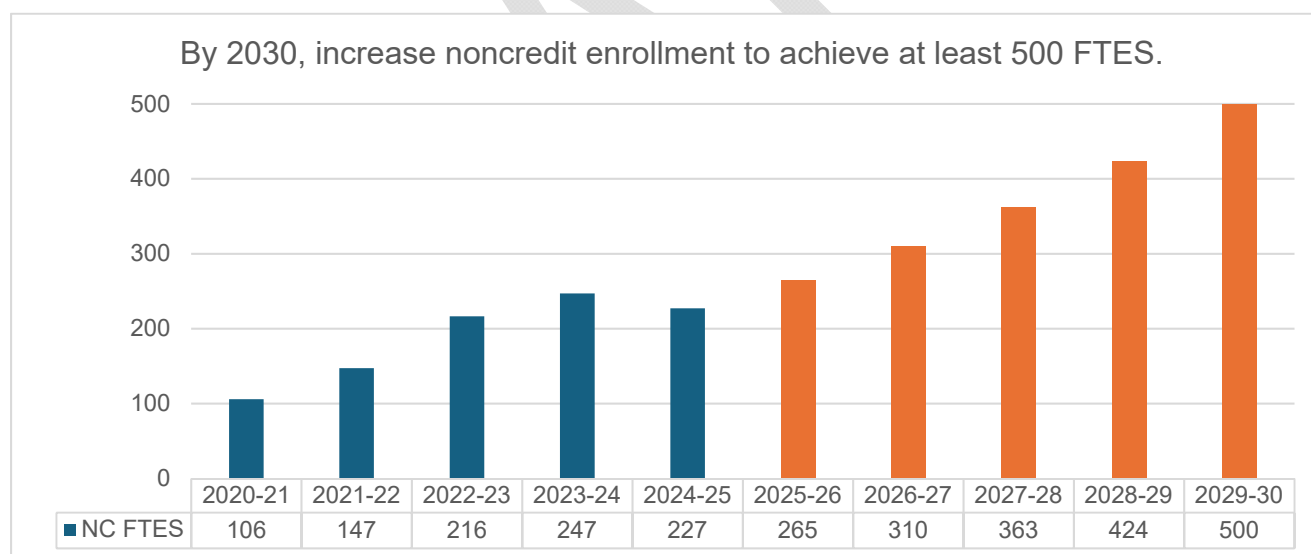


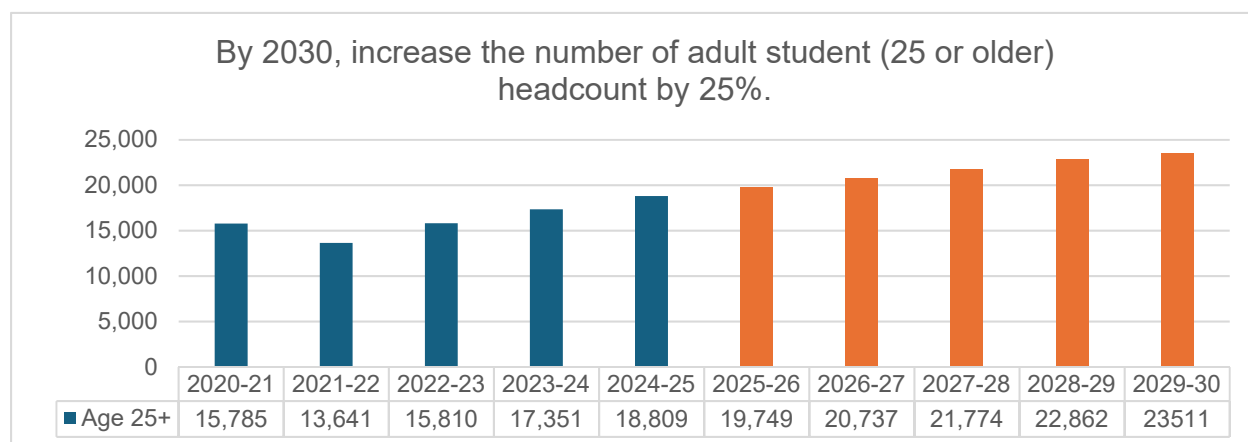
*Note: Data are from CCSF-320 reports.*

**Objective 1.3:** Expand RCCD's workforce development programming by increasing paid work-based learning (WBL) opportunities that align educational pathways with regional labor market needs.

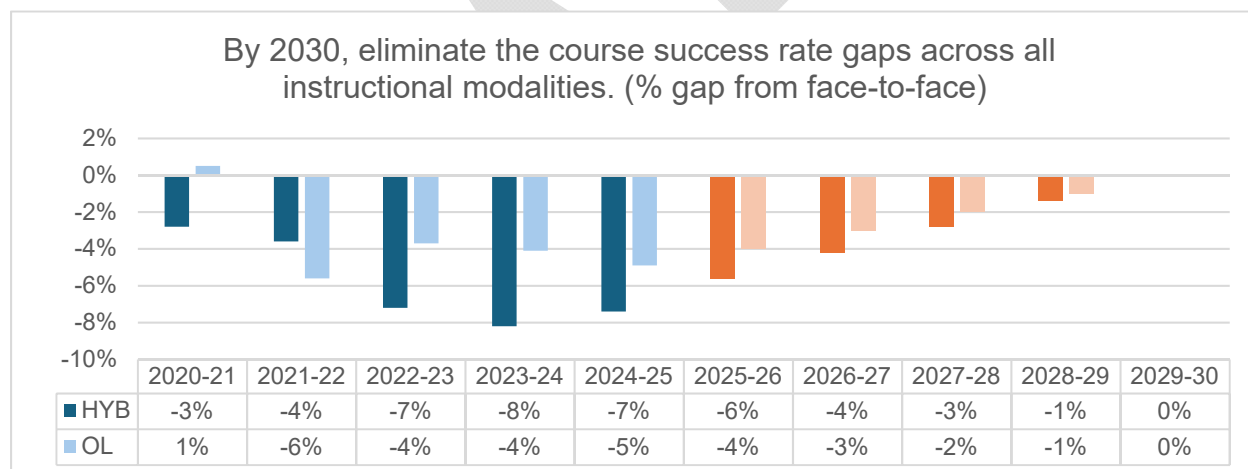


**Objective 1.4:** Grow RCCD’s noncredit and adult education programs by expanding offerings in high-demand areas through community partnerships and targeted outreach.

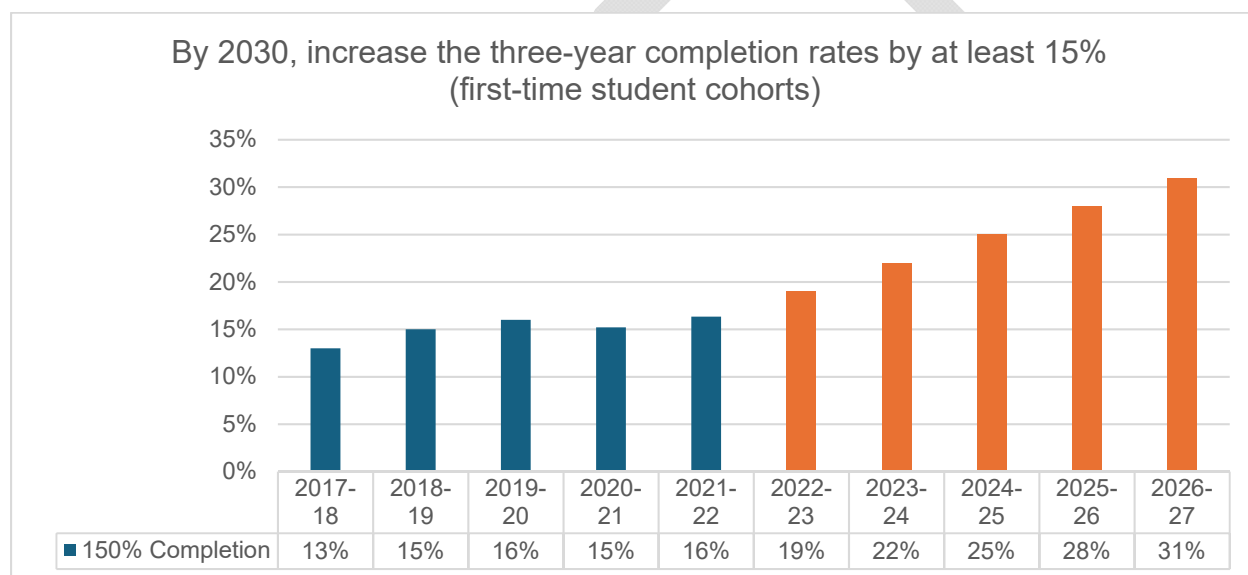
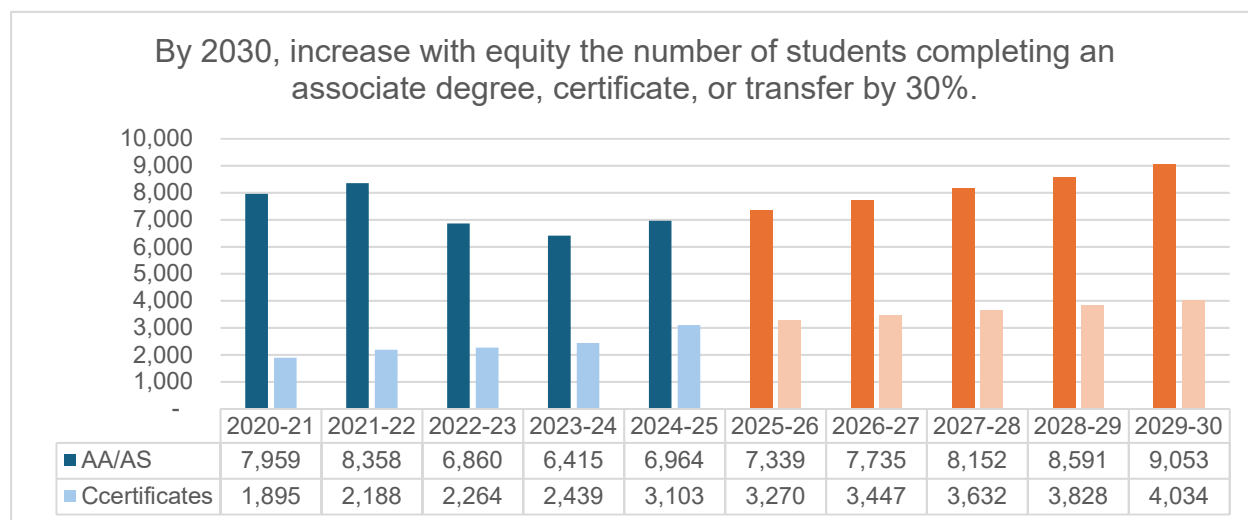




**Objective 1.5:** Strengthen institutional infrastructure, including policies, procedures and practices, as well as technological and human resources, to address with equity the instructional and student support needs of students who choose to pursue their educational goals at a distance through online education.

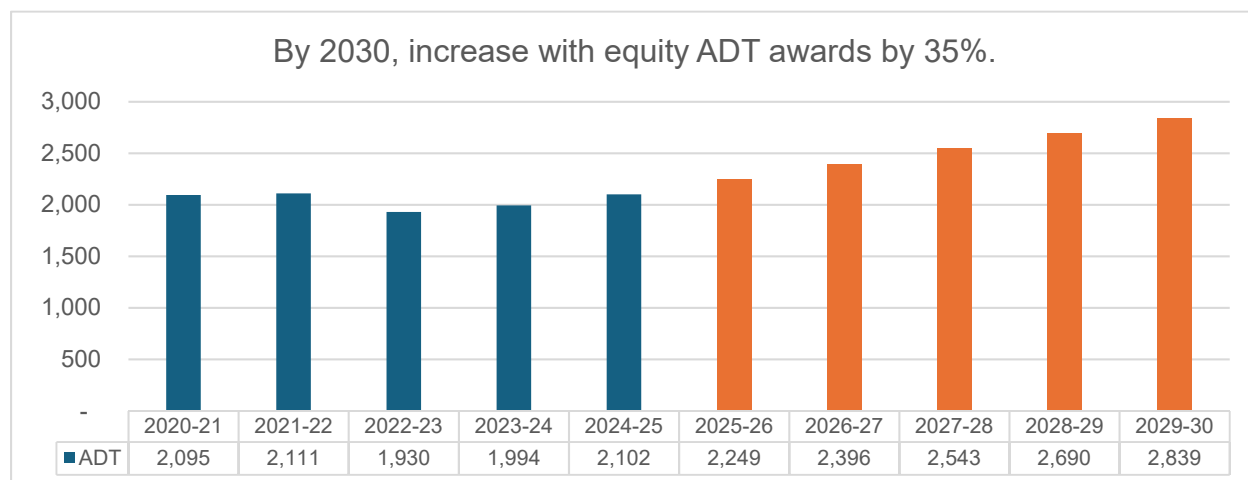


**Objective 2.1: Completion:** Increase with equity the number of students who achieve a meaningful educational outcome.



**Objective 2.2:** Increase with equity the number of students earning ADTs and transferring.

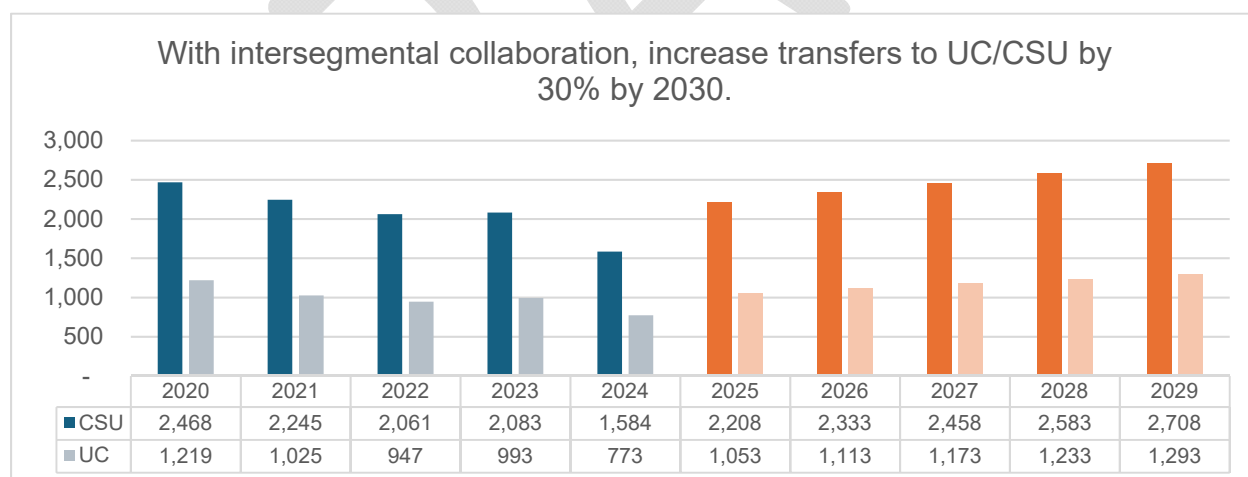
**2.2a:** Increase with equity the number of students earning an Associate Degree for Transfer (ADT).



**2.2b:** Support the development of bachelor's degree programs at all three colleges that align with local workforce needs.

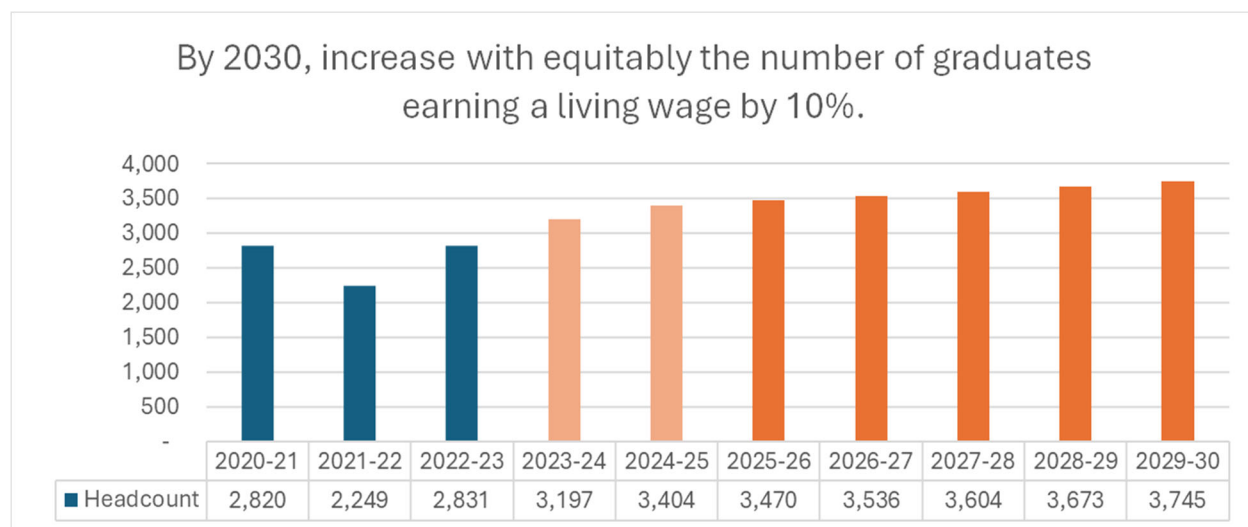
Benchmark/KPI: By 2030, develop at least one bachelor's degree program at each of the three colleges.

**2.2c:** Increase with equity the number of students transferring to UC or CSU.



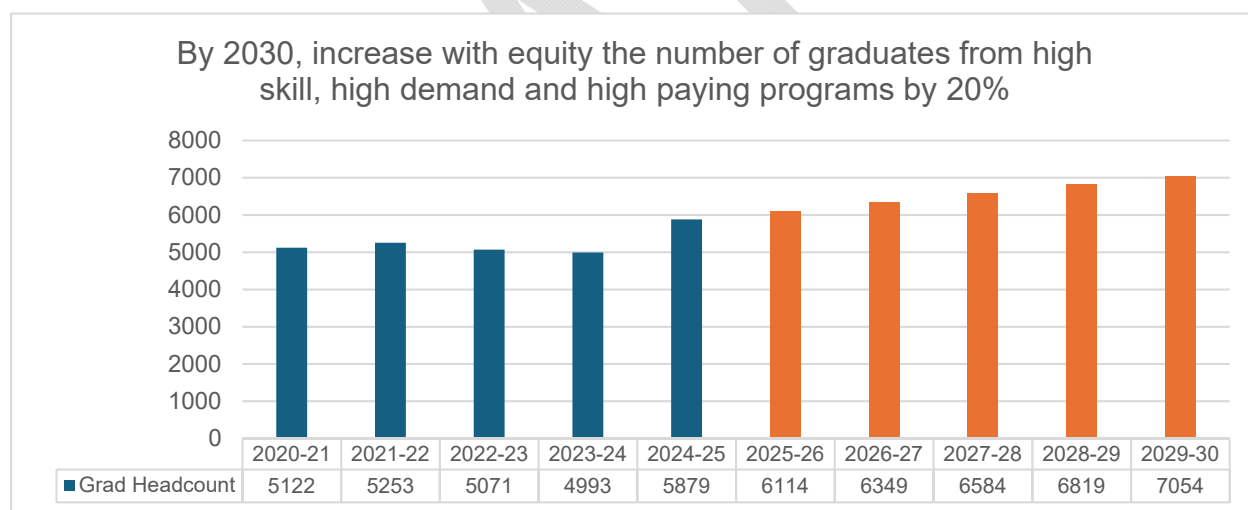
*Note: Due to unavailable data, 2023 was used as the baseline for the projections.*

**Objective 2.3: Workforce Outcome:** Identify the region's high skill, high demand and high paying programs as well as new programs to be added by 2030 to increase with equity the number of students earning a living wage.



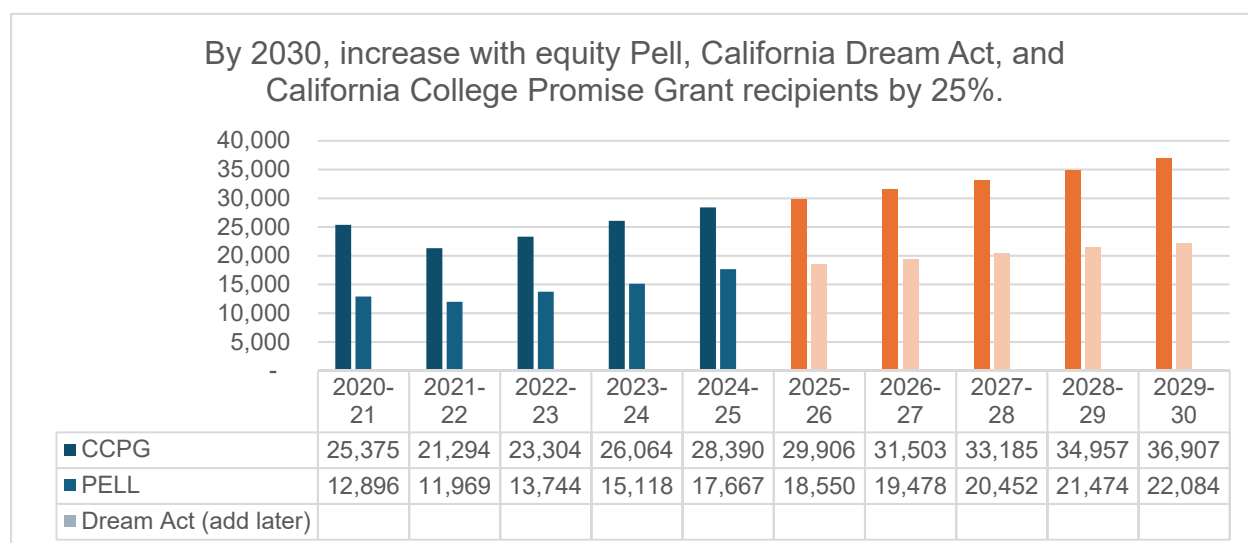
*\* Note: Due to unavailable data, half the percent increase from 2021–2022 to 2022–2023 was used to estimate increases for 2023–2024 and 2024–2025. The 2024–2025 estimate then served as the baseline for a projected 10% increase by 2029–2030.*

*\*Note: We will also look at programs with a living wage from the Bureau of Labor Statistics and connect that to graduates.*



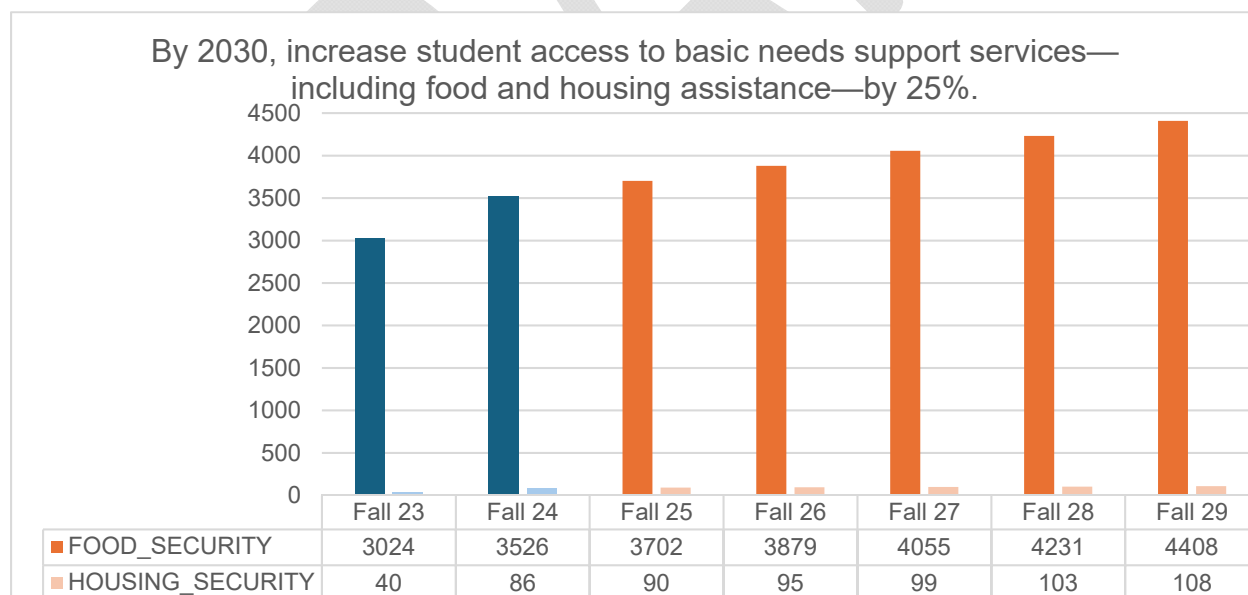
*Note: High paying jobs are jobs associated with TopCodes that have an average of \$25 hourly wage.*

**Objective 3.1: Maximizing Financial Aid:** Increase with equity the number of students receiving state, federal and institutional aid for which they are eligible.



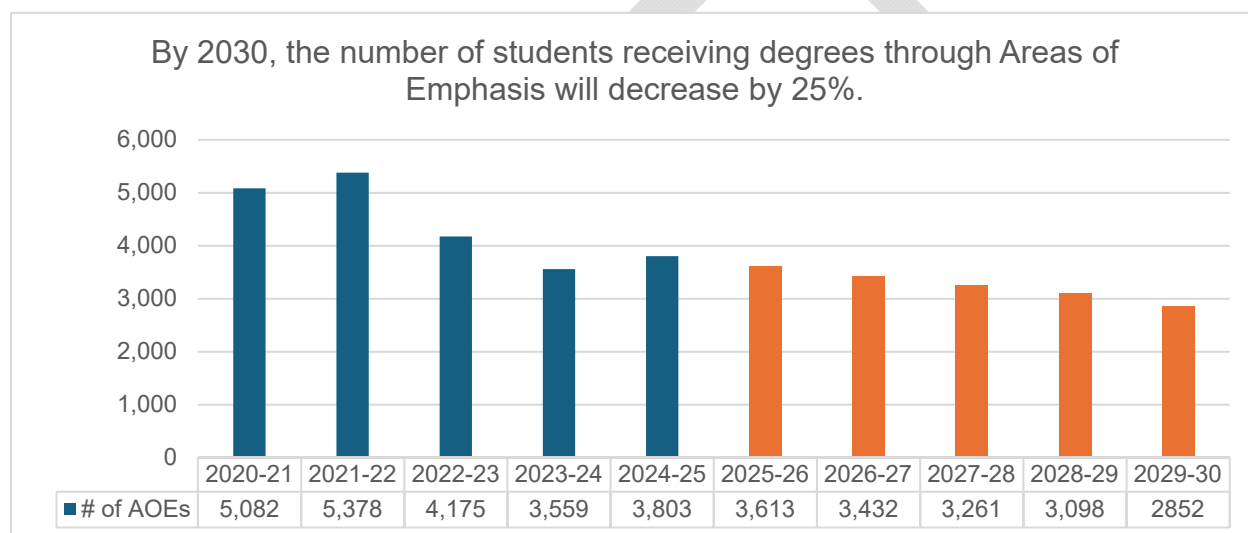
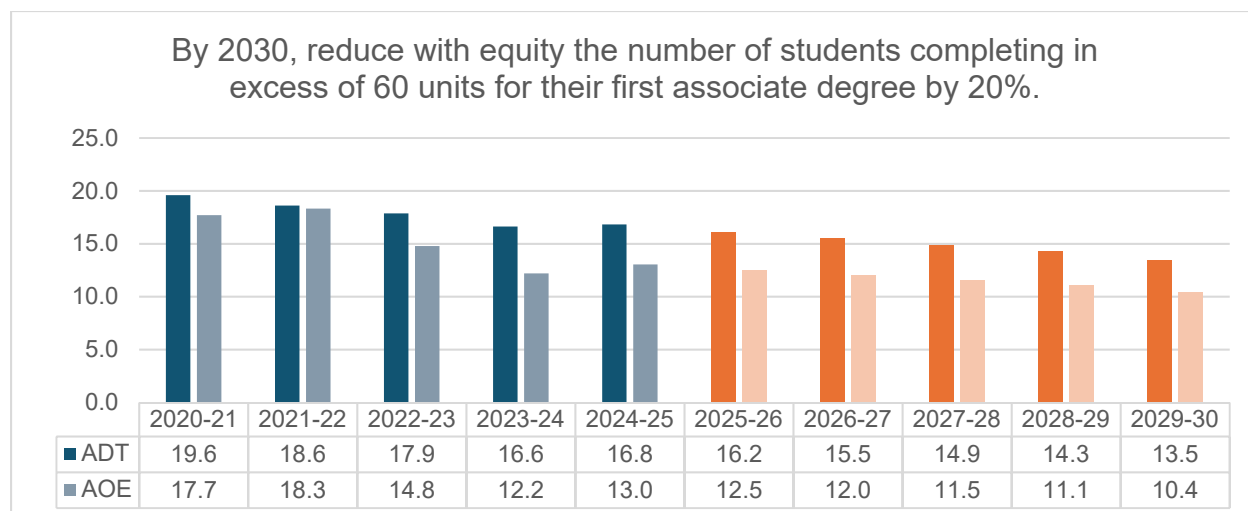
**Objective 3.2.: Improve Access to Basic Needs Support:** Ensure that RCCD students have equitable access to timely basic needs support (including food, housing, mental health) by enhancing services districtwide, strengthening community partnerships, and pursuing funding to sustain and expand these supports.

(KPI may be revised based on more discussions-add mental health data)



\*Data not collected fully until fall 2023

**Objective 3.3: Reduce Units to Completion:** Decrease with equity the number of units in excess of the 60-unit threshold for the Associate Degree for Transfer or other associate degrees.



## B. Environmental Scan and SWOT Analysis

Based on a comprehensive environmental scan and SWOT analysis, here are strategic planning recommendations that focus on the pillars of equity in access, equity in success, and equity in support:

### Student access, success and equity

- Expand dual enrollment and adult education programs
- Develop targeted outreach for Latino/a/x and special populations
- Strengthen guided pathways and first-year experience programs
- Establish a coordinated, student-centered, and accountable support framework through the Standard of Care model
- Support students by enhancing and establishing high-impact programs that address financial obstacles

- Expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives

### **Career readiness and workforce development**

- Invest in career and technical education (CTE) pathways
- Create tailored workforce training programs aligned with emerging job markets
- Launch a regional workforce and economic mobility initiative

### **Transfer and academic excellence**

- Enhance transfer pathways and ADT utilization
- Strengthen RCCD's unique academic programs and noncredit offerings to stay competitive against online learning platforms

### **Technology and learning innovation**

- Expand online and hybrid learning support
- Invest in updated technology to streamline business operations (HR, purchasing, enrollment) and reduce inefficiencies
- Develop a shared equity and innovation resource hub that facilitates cross-college learning communities such as data equity centered materials and practices and data literacy

### **Infrastructure, planning and collaboration**

- Build a centralized data infrastructure
- Establish more integrated workflows for vertical and horizontal collaboration and pathway flows between areas, ensuring planning and assessment efforts are aligned districtwide
- Scale the District Strategic Planning Council to focus on items like best practices, annual planning summits, and ensuring consistency with Vision 2030 and state mandates
- Develop a unified planning hub that enables real-time data sharing, benchmarking, and decision making
- Develop a Shared Equity and Innovation Resource Hub to foster cross-college learning and collaboration

### **Organizational effectiveness and fiscal resilience**

- Create efficient, effective, accountable, and transparent District core business processes
- Secure alternative funding sources such as grants, partnerships, private foundations, and philanthropic contributions to navigate budget volatility

## **Safety and professional development**

- Improve safety strategy, including better security infrastructure, awareness programs, and stronger community partnerships
- Continue support for employee professional development

The environmental scan and SWOT analysis highlight strategies to expand educational access and address enrollment growth challenges. Key recommendations include strengthening dual enrollment - especially for 9th and 10th graders - partnering with high schools with low college-going rates, and expanding adult education to tap into the growing 25–54 population. With Inland Empire college-going rates below the state average despite strong high school graduation rates, RCCD can boost enrollment by offering high-skill, high-wage career pathways aligned with regional workforce needs.

Targeted outreach should focus on Latino/a/x students (who comprise over 70% of RCCD enrollment) and special populations such as foster youth, Veterans, single parents, and formerly incarcerated individuals. Expanding culturally responsive and multilingual support services, along with equity-focused programs, is essential to closing persistent completion gaps.

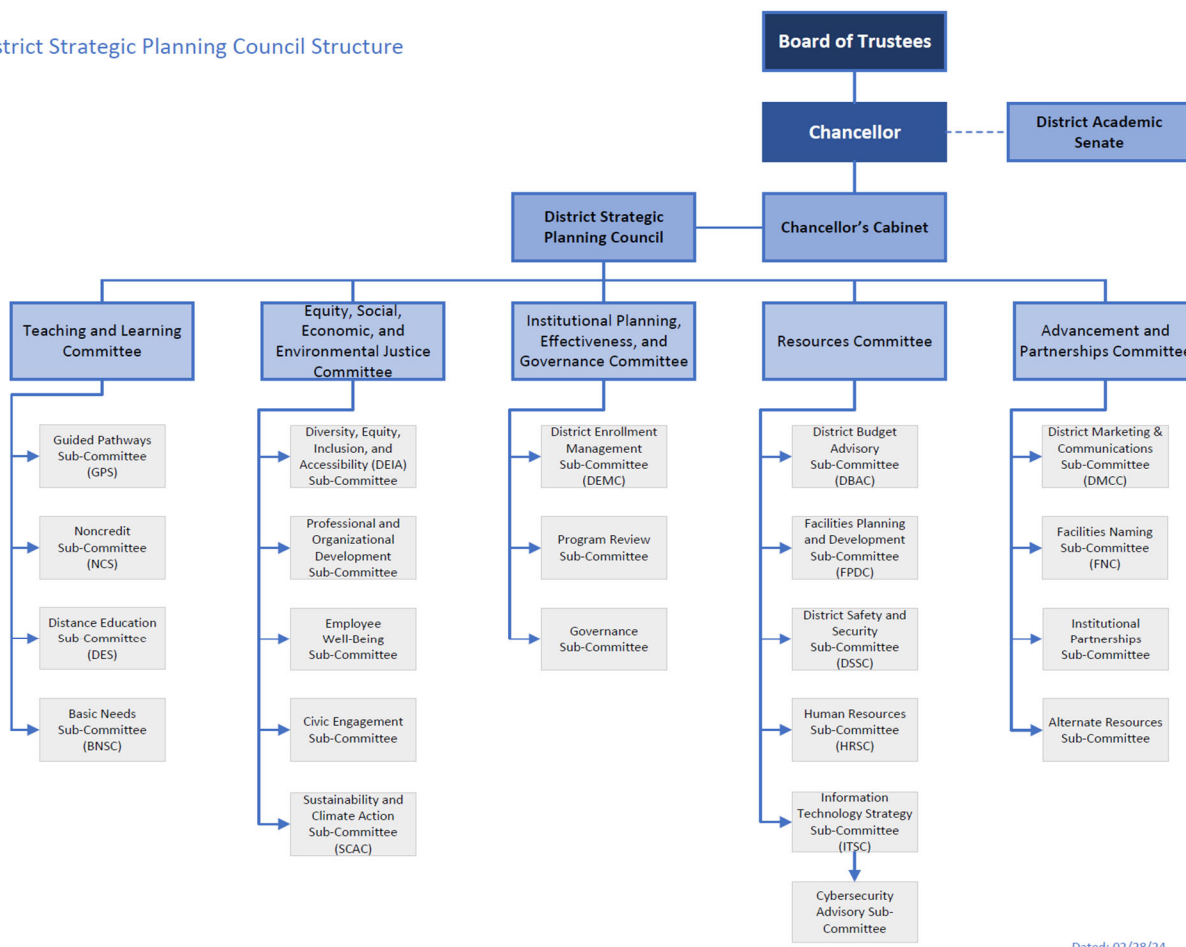
Strengthening Guided Pathways, first-year experience programs, and CTE offerings in nursing, IT, and data science will support student success and workforce readiness. Investments in stackable credentials, short-term certificates, and a robust, student-centered support framework through the “Standard of Care” model will create a comprehensive and connected experience for students by providing consistent, personalized guidance based on FTES allocation across the District.

Institutional effectiveness can be enhanced by aligning planning vertically and horizontally, modernizing administrative systems, improving campus safety, and diversifying revenue through grants, partnerships, and innovative programs. A Unified Strategic Planning Hub and Shared Equity & Innovation Resource Hub will streamline districtwide planning, data use, and professional development, fostering collaboration, transparency, and equity-centered decision-making.

Additional priorities include expanding Zero- and Low-Cost Textbook courses, student housing, and basic needs initiatives. Centralized funding and operations, improved hiring practices, and a districtwide technology plan will further align resources with strategic priorities. Collectively, these actions strengthen RCCD’s role in advancing student success, workforce alignment, and regional economic transformation.

## B. District Strategic Plan Committee Structure

District Strategic Planning Council Structure



Dated: 02/28/24

## C. DSPC Strategic Planning Workgroup Membership

Thank you to the following DSPC Taskforce members for their contributions to the development of this Strategic Plan:

Kimberly Bell – District Academic Senate/Norco Academic Senate President  
 Esteban Navas – Moreno Valley College Academic Senate President  
 Jo Scott-Coe – Riverside City College Academic Senate President  
 Joel Webb – Moreno Valley College faculty  
 Jennifer Escobar – Moreno Valley College faculty  
 Wendy McKeen – Riverside City College faculty  
 Lashonda Carter – Riverside City College faculty  
 Patrick Scullin – Riverside City College faculty  
 Rhonda Taube – Faculty Association representative

Tenisha James – Norco College Vice President Planning and Development  
Kristi Woods – Riverside City College Vice President Planning and Development  
Jake Kevari – Moreno Valley College Vice President Planning and Development  
Tammy Few – Vice Chancellor of Human Resources & Employee Relations  
Casandra Greene – Riverside City College classified professional  
Maurice Bowers – Riverside City College classified professional  
Charise Allingham – Norco College classified professional  
Arlene Serrato – Moreno Valley College classified professional  
Christopher Blackmore – Associate Vice Chancellor, District Office IT representative  
Chris Clarke – Executive Director, External Relations & Strategic Communication  
Susanne Ma – District Information Technology representative  
Kristine DiMemmo – Riverside City College Vice President Business Services  
Eric Bishop – Vice Chancellor of Educational Services & Strategic Planning/Interim President, RCC  
Rebeccah Goldware – Vice Chancellor of Institutional Advancement & Economic Development  
Aaron Brown – Vice Chancellor of Business & Financial Services  
Laurie McQuay-Peninger – Executive Director, Office of Grants & Sponsored Programs  
Debra Mustain – Dean, Community Partnerships & Workforce Development  
Robert Mason – Director of Inland Empire Tech Bridge  
Steven Butler – Dean of Institutional Research, Planning, and Effectiveness  
Lijuan Zhai – Associate Vice Chancellor of Educational Services & Institutional Effectiveness

Links to supporting documents:

[Assessment Report of RCCD Strategic Plan 2019-2024](#)

[RCCD Environmental Scan 2025](#)

[RCCD Strategic Planning SWOT Analysis 2025](#)

**Fall 2025**

**Meeting Date: Monday, Aug. 25**

Agenda Call: Tuesday, Aug. 19

*Agenda Post: Friday, Aug. 22 by 1 PM*

**Meeting Date: Monday, Sept. 29**

Agenda Call: Tuesday, Sept. 23

*Agenda Post: Friday, Sept. 26 by 1 PM*

**Meeting Date: Monday, Oct. 27**

Agenda Call: Tuesday, Oct. 21

*Agenda Post: Friday, Oct. 24 by 1 PM*

**Meeting Date: Monday, Dec. 1 [note different cycle due to Thanksgiving/off contract]**

Agenda Call: Tuesday, Nov. 18 (\*\*in advance of Thanksgiving Holiday)

Agenda Post: Friday, Nov. 21 by 1 PM (\*\*in advance of Thanksgiving Holiday)

**Spring 2026**

**Meeting Date: Monday, Feb. 23**

Agenda Call: Tuesday, Feb. 17

*Agenda Post: Friday, Feb. 20 by 1 PM*

**Meeting Date: Monday, March 23**

Agenda Call: Tuesday, March 17

*Agenda Post: Friday, March 20 by 1 PM*

**RCCD Academic Senate (DAS)**  
**Meeting Dates F25-SP26, with Agenda Calls + Posting Dates**

2

**Meeting Date: Monday, April 27**

Agenda Call: Tuesday, April 21

*Agenda Post: Friday, April 24 by 1 PM*

**Meeting Date: Monday, June 1 [due to Memorial Day]**

Agenda Call: Tuesday, May 26

*Agenda Post: Friday, May 29 by 1 PM*

# **CONSTITUTION OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE**

## **ARTICLE I. NAME AND MISSION**

Section 1. The name of the representative organization hereby established shall be the Academic Senate for the Riverside Community College District, hereafter called the District Academic Senate.

Section 2. Mission of The District Academic Senate:

A. The District Academic Senate operates pursuant to Title 5, Subchapter 2, Sections 53200 - 53206, California Code of Regulations and Education Code Sections 70900-70902.

B. The District Academic Senate is the duly elected official voice of the Academic Senates of the Riverside Community College District, and is comprised of representatives from each of the College Academic Senates within the District. It is an official vehicle for communication between the Riverside Community College District Board of Trustees, the Riverside Community College District Administration, and College faculties. It is recognized as a body through which dialog necessary to the formulation of District policy and recommendations in academic and professional matters may take place, particularly in the following areas (Title V, Section 53200):

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvements in accreditation processes, including self study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development;
11. other academic and professional matters as mutually agreed upon between the Board of Trustees and the District Academic Senate.

The Board of Trustees "relies primarily" or reaches "mutual agreement" on the recommendations of Academic Senate(s) on items #1-11 above as indicated in [Board Policy 2005](#).

## **ARTICLE II. POWERS AND RESPONSIBILITIES**

The powers of the District Academic Senate shall be:

Section 1. To provide coordination among the faculties and Academic Senates of the Colleges within the Riverside Community College District.

Section 2. To participate in the formation of policies and procedures in academic and professional matters.

Section 3. To coordinate the academic and professional development of a multi-college district.

Section 4. To facilitate communication between the Board of Trustees, the Administration, faculty, and students in all matters relating to community college education.

Section 5. The District Academic Senate is recognized by the Board of Trustees as a consultant body to the Board of Trustees and to the Chancellor.

Section 6. The District Academic Senate may accept any powers and responsibilities delegated to it by law and by the Board of Trustees. Further, it is recognized as a partner in developing the policies of participatory governance for the District.

Section 7. The District Academic Senate may accept any powers and responsibilities delegated to it by joint resolution of the Academic Senates of the Colleges.

Update: Wednesday July 30 2025

Section 8. The President of each College Academic Senate shall have a recognized chair at all formal meetings of the Board of Trustees. The District Academic Senate President shall be empowered to speak to the items under consideration.

Section 9. The Academic Senate of a College within the District may present views and recommendations to the Chancellor for inclusion in the Board Agenda as information items. The Board of Trustees shall consider and respond to such views and recommendations (Title 5, Section 53200).

Section 10. Initiate research relating to policies and procedures on academic and professional matters.

Section 11. Participate in Board of Trustees Subcommittees with governing board representatives in the development of key institutional policies, including but not limited to minimum qualifications, equivalencies, and hiring procedures; and collaborate with the bargaining agent, in the development of personnel policies (e.g., tenure review, evaluation procedures, and faculty service areas).

Section 12. Provide a mechanism for the selection of the Distinguished Faculty Lecturer.

### ARTICLE III. LIMITATION OF AUTHORITY

Section 1. The District Academic Senate is comprised of representatives from the Academic Senates from the Colleges of the District, and must provide a forum for the expression of concerns from these separate entities. Constituent Academic Senates shall enjoy equality in the deliberative process, and through the District Academic Senate be heard as one voice.

Section 2. District decisions may only be made by the District Academic Senate. It is expected that a culture of collegiality will prevail and consensus will be reached. However, when consensus is not reached, a majority vote may be used. When no agreement exists, a joint session of the College Senates may be called by two out of three College Academic Senate presidents or two out of three College Academic Senates.

Section 3. If a joint session of the College Senates does not produce consensus, a College Academic Senate President may demand that a majority vote be taken. At the discretion of the dissenting College Academic Senate, a minority report may be presented to the Board of Trustees.

### ARTICLE IV. REPRESENTATION

Section 1. The District Academic Senate (DAS) shall consist of seven members: the Academic Senate President and Vice President from each of the Academic Senates from the Colleges of the Riverside Community College District, and the Secretary-Treasurer or senate designee from the college of the District Academic Senate President. Each academic year, the seat of DAS President and seventh member will rotate by college. The DAS President will serve as chair and will not vote except in cases of a tie.

Section 2. The District Academic Senate will also include a non-voting chairperson from each of the Standing Committees established by the By-laws of the District Academic Senate and the Chancellor's designee.

Section 3: Pursuant to the Ralph M. Brown Act, all meetings of the District Academic Senate, and all standing committees authorized under District Academic Senate auspices, shall be governed by the Ralph M. Brown Act and be open to all members of the faculty, the Administration, staff, students, and the public.

Section 4: Public Comments The public may comment on items not included on the District Academic Senate (DAS) agenda during the "Public Comments" agenda item only.

- Total time for public comments will be 10 minutes. A majority vote of DAS may extend this time.
- Time limits for each individual speaker will be 3 minutes unless there are several speakers, in which case individual speaker time may be reduced or total time may be extended by majority vote.
- Public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of offensive language or pejoratives.
- DAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If a DAS member determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting

Section 5. When the membership of the District Academic Senate does not include a faculty member from a vocational area, the District Academic Senate shall [may?] appoint a faculty member to serve in a non-voting capacity for one academic year.

Update: Wednesday July 30 2025

Section 5. The District Academic Senate shall hold regular meetings not less than once a month during the full semesters of the academic year. The time and place of regular meetings shall be determined by the District Academic Senate. **A quorum of the District Academic Senate will be four of seven members.**

#### **ARTICLE V. OFFICERS**

Section 1. Officers for the District Academic Senate shall include a President, a Vice-President, and a Secretary.

Section 2. The office of the District President shall rotate annually among the Presidents or designees of the College Academic Senates next in alphabetical order according to the names of the Colleges

Section 3. The incoming President shall designate the Vice-President and Secretary, subject to the agreement of those nominated. Appointments take effect immediately upon agreement of those serving.

Section 4. The officers of the District Academic Senate shall serve terms of office of one year.

Section 5. The President and Vice President of the District Academic Senate may not hold the office of the President or Vice President of RCC-CTA concurrently.

Section 6. The officers of the District Academic Senate serve for the fiscal year (July 1-June 30.).

Section 7. The District Academic Senate President shall:

- A. develop agendas and conduct meetings of the District Academic Senate;
- B. regularly meet with the District Chancellor, with other administrators and staff as needed, and report to the District Academic Senate on relevant issues;
- C. represent before the Board of Trustees any faculty matter within the purview of the District Academic Senate;
- D. represent the District Academic Senate on any District-wide and/or administrative council;
- E. represent the District Academic Senate in consultation with RCC-CTA, CSEA, and the District Student Senate;
- F. upon approval of the District Academic Senate, register District Academic Senate endorsement of documents sent to relevant federal, state, and regional authorities;
- G. address academic and professional aspects of regulatory issues in the Education code and Title 5 of the California Code of Regulations, and organize a District Academic Senate response in a timely manner;
- H. make appointments not otherwise provided for in this Constitution, such appointments to be ratified by agreement of the District Academic Senate.

Section 8. The District Vice-President shall:

- A. act in the capacity of the President in any case where the President is unable to serve;
- B. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with others as needed.

Section 9. The District Secretary shall:

- A. keep minutes of the District Academic Senate meetings, keep minutes of any general faculty meeting called by the District Academic Senate, make these records available to the entire faculty following District Academic Senate approval, maintain a file of all minutes and official documents (e.g. dated copy of Constitution and By-Laws of the District Academic Senate, expiration dates of all terms of office of officers and committee members);
- B. ensure that all written material be prepared in a timely manner for dissemination at general sessions of the District Academic Senate;
- C. participate with the District Academic Senate President in monthly meetings with the Chancellor of the District, and with other administrators and staff as needed;

#### **ARTICLE VI. DISTRICT ACADEMIC SENATE COMMITTEES**

Section 1. The District Academic Senate shall create such District Standing Committees as it deems necessary for the fulfillment of its role in the governance of the District. Standing committees shall be listed, their functions and their

Update: Wednesday July 30 2025

membership described, and their membership selection processes explained in the District Academic Senate By-Laws. With the exception of the Curriculum Committee, Standing Committees shall be composed of two members from each of the Colleges in the District, designated in a fashion determined in the Constitutions and Bylaws of the College Academic Senates.

Section 2. The District Academic Senate shall create ad hoc committees as needed to conduct the business of the District Academic Senate or to fulfill any of its governance responsibilities. Membership on ad hoc committees may come from the District Academic Senate or from the faculty at large or from a combination of sources as the District Senate determines. The District Academic Senate President shall name members of ad hoc committees contingent upon the approval of the District Academic Senate.

## **ARTICLE VII. BY-LAWS AND AMENDMENTS**

Section 1. Upon the consent of the College Academic Senates in the District, any article or section of this Constitution may be amended. [Is this a consent vote or majority vote?]

Section 2. Amendments may be proposed by any College Academic Senate in the District.

Section 3. The By-Laws of the District Academic Senate shall be enacted or amended by the District Academic Senate in accordance with the Constitution of the Senate.

## **ARTICLE VIII. EFFECTIVE DATE**

Section 1. This District Academic Senate Constitution will take effect upon the approval of the faculty of the Riverside Community College District. Until such time as the Riverside Community College District is composed of separately accredited colleges, the District Academic Senate President shall represent all faculty, organized on campuses of the District. To the extent possible, the principles embodied in this document will be honored as the District works toward separate accreditation for its colleges. [Not sure what to do with this language]

Section 2. This District Academic Senate Constitution shall be re-authorized by each of the College Academic Senates upon the Re-Accreditation of the Riverside Community College District as a multi-college district, whichever comes later.

# **BY-LAWS OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT ACADEMIC SENATE**

## **ARTICLE I. COMMITTEE POWERS AND RESPONSIBILITIES**

Section 1. The purpose of Standing Committees is to facilitate the work of the District Academic Senate in the areas described in I.2.B of the Constitution. Each Committee shall, at its first meeting and under the supervision of the President of the District Academic Senate, elect a chairperson to serve for one year and to represent the committee on the District Academic Senate. Each committee shall meet regularly, but not less than once monthly during the fall and spring semesters. The chairperson of each Standing Committee shall represent the Committee on the District Academic Senate. With the approval of the committee, the chairperson may delegate this duty to any willing member of the committee. Chairs of the Standing Committees shall rotate annually among the Colleges on an alphabetical basis.

Section 2. Each Standing Committee will be composed of six members serving staggered two-year terms. Two faculty members shall be chosen from each College in a fashion designated by the Constitutions/By-Laws of the College.

Section 3. The primary purpose of District Standing Committees shall be to discuss and inform the College Academic Senates in order to empower them to make decisions in academic and professional interests of their faculty. Where a District Standing Committee believes a change in District Board Policy is needed, its members shall recommend changes to and through their College Academic Senates.

Section 4. Each Standing Committee of the District Academic Senate shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration.

Section 5. The District Academic Senate also recognizes the central faculty role in the District Equivalency Committee

## ARTICLE II. STANDING COMMITTEES

### Section 1. The Curriculum Committee

A. The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines"

B. The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-laws of the College.

C. All curricular matters of relevance to a single College shall be resolved by the curriculum committee of the College affected.

D. All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

### Section 2. The Professional Growth and Sabbatical Leave Committee

A. The District Professional Growth and Sabbatical Leave Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

**CUT OR KEEP?** Section 3. The Strategic Planning and Budget Committee [Where did this committee go? If chaired by admin and not a standing committee of senate, then non-Brown Act]

A. Section 1. The Strategic Planning and Budget Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(10), "processes for institutional planning and budget development."

B. The Strategic Planning and Budget Committee shall establish a liaison with both RCC-CTA and the District Chief Financial Officer.

### Section 4. Academic Standards Committee

A. The Academic Standards Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(2) and (c)(3), "degree and certificate requirements" and "grading policies"

**Section 5. Assessment and Accreditation Committee [Do we still have this at district level, or do we have chairs collaborating informally?]**

A. The District Assessment and Accreditation Committee shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(5) and (c)(7), "standards or policies regarding student preparation and success" and "faculty roles and involvement in accreditation processes, including self study and annual reports"

### Section 6. Program Review Committee

A. The District Program Review shall be the coordinating voice of faculty in the District with regard to 5 California Code of Regulations Section 53200(c)(9), "processes for program review."

### Section 7. Part-Time Faculty Committee

A. The District Academic Senate shall establish a Part-Time Faculty Committee to report on issues relating to part-time faculty.

B. The Part-Time Faculty Committee shall establish a liaison with CTA.

## ARTICLE III. Senate-appointed District Committees

**Section 1. District Equivalency Committee:** Pursuant to District Administrative Procedure 6210[A], the District Equivalency Committee is recognized by the District Academic Senate.

A. At the end of each academic year, or upon District Academic Senate request, the equivalency committee will deliver an activity report to the District Academic Senate (total equivalencies granted and denied, disciplines requested, total procedural appeals if any). The committee may also recommend or request a review of the equivalency procedure.

## ARTICLE IV. THE FACULTY LECTURE

Section 1. The District Academic Senate shall designate the Distinguished Faculty Lecturer. The Faculty Lecturer

Update: Wednesday July 30 2025

shall not normally come from the same college in any two subsequent years. The District Academic Senate may delegate the means of selecting the Distinguished Faculty Lecturer to a College in the District.

**BP 4400 NAMING OF FACILITIES, EVENTS AND PROGRAMS****Reference**

California Code of Regulations Title 5 Section 53200 subdivision (c)(4)

All recommendations for naming of facilities, events and programs shall be submitted for decision to the Board of Trustees by the Chancellor.

As designees of the Chancellor, the Facilities Recognition and Naming Committee shall develop the procedures for presenting proposed names for facilities, events and programs to the Board of Trustees for consideration.

**THE NAMING OF A FACILITY, EVENT OR PROGRAM**

Facilities, events and programs shall generally be named in a manner descriptive of their basic functions. In the case of a unique, extraordinary, or significant personal contribution of someone closely associated with the District or a significant financial gift made through the RCCD Foundation, it may proper for an individual's name to be bestowed upon a facility, event or program. All proposed names for facilities, events and programs shall be consistent with the principles and mission of the District.

Plaques, memorials and monuments, selected events – such as athletics, fine arts, lectures – and other activities and programs shall be subject to this policy.

Decisions to name facilities, events or programs after an individual when no financial gift is involved shall be made under circumstances free from emotion and transitory pressures. Therefore, when a nomination involves service or professional contributions to the institution, a proposal shall not be submitted to the Facilities Recognition and Naming Committee until the individual has been retired from the institution or deceased at least one year.

**DISCONTINUING THE NAME OF A FACILITY, EVENT OR PROGRAM**

The District recognizes that the name conferred on a facility, event or program in recognition of an individual or group is an important factor in the public image of the institution.

Accordingly, the Board of Trustees may discontinue an approved name when the Board determines that it is no longer appropriate for the District to retain the name previously assigned to the facility, event, or program.

**BOARD AUTHORITY**

- I. The Board of Trustees delegates to the Chancellor the process of evaluating and making the recommendation for naming facilities, events and programs. To aid in this process, an established committee, the Facilities Recognition and Naming Committee ("Committee"), will gather the request and other required data, and make a recommendation to the Chancellor for any suggested naming.
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**Date Adopted:** August 18, 2009 (Replaces RCCD Policy 7070)

**Date Revised:** May 21, 2019

**Date Revised:** December 14, 2021

**Formerly:** 3950



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**Institutional Advancement &  
Economic Development**

**AP 4400 NAMING OF FACILITIES, EVENTS AND PROGRAMS**

**References**

**BOARD AUTHORITY**

The Board of Trustees retains authority for naming all facilities, events, programs, or other aspects within the District.

**THE FACILITIES ASSOCIATION AND NAMING COMMITTEE**

- I. The Facilities Recognition and Naming Committee shall be comprised of: one member of the faculty from each college, as determined by the Academic Senate; one classified professional from each college as determined by the CSEA; one member of management, as determined by the college President; one student representative; one member of the Board of Directors of the RCCD Foundation, as determined by their Executive Committee; the Executive Director, RCCD Foundation; the Associate Vice Chancellor, Facilities Planning and Development; and the Vice Chancellor (VC), Institutional Advancement and Economic Development (IA&ED) or designee.

Whenever a naming situation involves an academic program, first the District Academic Senate shall review and recommend the naming to the Committee for processing for Board of Trustees approval.

The Committee shall have a faculty co-chair and an administrative co-chair. The faculty co-chair shall be a faculty Committee member as determined by consensus of the faculty Committee members. The administrative co-chair shall be the VC, IA&ED or designee. Members will serve in accordance with the District Strategic Planning Council. If a member resigns and no longer fill the role they are replaced with someone else through the applicable determination process.

- II. Each proposal for naming a District facility shall be considered on its own merits.

No commitment for naming shall be made prior to Board of Trustees' approval of the proposed name.

- III. General Guidelines

- A. Individual or group requests are to be submitted in writing to the RCCD Foundation. A "PRESENTATION OF A CANDIDATE FOR RECOGNITION" form must be completed as required by the Committee.
- B. Individuals or groups submitting applications should be prepared to make a presentation to the Committee with supporting materials and additional information. The Committee will keep the requesting individual or group

informed on the application's progress.

- C. The Committee will seek input from pertinent operational experts to ensure there are no functional limitations on requests for placement. Preliminary input will be obtained from the college directly involved. The Committee will then review all information obtained and provide a written recommendation to the Chancellor for approval before being brought to the Board of Trustees.
  - D. An appropriate relationship between the use of the facility or its function and the person for whom it will be named should exist. When possible, a building name should include the function of that facility in its title.
  - E. In addition, plaques, memorials or any form of recognition to be affixed to any property of the District shall be subject to the aforementioned procedure for approval.
  - F. Any event associated with a naming opportunity will be managed between the RCCD Foundation and/or the pertinent college President's office. The RCCD Foundation will have primary responsibility where a gift is connected to the naming; the pertinent college President's office will have primary responsibility where the naming is for honorary purposes.
  - G. Any academic program associated with a naming opportunity will be judged according to the fit between the suggested name and the program. All naming requests should reflect a logical and meaningful relationship between themselves and the program and shall reflect the mission and values of the District.
- IV. A name for a District facility must meet one or more of the following criteria:
- A. Designate the function of a facility/program/event.
  - B. Reflect natural or geographic features.
  - C. Reflect a traditional theme of a college.
  - D. Reflect the mission and values of the District.
  - E. Honor an individual, subject to the following:
    - i. When no gift is involved:
      - a. It must honor a person who has achieved unique distinction in higher education or other areas of public service; or
      - b. It must honor a person who has served the District in an academic capacity and has earned a reputation as a scholar; or

- c. It must honor a person who has served the District and made extraordinary contributions to the District.
  - d. When a proposal for naming in honor of an individual involves service in an academic or administrative capacity, a proposal shall not be made until the individual has been retired or deceased at least one year.
- ii. When a significant gift is involved:
  - a. A facility, event or program may also be named for a benefactor or an individual nominated by a benefactor for a significant gift to the District.
  - b. For an amount to be considered significant, it shall either:
    - Fund the total cost of the facility, event or program to be named; or
    - Provide funding for that portion of the total cost which would not have been available from other sources; or
    - Fit established naming opportunities as part of the RCCD Foundation fundraising activities.

F. At the direction of the Chancellor or Board of Trustees

Such facilities, events or programs will not be named in return for revocable deferred gifts. Irrevocable gifts of property (real or personal) will be considered.

V. Duration of Naming Recognition

Naming of District facilities, events or programs may be granted by the Board of Trustees for a defined period of time. The recommendation to the Board of Trustees shall include the recommended duration, if any, of the naming.

VI. Transferability of Naming Recognition

Naming of a designated facility, events or programs of District property may not survive the facility, event or programs existence. Should the named facility, event or program be removed, renovated or redesigned for another use, the naming recognition shall not automatically be assigned to its replacement or any other like property without the express authorization of the Board of Trustees. A recommendation for the transfer of the naming rights may be presented to the Board for consideration through this Committee process.

VII. Signage

Buildings signage should normally bear programmatic or the donor's name and the building name. For instance, "The Doe Memorial." The sign should be in a typeface and style consistent with District signage. The wording of the nameplate must be

approved by the Chancellor or designees. The cost of signage will be borne by the associated gift, or by the District when the naming is solely for honorary purposes. The RCCD Foundation will work with the appropriate District or college President's office to manage the accomplishment of proper signage.

Lecture halls, classrooms and labs named may also be identified with a plaque of appropriate materials and design mounted on the wall directly outside the main entrance to the facility, or in a position otherwise most appropriate under specific circumstances.

All areas where students, employees and the public gather, including walkways, benches, and gardens, may also be identified with a plaque or acknowledgement plate of appropriate materials and design mounted near the area. The plaque or acknowledgement plate design should be consistent with the design of the facility and easily maintained.

Office of Primary Responsibility: Office of the Vice Chancellor, Institutional Advancement and Economic Development

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**Administrative Approval:** August 16, 2011 (Replaces current RCCD Regulation 7070)

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**BP 4400 NAMING OF FACILITIES, EVENTS AND PROGRAMS**

**Reference**

California Code of Regulations Title 5 Section 53200 subdivision (c)(4)

All recommendations for naming of facilities, events and programs shall be submitted for decision to the Board of Trustees by the Chancellor.

As designees of the Chancellor, the Facilities Recognition and Naming Committee shall develop the procedures for presenting proposed names for facilities, events and programs to the Board of Trustees for consideration.

**THE NAMING OF A FACILITY, EVENT OR PROGRAM**

Facilities, events and programs shall generally be named in a manner descriptive of their basic functions. In the case of a unique, extraordinary, or significant personal contribution of someone closely associated with the District or a significant financial gift made through the RCCD Foundation, it may proper for an individual's name to be bestowed upon a facility, event or program. All proposed names for facilities, events and programs shall be consistent with the principles and mission of the District.

Plaques, memorials and monuments, selected events – such as athletics, fine arts, lectures – and other activities and programs shall be subject to this policy.

Decisions to name facilities, events or programs after an individual when no financial gift is involved shall be made under circumstances free from emotion and transitory pressures. Therefore, when a nomination involves service or professional contributions to the institution, a proposal shall not be submitted to the Facilities Recognition and Naming Committee until the individual has been retired from the institution or deceased at least one year.

**DISCONTINUING THE NAME OF A FACILITY, EVENT OR PROGRAM**

The District recognizes that the name conferred on a facility, event or program in recognition of an individual or group is an important factor in the public image of the institution.

Accordingly, the Board of Trustees may discontinue an approved name when the Board determines that it is no longer appropriate for the District to retain the name previously assigned to the facility, event, or program.

**BOARD AUTHORITY**

- I. The Board of Trustees delegates to the Chancellor the process of evaluating and making the recommendation for naming facilities, events and programs. To aid in this process, an established committee, the Facilities Recognition and Naming Committee ("Committee"), will gather the request and other required data, and make a recommendation to the Chancellor for any suggested naming.

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## Institutional Advancement & Economic Development

### AP 4400 NAMING OF FACILITIES, EVENTS AND PROGRAMS

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Whenever a naming situation involves an academic program, first the District Academic Senate shall review and recommend the naming to the Committee for processing for Board of Trustees approval.

The Committee shall have a faculty co-chair and an administrative co-chair. The faculty co-chair shall be a faculty Committee member as determined by consensus of the faculty Committee members. The administrative co-chair shall be the VC, IA&ED or designee. Members will serve in accordance with the District Strategic Planning Council. If a member resigns, and no longer fill the role they are replaced with someone else through the applicable determination process.

II. Each proposal for naming a District facility shall be considered on its own merits.

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#### VII. Signage

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Office of Primary Responsibility: Office of the Vice Chancellor, Institutional Advancement and Economic Development

**Deleted:** naming rights may be presented to the Board for consideration through this Committee process. In the event that a naming designation will be either transferred or discontinued, the District will attempt to contact and inform any living heirs.

#### **Signage**

Buildings to be named should normally bear the last name of the person for whom it is to be named and the building name. For instance, "The Doe Memorial." The sign should be in a typeface and style consistent with College signage. The wording of the nameplate must be

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