[Riverside Community College District Academic Senate](#)
Monday, December 1, 2025
3:00 - 5:00 PM

Physical Location:

RCCD District Offices Room 309A
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: Oct. 27, 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. **Second Read and Action:** RCCDAS will conduct a second read on proposed updates to the DAS constitution and bylaws for approval, addressing local feedback and including considerations of timeline and implementation. **(Scott-Coe or designee)**

  B. **Information and Discussion:** RCCDAS will receive a status update from PG&SL on draft revisions of AP 6160A, including discussions of local senate feedback thus far. **(Romero or designee)**

  C. **Discussion Item and Possible Action:** RCCDAS will discuss continuing plans for implementation of peer-to-peer DE certification, peer reviewer recruitment/SPRs, faculty messaging, and expanded certification equivalency options **(Navas or designee)**

  D. **Information and discussion:** The RCCDAS will discuss the status of AP 2101 for Independent Study, including next steps and timeline in approval flow **(Taube or designee, with Scott-Coe, Bell, and Navas)**

  E. **Information and discussion:** RCCDAS will discuss the cross-district faculty workgroup addressing "burden free access" under Title 5 Section 54221 and potential district policy updates **(Bell or designee)**

F. **Information:** RCCDAS will review the 2025-26 Senate Spotlight schedule in preparation for Spring 2026 **(Scott-Coe, Bell, and Navas)**

V. **New Business:**

A. **Information and Discussion:** DHH Coordinators at Norco, MVC, and RCC will share ongoing ASL interpreting issue(s) and potential impacts to classrooms. **(Arnhart, Rodriguez, Cranfill, and Valencia or designee/s)**

B. **Information and Discussion:** District TSS Director Kevin Harrison will present on the RCCD Audio Visual Standards and Design Guidelines and address RCCDAS questions or clarifications **(Harrison 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:	**Spring 2026 Meetings:**
~~August 25, 2025~~	February 23, 2026
~~September 29, 2025~~	March 23, 2026
~~October 27, 2025~~	April 27, 2026
~~December 1, 2025~~	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

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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.

Monday, October 27, 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: Esteban Navas, Jo Scott-Coe, Kimberly Bell

Members Absent: None

Guests: S. Cerwin-Bates, G. Caringella, DJ Hawkins, T. Few, S. Bushell, R. Perez, M. Green, R. Rhyne, E. Romero, R. Taube, M. Wilson, L. Zhai, W. Isaac, S. Nafzgar, R. Ruiz, and S. Popiden

I.   Preliminaries
   A. Call to Order: 3:00 PM
   B. Approval of the Agenda: Navas/Bell - Approved unanimously.
   C. Approval of the Minutes: September 29, 2025 - Navas/Bell - Approved unanimously.
   D. Public Comments: None

II.   Committee and liaison Reports
   A. RCCD Faculty Association (**Taube**)
   - Compensation secured for faculty engaged in Distance Education (DE) peer-to-peer evaluations and labor-intensive curriculum work to address the SAAM (Standardized Accounting Attendance Method).
   - Issued demands to bargain for Cybersecurity training for part-time faculty, and a draft MOU sent to district office.
   - Contract negotiations are underway with goal to present to Board by May.
   - FA vacancies on DSPC vacancies are being filled.

   B. Curriculum (**Douglass or designee**)
   - No report.

   C. Global Learning and Study Abroad (GLSAC) (**Rhyne**)
   - Approved revisions to mission and vision statements; objectives and program learning outcomes under review. Draft GLSAC strategic plan to be presented at next Committee meeting. They are working on a 3-year plan for education abroad programs to allow for faculty and student planning, including exploring exchange agreements with universities in Japan and China.
   - Fundraising event planned for early March and the email campaign is ongoing.
   - The program appreciates the support of presidents of each college, Chancellor Isaac, and all donors. Thanks to the leadership team for setting an example and helping to promote Global Learning.

   D. Professional Growth and Sabbatical Leave (PG&SL) (**Romero**)
   - Focus on Brown Act compliance for committee operations and continued committee progress on updates to AP6160A (in draft form), especially in the areas of faculty salary reclassification and professional growth.
   - The next PG&SL meeting is scheduled for November 4.

III. Administrative Reports
   A. Chancellor's Report (**Isaac**)
   - Attended the ACCT Conference in New Orleans with more than 1600 delegates. The theme was reimagining community colleges, with an emphasis on AI integration across community colleges.
   - The Governor's veto was disappointing on AB1400: Baccalaureate Degree in Nursing Pilot Program within Community Colleges. However, there may be an opportunity to establish a joint bachelor's degree program with UCR Medical School. We plan to engage soon in further discussions with UCR.

- Faculty support was appreciated for the recruitment of the Deputy Chancellor and Provost. A candidate has been selected and is pending contract. This position will oversee Educational Services and Strategic Planning with two Associate Vice Chancellors: one for research and institutional effectiveness that will be more driven into data analytics and the other over various programs in academic affairs, student services, planning and development.
- The recruitment of the RCC President will be advertised in November.
- At the Chancellor's Retreat, we discussed efficiency initiatives such as streamlining processes, reducing duplication, improving automation, and strengthening the interface with Business & Financial Services, Human Resources & Employee Relations, Riverside County Office of Education, and areas between the district office and colleges.
- Aspiration of expanding dual enrollment; planning to formalize dual enrollment agreements with school districts.

B. Vice Chancellor's Report (**Zhai**)
- Student Equity Plans: All three colleges completed 2025–28 plans, which will be submitted to State Chancellor's Office by Nov. 30. Plans were approved by colleges and DSPC, presented today at Chancellor's Cabinet, and set to be presented to the Board of Trustees next week.
- PACT Program is part of the regional K-16 collaborative grant. It seeks to promote achievable college transition from high school to college for autistic and other students. First implementation launched in collaboration with local partners and all three colleges. Welcomed 141 new students and 46 returning students who left the college for several years and returned for the program.
- On October 16 Institutional Planning, Effectiveness, and Governance (IPEG) Committee was constituted. The meeting addressed membership challenges and current committee vacancies; SPC will review its operational guidelines on the membership to address the challenges in finding the members. Adrienne Stowe volunteered and was voted as faculty co-chair to the IPEG Committee.
- RCCD's Strategic Plan 2025-2030 finalized; the Board approval is targeted for December, following standard approvals through governance. The collaboration and feedback from faculty and classified professionals is appreciated, with special thanks to the Academic Senate for the collaboration and support. Once the plan is approved, the focus will shift to implementation; engaging faculty, classified professionals, and administration in translating the strategy or goals into action.
- Scott-Coe and Bell have questions on the subject matter experts working on PACT but will discuss offline for a follow-up presentation to a future DAS meeting.

IV. Ongoing Business:

A. **First Read and Action:** The RCCDAS will discuss proposed updates to DAS constitution and bylaws in preparation for local governance review and DAS second read Dec. 1 (**Scott-Coe**)
- Reviewed proposed updates to District Academic Senate bylaws.
- The purpose of revisions include addressing Brown Act compliance issues related to current three-member body. The new Equivalency Committee is also now recognized as a senate-appointed district committee in the bylaws.
- Public comment norms were added for clarity, and the Constitution clarifies references to Board Policy 2005 ("rely primarily" vs. "mutual agreement" in the 10+1).
- Membership includes Presidents' team gaining an extra person because DAS President will be non-voting except to break ties.
- Antiquated language about accreditation retained for historical context (per Dobyns).
- Title 5 references were inserted by Dobyns and flagged as potentially confusing for external readers. We will consult and resolve.
- PG&SL remains a standing committee, but the Strategic Planning and Budget Committee may be removed (seems to be replaced by DSPC, DBAC, and local college governance bodies).
- This item will be treated as a first read; send to local senates in November for feedback.
- A good idea to have a routine review every two years, and if we identify additional issues at this time, we can capture future revision items for the next cycle.

B. **Discussion and Action:** The RCCDAS will review the proposed expansion of equivalency options for DE

certification as shared from local DE committees and senates **(Navas, Bell, and Scott-Coe). Motion: Bell/Scott-Coe, motion approved for the expansion with RCC amendments including clarification on #4.**

- Reviewed and voted on proposed expansion of Distance Education certification equivalency options. Proposal originated from Norco DE Committee and we saw a preview earlier this fall. The goal is to expand DE certification equivalency options for faculty.
- Status at colleges: MVC Senate approved with minor, non-substantive suggestions; RCC Senate approved with brief amendments (4 items); DE committee largely agreed with 1–3, had questions about item 4. A self-assessment blurb explaining why a faculty member chose a specific equivalency pathway is a good idea, but the body agreed that this should be informational only, not evaluative or punitive.
- Discussion points included a need for flexibility and refinement over time; funding for peer reviewers noted as a separate issue for continued discussion.
- Note: Future refinements possible and participatory governance emphasized. Next steps: Proposal moves to District DE Committee for implementation. District DE Committee (chaired by Bushell) will update website and execute process for handling equivalency requests. Target implementation date: November 1.

C. **Discussion Item (possible action):** The RCCDAS will discuss implementation and timeline for RCCD DE certification by peer-to-peer review **(Navas). Motion: Bell/Scott-Coe, motion approved to adopt the augmented DE Workgroup charge with expanded membership and clarified scope.**

- Previous meeting approved rubric for DE certification, and now Faculty Association has negotiated 15 hours of compensation for peer reviewers.
- Questions were discussed about who will run the certification process and manage outreach and support, verification and tracking, reviewer selection and norming sessions, and consistency in rubric application across colleges for districtwide coherence.
- Coordination and distinctions between faculty purview and administrative responsibilities were emphasized.
- Discussion ensued about clarifying the instructional purview, which will help facilitate connections with HR and Bushell on the administrative support side.
- Concerns were raised about how many faculty will be able to begin as peer reviewers, but it was pointed out that as more individuals become peer reviewers and also get DE certified, capacity will develop and the situation will improve.
- Proposed Approach: Augment DE Workgroup charge to include implementation tasks:
  - Coordinate norming sessions and faculty-driven activities.
  - Maintain resource shell and peer reviewer list.
  - Report progress to District Academic Senate each semester.
  - Address implementation questions related to faculty purview.
- Expand membership of the DE district workgroup charged by DAS, with a minimum one additional representative per college (such as a DE liaison), increasing from 2 to 3 faculty per college.
- Administrative tasks (e.g., HR processes, budget, hiring) remain under District DE Office and HR.
- Faculty role limited to instructional coordination and oversight of peer review norms.
- Recruitment process for peer reviewers will follow Special Project Request (SPR) guidelines, not permanent hiring.
- Language referencing HR and Ed Services needs to be clarified to avoid confusion; we need to ensure alignment with existing job descriptions for DE staff as well as instructional designers;
- Suggestions to address high demand at the beginning of the implementation process included: organizing district-wide and college-level events (e.g., during FLEX) to accelerate certification and grow the reviewer pool; norming sessions for rubric consistency; and workgroup continuing to liaise with DE leadership and HR for process clarity.
- The workgroup is expected to report out again at December 1 meeting.
- Follow-up meeting scheduled with DE leadership and HR to finalize recruitment and implementation details, and recruitment of peer reviewers with SPRs will begin ASAP.
- Need to ensure coordination between Senate, DE Office, and HR for accurate processes and continue addressing concerns about reviewer availability and workload.

D. **Discussion Item (possible action):** The RCCDAS will discuss notes received from the Faculty Association on AP 2101 and address next steps in approval flow **(Scott-Coe).**
- Bell explained that this is a compensation discussion; once it is fully vetted and completed by the Faculty Association, we will bring it back to this group for a vote in December.

E. **Action Item, Second Read:** The RCCDAS will conduct a second read of the RCCD Strategic Plan **(Zhai). Motion: Bell/Scott-Coe, motion to approve the plan with caveat that if MVAS votes against it at their November 3 meeting, item will return to DAS in December. Navas abstained. Motion passed.**
- Since the first read major updates have been incorporated:
  - Added updated benchmarks and KPIs for Goals 4 and 5 (Core Business Processes and Resources).
  - Created Appendix B to include all KPIs for annual tracking and measurement.
  - Incorporated feedback from colleges:
    - Renumbered KPIs (1–26) for easier reference
    - Minor wording, formatting, and cosmetic changes.
    - Updated KPI data and charts in Appendix A based on new MIS data.
  - Issue: Moreno Valley Academic Senate (MVAS) did not vote due to loss of quorum (logistical timing issue). The next meeting is scheduled for November 3.
- Bell raised concern on behalf of the faculty for benchmark of 18 for instructional efficiency (Strategy 3, Goal 4.1):
  - Workload and burnout at high efficiency levels.
  - Emphasis on balancing efficiency with faculty well-being and student success.
  - Recognition that some disciplines (e.g., studio courses) cannot meet high efficiency targets due to pedagogical needs.
- Document considered a living plan; future adjustments possible. The importance of recording feedback from local senates even after district approval was emphasized.
- Some discussion of funding implications tied to efficiency goals.

V. New Business:

A. **Information and action:** The RCCDAS will review the draft calendar of local and district senate meetings for AY 2026-27 **(Scott-Coe). Motion: Bell/Navas, motion to approve the adoption of August 31 meeting date for the District Senate Academic Year 2026-27 calendar.**
- Reviewed the Fall 2026–27 meeting schedule.
- Observed that the calendar for 2026–27 was found on Norco site (not district site); there seem to be fewer Monday holidays next year which helps us avoid back-to-back meetings.
- One exception at the beginning of Fall 2026 due to Labor Day: two back-to-back meetings at the start of Fall to set priorities and avoid a month's delay of first local senate meetings. Proposed dates: August 24 (district) and August 31 (local). This also preserves efficiency and contributes to beginning-of-semester momentum.

B. **Discussion and possible action:** The RCCDAS will review proposed updates from the PG&SL committee regarding AP 6160A **(Romero).**
- Preview of revised AP 6160A document; first read only, no vote required yet. Clean copy and notes provided for review. The current version incorporates contributions from faculty workgroup and a few preliminary notes from General Counsel Dobyns.
- Document has been pending for some time; faculty awaiting approval for reclassification.
- The goal is to keep the conversation moving; clarify the vetting process and identify which constituents need to review; and address faculty concerns about delays.
- The PG&SL committee to need to place the item on their Nov 4 agenda for discussion/action, then bring forward as a recommendation to District Senate.
- District Senate aims for Dec 1 vote, but may defer to spring if revisions needed, as local senates need to review as information item and provide feedback.
- Feedback from locals and Faculty Association can be gathered simultaneously.
- PG&SL has a Dec 2 meeting, so timeline may push final vote to spring if changes arise.
- Sara Nafzgar will share a document summary to clarify major revisions for local senates.

- Faculty Association and district office may need to review due to AP status.
- Emphasis on transparency and timely communication to all faculty.

Bell/Navas motioned to extend the meeting time by 10 minutes, until 5:10pm.

C. **Discussion and possible action:** The RCCDAS will discuss development of BP/AP to address Title 5 Section 54221, Burden-Free Access to Instructional Materials **(Bell). Motion: Scott-Coe/Bell, motion passed to approve a workgroup formation to review options, address Title 5, Section 54221, Burden-Free Access to Instructional Materials.**

- Discussion focused on Title 5 legislation regarding Burden-Free Access to Instructional Materials. Acknowledgment of Adam Martin (CMAC Chair) for bringing the issue forward.
- Legislation requires development of an AP/BP with input from Senate under 10+1 responsibilities; Dobyns has suggested adding this requirement to an existing AP.
- Proposal: Form a small work group (ideally CMAC representatives from each college) to review options.
- Mention of ASCCC Fall Plenary session titled "Eliminating Financial Barriers for Students: Burden-Free Instructional Materials Implementation Task Force". Scheduled for Thursday, November 6, 2–3 PM. No online option available; in-person attendance only.
- Other colleges will have representation at ASCCC plenary; priority to gather information and report back. Next steps will be to coordinate offline.

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

- Concerns raised about mental health crises and classroom disruptions. MVC senators emphasized this is a "10+1" matter (as related to standards for student success). Current reporting process is slow (up to 15 days), but efforts are underway to expedite response. VP of Student Services and college presidents working on improving timelines and clarity. Additions to RCCD Strategic Plan include clarifying policies and feedback loops on employee well-being and safety.
- Anthology platform filed bankruptcy; potential acquisition by Ellucian. Faculty expressed need for clarity on onboarding and future plans. There are issues with unresolved functionality. Topic will be added to an agenda for future discussion.
- DAS President Scott-Coe will has met with acting chair of PG&SL to address logistical questions related to Brown Act and will visit the next meeting to support the committee as needed. PG&SL is a standing committee of Academic Senate committee, not an ad hoc workgroup or committee.
- Scott-Coe thanked Bushell and Taube for meeting last week to discuss the DE certification. The goal is to ensure clarity and readiness before broad communication goes out.
- Navas will meet with Bushell and Few to review DE certification process for SPRs.

VII. **College Senate Reports**
   A. Moreno Valley College (**Navas**)
   - RAPC voted on 10 proposals (including adjustment for journalism program).
   - First reads completed for ICER and District Strategic Plan; second reads scheduled for November.
   - College Council Advisory groups currently active:
     - AI and College Processes
     - Student Journey Workgroup
     - Grants Advisory Workgroup
     - HSI and BSI Workgroup
   - FTES at 104.8% as of Oct 17.
   - Dual Enrollment Advisory Workgroup is awaiting feeder district representatives.
   - Non-credit faculty lead roles under discussion; draft duties/responsibilities being prepared for Nov 19 meeting.
   - Strategic and Operational Planning Workgroup under DSPC non-credit subcommittee met Oct 15 to discuss non-credit faculty lead roles, duties, and responsibilities; implementation targeted for Fall 2026.

B. Norco College (**Bell**)
- Voted on strategic plan and equity plan.
- Academic Planning Chairs submitted hiring recommendations; discussions ongoing about rankings and funding sources.
- Hosted Harvest Festival community event.
- Preparing for ASCCC Fall Plenary.

C. Riverside City College (**Scott-Coe**)
- We are monitoring ASCCC resolution 114.01 on vendor consultation and technology (i.e. AI tech) procurement. Our local Senate is reviewing/considering a resolution passed by MiraCosta College's resolution on academic and professional principles concerning AI.
- RCC's Strategic Planning Council is actively updating bylaws to align with the new strategic plan.
- On our agenda is an upcoming review of BP2005 ("rely primarily" vs "mutually agree") to recognize the connection/distinction between ed code and the local board policy. It's helpful for faculty to review/understand the implications.
- Faculty Appreciation Week: Five faculty recognized:
  - Joshua Hobbs (Counseling)
  - Jeni Lelle (Culinary Arts)
  - Adriana Lomeli (Life Sciences)
  - Robert Miles (Administration of Justice)
  - Jennifer Pixley (Nursing)

VIII. **Adjournment:** 5:10 PM

Fall 2025 Meetings:	**Spring 2026 Meetings:**
~~August 25, 2025~~	February 23, 2026
~~September 29, 2025~~	March 23, 2026
~~October 27, 2025~~	April 27, 2026
December 1, 2025	June 1, 2026

RCCD PG&SL 2025 Year End Summary

Meeting Dates	Number of PG Requests	Approvals	Denials	Tabled *AP6160(a)	Salary Reclassification Requests	Professor Ranking Requests
03/04/25	7	4	0	2(*1)	2	2
04/01/25	3	3	0	0	2	1
05/20/25	8	7	0	*1	4	0
06/03/25	1	1	0	0	4	0
09/02/25	4	4	0	0	7	0
10/07/25	5	3	2	0	3	0
11/08/25	2	2	2	0	0	0
TOTALS	30	24 (80%)	4 (13%)	4 (13%)	22 (100% approved)	3 (100% approved)

Committee Members: Lijuan Zhai (Administrative Co-Chair), Estrella Romero (Faculty Co-Chair/NC), Katherine Koh (Administrative Coordinator), Sara Nafzgar (NC), Debbi Renfrow (MVC), Frankie Moore (MVC), Laneshia Judon (RIV), Antonio Curtis (RIV), Graciela Caringella (District HR) *Natalie Mumford (NC) (on leave)

Important Highlights:

1. Three Sabbatical Requests submitted/three approved (May).
2. Sabbatical Leave survey was also sent out to the district in May.
3. We continue to collect Professional Growth proposals connected with AP6160(a) and have tabled them for now and plan to revisit once the AP is approved (we anticipate more to be submitted once the AP is approved/communicated)
4. Brown Act Compliance continues to be on our radar. We will follow District Senate direction for compliance in Spring 2026.
5. As of 11/08/25-10 new Professor Rank Applications have been submitted. No applications were submitted by first deadline of March 2025.

2026 Goals:

1. Approve AP 6160(a) by Spring 2026
2. Become fully Brown Act Compliant under District Senate guidance
3. Update the PG&SL form to correct areas of confusion which causes tabling/denying proposals
4. Create a clearer "Feedback Loop" of communication from PG&SL for faculty via a NEW RUBRIC which will be used to help faculty understand why their proposal was tabled/denied.
5. Plan and facilitate workshops for the district on new updates via FLEX workshops and Senate Meetings
6. Continue to review PG&SL forms and processes (Sabbatical Leaves/Reclassifications/Professor Ranking) and improve as needed

Submitted by PG&SL: Faculty Co-Chair-Dr. Estrella Romero (NC) 12/1/25

Timeline

- Need for update identified: Spring 2025
- First DAS discussion: 2 June 2025
- Second DAS discussion of updates/draft progress: 28 August 2025
- First read at DAS: 27 Oct. 2025
- **WE ARE HERE >> Local senate reviews:** 3 Nov. (first read) and 17 Nov. (second read) 2025
- Second read + vote scheduled for DAS: 1 Dec. 2025

Focus Areas for Revision and Approval by December 2025

Primary Goal: The DAS body has historically been 3 members—all three Academic Senate Presidents—with a quorum of 2. The proposed expansion is a total of 7 members with a quorum of 4 and chair voting only in the event of a tie. Expansion enables the Academic Senate Presidents to communicate or meet without triggering concerns about violating or appearing to violate the Brown Act. *See Constitution Article IV. Representation for details.*

Additional Priority: Include the newly formed District Equivalency Committee and add transparent rules for public comments under the Brown Act. *See Constitution Article IV. Representation as well as Bylaws Article III. Senate-appointed District Committees.*

Minor corrections/adjustments:

1. **Constitution Article I: Name and Mission** >> *Added reference to RCCD Board Policy 2005 and "rely primarily" vs. "mutual agreement" on academic and professional matters*
2. **Constitution Article VII. By-laws and Amendments** >> *Change "upon the consent of" to reflect "a majority vote" of the college academic senates* (suggested in consultation with general counsel).
3. **Constitution Article VIII Effective Date:** *Leave alone. The language predates separate accreditation of each of the three colleges, but it can remain for historical reference* (suggested in consultation with general counsel).
4. **Throughout:** *References to Title 5 California Code of Regulations with specific section citations* (updates from general counsel).
5. **Bylaws Article II Standing Committees Section 3: recommend deletion** as this is now handled through individual college councils/committees as well as faculty representation in DSPC and DBAC.

Note: Additional areas of update/revision, if any, can be identified and recorded for consideration in next cycle of review.

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.

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 may appoint a faculty member to serve in a non-voting capacity for one academic year.

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

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 majority vote of each of the College Academic Senates in the District, any article or section of this Constitution may be amended.

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.

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 Title 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 Title 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

Section 3. Academic Standards Committee

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

Section 4. Assessment and Accreditation Committee

A. The District Assessment and Accreditation Committee shall be the coordinating voice of faculty in the District with regard to Title 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 5. Program Review Committee

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

Section 6. 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 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.

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.

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 Oct. 22, 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. <mark>A quorum of the District Academic Senate will be four of seven members.</mark>

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

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? We are proceeding now with majority vote of the college senates in the district]**

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. **[Per Dobyns, we can leave this alone as historical record or delete if we choose. Recommend keeping.]**

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

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Commented [DK1]: Refine. Majority vote of each of the three Senates(?)

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Update: Wednesday Oct. 22, 2025

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 Title 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 Title 5 California Code of Regulations Section 53200.8, "policies for faculty professional development activities"

~~Section 3. The Strategic Planning and Budget Committee,~~ [***Directed to college committees upon individual accreditation, now supplemented by DSPC and DBAC. Recommend deletion.**]

~~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 Title 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

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 from college Program Review Committees 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.

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Update: Wednesday Oct. 22, 2025

ARTICLE IV. THE FACULTY LECTURE

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

PG&SL
Summary of Substantive Changes to AP6160a.

Policy/Title Alignment Updates
- Updates to align with current titles and practices.
    - Updated CTA/CCA contract references
    - VC of Ed Services & Strategic Planning replaced Chancellor in some places
    - Updated to Human Resources & Employee Relations
    - Accreditation Standard II.A.5 updated to 3.2

Lower Division Units
- IIA7 & 8 states what will be considered.
    - Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree,
    - Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate.

Defining Units and Clarifying Scope
- Some options for professional growth (Publications, Independent Study, Return to Industry) didn't have a method for determining units.
    - Added 54 hours = 1 semester unit & in some cases, 36 hours intensive preparation = 1 semester unit*
    - Faculty must include documentation/rationale for units requested
    - Growth plans for workshops/institutes can be for attending *or* facilitating
    - Requests for publications can be submitted for consideration within 6 months of completion.
    - Requests for attending or facilitating an institute or workshop can be submitted for consideration within 6 months of completion.

Review & Approval Process
- Included additional bodies in the approval process and added an appeal process.
    - Vice Chancellor of ES&SP & Senate Presidents now review (I Gen Info A1)
    - Human Resources & Employee Relations will confirm hiring/salary placement, etc.
    - Added appeal process for plan and/or salary advancement denial; the final decision made by District Senate Presidents (I Gen C/D)

Points to Discuss

> **III. Professional Growth Procedures & Salary Placement. B.** Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, **and attending or facilitating institutes and/or workshops,** proposed growth activities shall not be initiated before the plan has been approved.

> **I. General Information A1:** A faculty member interested in beginning a professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan must be reviewed and approved by the PG&SL Committee, **Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents in advance of initiating the endeavor.**

> **I. General Information. C. Appeal process:** If the academic endeavor or the request for reclassification is denied by the **PG&SL Committee, the VC of ES&SP, or the District Academic Senate Presidents,** the faculty member may petition the decision by submitting a written request addressed to the co-chairs of the PG&SL committee.
>
> D. The files of those who request the appeal process will be forwarded to the District Academic Senate Presidents. The District Academic Senate Presidents will review the files forwarded by the PG&SL Committee and shall make a decision by majority vote. The decision of the District Academic Senate Presidents is final.

IIA4. Course Work/Certificates – Units awarded for all course work, whether or not applicable towards a graduate level certificate, **shall only be applied for salary advancement up to one additional column** and in no event beyond Column G.

5. 54 hours/36 intensive hours = 1 unit

Human Resources and Employee Relations

AP 6160a PROFESSIONAL GROWTH – FULL TIME FACULTY – SALARY ADVANCEMENT AND SABBATICAL LEAVE

Reference: Accreditation Standard 3.2

I. General Information

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

1. A faculty member interested in beginning a professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, the professional growth plan must be reviewed and approved by the PG&SL Committee, Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents in advance of initiating the endeavor.

2. Faculty members shall provide the following information to be verified by PG&SL committee co-chairs: The Plan for Professional Growth form; A letter to the committee describing how the program is directly related to the applicant's faculty service area(s) and, if applicable, course descriptions.

3. Human Resources & Employee Relations (HR&ER) will confirm the following information on the Plan for Professional Growth form: date of hire as a full-time faculty member, occupational salary schedule if applicable, employment type (tenure track, long-term temporary or categorically funded), present salary placement (column and step), carry-over units at the time of hire if applicable, and currently approved and enrolled professional growth activities.

B. Fifteen approved semester units will be necessary for each salary reclassification. Upon completion of fifteen (15) semester units of approved coursework or activities in the professional growth plan, the faculty member must submit a request for reclassification packet to the PG&SL Committee. The

request must include appropriate documentation and must be submitted in accordance with published deadlines. Upon verification of the completion of the reclassification request, the PG&SL Committee will forward the recommendations to the Vice Chancellor of ES&SP and the College Academic Senate Presidents, as well as the Vice Chancellor of HR&ER who will place the item on the agenda for approval by the Board of Trustees. Following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification. Carry over units from the time of hire, if any, will be used first. Remaining carry over units may be used toward the next column advancement, as applicable.

1. Any approved salary reclassification will be effective the first day of the month following Board of Trustees approval.

2. Salary reclassification based on completed coursework or approved activities shall not be applied retroactively.

C. Appeal process: If the academic endeavor or the request for reclassification is denied by the PG&SL Committee, the VC of ES&SP, or the District Academic Senate Presidents, the faculty member may petition the decision by submitting a written request addressed to the co-chairs of the PG&SL committee.

D. The files of those who request the appeal process will be forwarded to the District Academic Senate Presidents. The District Academic Senate Presidents will review the files forwarded by the PG&SL Committee and shall make a decision by majority vote. The decision of the District Academic Senate Presidents is final.

II. Options for Professional Growth

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

1. Course work is defined as those courses for which graduate or upper-division credit can be certified by a regionally accredited college or university, and which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the upper-division course requirement.

2. Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units

earned by 2/3.

3. Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least 54 hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution.

4. Course Work/Certificates – Units awarded for all course work, whether or not applicable towards a graduate level certificate, shall only be applied for salary advancement up to one additional column and in no event beyond Column G.

5. In the case of attending or facilitating institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.

   - One semester unit of workshop credit will be granted on the basis of at least 36 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation" is defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present at a workshop; extensive pre-and/or post-workshop "homework" assignments; designing, planning, and/or hosting workshops, etc.

   - For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit.

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

7. Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate.

8. Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree, if they are approved in advance by the PG&SL Committee, as part of the faculty member's planned professional growth plan.

B. Professional Growth Based on Professional Publications

1. Professional publications are defined as articles published as authored individual works in textbooks or scholarly publications as determined by the PG&SL Committee in their sole discretion. Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on the basis of at least 36 hours of intensive preparation which includes, but is not limited to, activities such as coordinating with a publisher, researching, writing, and editing the work. The Committee may ask for further clarification or information regarding professional publications submitted for consideration.

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

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

C. Professional Growth Based on Independent Study

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary publications such as novels, poems, or plays; creation of sculpture; or independent research at a graduate level of competency. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit. The Committee may ask for further clarification or information regarding the creative project submitted for consideration.

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

may be applicable for purposes of salary reclassification.

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

D. Professional Growth Based on Return to Industry

1. Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge. The application for professional growth shall include documentation and rationale for the units requested. 54 hours will qualify as one unit.

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

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

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

III. Professional Growth Procedures & Salary Placement

A. The PG&SL Committee will develop effective procedures for the operation of the Committee.

B. Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, proposed growth activities shall not be initiated before the plan has been approved.

C. The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved or that changes are necessary.

D. Upon completion of the plan, the faculty member will submit a formal written

request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.

E. Upon completion and conferral of a Master's degree (or Bachelor's degree for those on the occupational salary schedule with less than a B.A. or B.S. degree), faculty without a pre-approved plan for professional growth may submit an application with supporting documents to the PG&SL Committee for salary reclassification based on degree and applicable units completed. Units can only be applied for salary advancement up to Column E. Degrees must be completed from a regionally accredited institution.

F. Upon completion and conferral of a Doctoral degree, faculty may submit an application to PG&SL Committee for approval (with supporting documents) for salary reclassification to column H. Degrees must be completed from a regionally accredited institution. Faculty members placed on Column G of the faculty salary schedule, who complete a Doctoral program from a regionally accredited institution will be placed on Column H upon submitting official transcripts with the degree posted and conferred.

G. The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Vice Chancellor of ES&SP who reviews and forwards to Human Resources and Employee Relations for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

IV. Sabbatical Leave

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

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

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Administrative Approval:

January 27, 2015
Revised: May 18, 2023
December 12, 2023, January 30, 2024
(Replaces Regulations 3080)

Riverside Community College District Administrative No. ~~7~~6160a
Procedure

Human Resources and Employee Relations

AP ~~7~~6160a PROFESSIONAL GROWTH – FULL TIME FACULTY – SALARY ADVANCEMENT AND SABBATICAL LEAVE

Reference:
Accreditation Standard ~~III.A.5 14~~ 3.2

I.   General Information

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

~~1.~~   A faculty member interested in beginning a~~n academic~~ professional growth endeavor as set forth in Section II, below, is required to submit the appropriate paperwork and documentation in accordance with published deadlines. To receive incremental salary advancement in column placement, t~~h~~e professional growth plan ~~program~~ must be reviewed and approved by the PG&SL Committee, Vice Chancellor of Educational Services and Strategic Planning (ES&SP), and the District Academic Senate Presidents in advance of initiating the endeavor. ~~The documents of academic endeavors will also be reviewed by Vice Chancellor of Educational Services & Strategic Planning (ES&SP) and the DistrictDistrict Academic Senate President.~~

2.   Faculty members shall ~~contact Human Resources & Employee Relations (HR&ER) to provide~~ provide the following information to be verified by PG&SL committee co-chairs: ~~The Plan for Professional Growth form; A letter to the committee describing how the program is directly related to the applicant's faculty service area(s) and, if applicable, course descriptions.~~
3.   Human Resources & Employee Relations (HR&ER) will confirm the following information on the Plan for Professional Growth form: d~~ate of hire~~ as a full-time faculty member, occupational salary schedule if applicable, ~~occupational salary schedule,~~ employment type (tenure track, long-term temporary or categorically funded), present salary placement (column and step), carry-over units at the time of hire if applicable, and currently approved and enrolled professional growth activities ~~at the time of hire~~.

B. ~~Once the approved academic endeavor is complete~~ Fifteen approved semester units will be necessary for each salary reclassification. Upon completion of fifteen (15) semester units of approved coursework or activities in the professional growth plan, the faculty ~~member must~~member must submit a request for reclassification packet to the PG&SL ~~C~~committee. The request must include appropriate documentation and must be submitted in accordance with published deadlines. ~~To request reclassification for salary column advancement pay purposes, the faculty member is required to submit appropriate documentation in accordance with published deadlines to the PG&SL Committee.~~ Upon verification of the completion of the reclassification request, ~~an approved professional development program growth plan, which after review,~~ the PG&SL Committee will forward the recommendations to ~~the~~ Vice Chancellor of ~~Educational Services and Strategic Planning~~ ES&SP, and the College Academic Senate Presidents, ~~the President of the College and~~ as well as the Vice Chancellor of ~~Human Resources and Employee Relations (HR&ER)~~ who will place the item on the agenda for approval by the Board of Trustees. ~~and~~ Following appropriate Board of Trustees' action, faculty members may be reclassified on the salary schedule based on the number of units completed since their initial salary placement or their most recent salary reclassification. Carry over units from the time of hire, if any, will be used first. Remaining carry over units may be used toward the next column advancement, as applicable.

~~1.~~ Any approved ~~Ss~~Salary ~~r~~Reclassification will be effective the first day of the month following Board of Trustees approval ~~for pay purposes. will be effective the 1st day of the month following Board approval.~~
1.

2. Salary reclassification based on completed coursework or approved activities shall not be ~~implemented~~ applied retroactively.
~~2. Reclassification for pay purposes is not retroactive with respect to the date of completion of the course work, or approved activity,activity; or the submission of verification of completed course work or activity.~~

C. Appeal process: If the academic endeavor or the request for reclassification is ~~rejected~~ denied by the PG&SL Committee, the VC of ES&SP, or the District Academic Senate Presidents, the faculty member may petition the decision by submitting a written request ~~:~~addressed to the co-chairs of the PG&SL committee.
D. The files of those who request the appeal process will be forwarded to the ~~College~~District Academic Senate Presidents. The District Academic Senate Presidents will review the files forwarded by the PG&SL Committee and shall make a decision by majority vote. The decision of the District Academic Senate Presidents is final.

II. Options for Professional Growth

A. Professional growth through course work and instructional programs. The courses must be directly related to the applicant's faculty service area(s), or

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

1.   Course work is defined as those courses for which graduate or upper-division credit can be certified by a regionally accredited college or university, and which has applicability toward a degree, certificate, or credential program at that institution. Those faculty employed with less than a B.A. or B.S. degree will be exempt from the upper-division course requirement.

2.   Courses will be evaluated for salary reclassification using the following criteria: (a) unit credit will be granted on the basis of semester units; (b) quarter units will be converted to semester units by multiplying quarter units earned by 2/3.

3.   Continuing Educational Units (CEU) - CEU will be granted on the basis of the number of hours required to complete either a single session (non-cumulative hours), or for multiple sessions which result in a certificate (hours will be cumulative.) CEU leading to a certificate will be used for salary schedule advancement upon the awarding of the certificate. At least ~~36~~ 54 hours of verifiable participation will equate to one semester unit. CEU leading to a certificate are limited to one per certificate for each salary advancement. The limit for single session CEU will be five per each salary advancement. CEU can only be applied for salary advancement up to Column E. The courses must be directly related to the applicant's faculty service area(s), or the courses must be a series which would enhance and further the faculty member's ability to perform in his/her planned area of expertise. All CEU course work must be offered through an accredited institution.Course work/Certificates – Units awarded for course work applicable towards a graduate level certificate shall only be applied for salary advancement up to one additional column and in no event beyond Column G.

4.   In the case of attending or facilitating institutes and/or workshops in which unit or certificate credit is not given by the sponsor, a maximum of five units of semester equivalency units for institutes/workshops is applicable to each salary reclassification. Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.

•   One semester unit of workshop credit will be granted on the basis of at least 36 verified hours of intensive outside preparation and participation in the workshop. "Intensive outside preparation" ~~includes, which~~is defined as extensive effort above and beyond attending or facilitating the workshop and includes, but is not limited to, activities such as preparation required to present ~~a paper~~ at a workshop;

inextensive pre-and/or post-workshop "homework" assignments; designing, planning, and/or hosting workshops, etc.
• For workshops which themselves do not require intensive outside preparation, a minimum of 54 verified hours of workshop participation will equate to one unit of workshop credit. Applications for professional growth based on attending or facilitating institutes and/or workshops will be considered for up to 6 months after the date of completion.

4.

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

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

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

> **Commented [DK20]:** Must directly relate to FSA?

6. Faculty will be expected to undertake focused study at upper division and graduate level for all reclassification beyond the baccalaureate.

7. 8. However, Lower division units may be permitted for faculty members on the occupational salary schedule employed with less than a B.A. or B.S. degree, may have lower division units be approved for llower division units may be approved for allowed to those CTE faculty employed with less than a B.A. or B.S. degree, if they are approved in advance by the PG&SL Committee, as part of the faculty member's planned professional growth plan. development program. The All planned lower division program must be completed before the units will be recommended for salary reclassification.

> **Commented [NS21]:** approved for ??

B. Professional Growth Based on Professional Publications

1. Professional publications are defined as articles published as authored individual works in textbooks or juried scholarly publications as determined by the PG&SL cCCommittee in their sole

> **Commented [NS22]:** Is it important to us that we limit professional publications to "juried" scholarly publications? Including "juried" makes me think that only peer reviewed journal articles are considered here. Is that correct?
> I suspect that there are folks producing/publishing scholarly work in other venues that contribute to the field and their professional growth (i.e., trade publications, professional organizations, conferences, etc.). I saw many examples of this in one of the distinguished faculty applications.

> **Commented [KK23R22]:** Keith to consider peer-reviewed, scholarly, textbooks.

discretionC$at , compilations, or textbooks. Applications for professional growth based on professional publications will be considered for up to 6 months after the date of publication. The application for professional growth will include documentation and rationale for the units requested within 6 months of the publication. Requests for this reclassification credit option shall include a rationale for the number of units requested. One unit of publication credit will be granted on the basis of at least 36 hours of intensive preparation which includes, but is not limited to, activities such as coordinating with a publisher, researching, writing, and editing the work. T Approximately 36 hours will qualify as one unit. Thehe Committee may ask for further clarification or information regarding professional publications submitted for consideration.

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

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

C. Professional Growth Based on Independent Study

1. Independent study is defined as a creative project, through which a faculty member may improve professional competency and effectiveness, such as an art exhibit; a musical composition or performance; literary publications such as novels, poems, or plays; creation of sculpture; or independent research at a graduate level of competency. The application for professional growth will shall include documentation and rationale for the units requested. Approximately 54 36 hours will qualify as one unit. The Committee may ask for further clarification or information regarding the creative project submitted for consideration.
2.

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

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

D.   Professional Growth Based on Return to Industry

1.   Faculty teaching in areas in which students are actively preparing for entry employment in industry, and who may have received their own training through occupational experience rather than academic preparation, are encouraged to consider professional growth based on return to industry as a means of updating skills and knowledge. The application for professional growth ~~will~~ shall include documentation and rationale for the units requested. ~~Approximately~~ 36 ~~(or 54?)~~54 hours will qualify as one unit.

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

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

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

III.   Professional Growth Procedures & Salary Placement

A.   The PG&SL Committee will develop effective procedures for the operation of the Committee.

B.   Faculty members must submit a plan for professional growth to the PG&SL Committee for review to ensure that the activities meet District requirements for professional growth and unit allocation. With the exception of publications, proposed growth activities shall not be initiated before the plan has been approved. ~~Faculty members must submit a plan for professional growth to the PG&SL Committee in advance of initiating appropriate professional growth activities besides professional publications. And The faculty member must have preliminary approval of that plan by the PG&SL Committee to ensure it meets the necessary District requirements, and criteria for professional growth and unit allocation.~~
B.

C.   The administrative and faculty Co-Chairpersons of the PG&SL Committee will inform the faculty member in writing that the plan is approved or that changes are necessary.

D.   Upon completion of the plan, the faculty member will submit a formal

written request for salary reclassification accompanied by all appropriate documentation required by the PG&SL Committee. The administrative and faculty Co-Chairpersons of the Committee will be responsible for verifying these documents.

D.

E.   Upon completion and conferral of ~~a Bachelor's degree (only applies to those on the occupational salary schedule with less than a B.A. or B.S. degree) or~~ a Master's degree (or Bachelor's degree for those on the occupational salary schedule with less than a B.A. or B.S. degree), faculty without a pre-approved plan for professional growth may submit an application with supporting documents to the PG&SL Committee for salary reclassification based on degree and applicable units completed. Units can only be applied for salary advancement up to Column E. Degrees must be completed from a regionally accredited institution.

~~E.~~F.   Upon completion and conferral of a Doctoral degree, faculty may submit an application to PG&SL Committee for approval (with supporting documents) for salary reclassification to column H. Degrees must be completed from a regionally accredited institution. Faculty members placed on Column G of the faculty salary schedule, who complete a Doctoral program from a regionally accredited institution will be placed on Column H upon submitting official transcripts with the degree posted and conferred.

~~F.~~G.   The PG&SL Committee will submit its recommendations through the administrative and faculty co-chairpersons to the Vice Chancellor of ES&SP ~~Educational Services and Strategic Planning, Workforce Development and Planning, or designee,~~ who reviews and forwards to ~~Diversity and~~ Human Resources and Employee Relations for inclusion on consent items for final approval by the Board of Trustees. A copy of the recommendations must be submitted to the District Academic Senate as part of its committee's report.

IV.   Sabbatical Leave

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

Office of Primary Responsibility: Vice Chancellor, ~~Diversity and~~ Human Resources and Employee Relations

Administrative Approval:

January 27, 2015
Revised: ~~February 12, 2019 March 21, 2019~~ May 18, 2023,
December 12, 2023, January 30, 2024

Commented [ZL29]: Separate these two

Commented [ZL30R29]: What about completed a certificate?

Commented [KK31R29]: Related to faculty's expertise? Clean this up.

Commented [KK32R29]: Keith to review and add language

Commented [BS33]: Update to 2021-2024 CTA Agreement

(Replaces Regulations 3080)
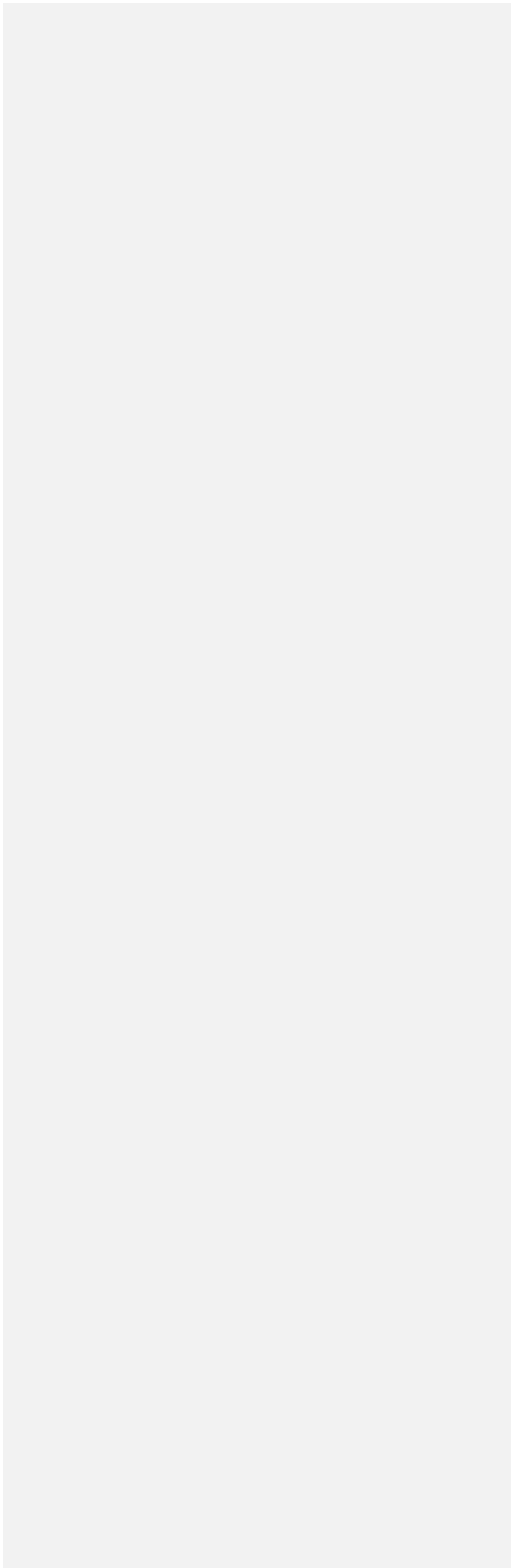
RCCD Academic Senate Distance Education Workgroup Update - December 2025

- New Canvas support shell link: https://rccd.instructure.com/courses/102228.
- An interest form is being developed for when faculty are ready to initiate the peer review process.
- All 9 faculty Peer Reviewer applicants were successfully screened, with Board of Trustees approval of the 15-hour Special Project Requests on schedule for December Board.
  - Next round of peer reviewer recruitment will begin in early December for January Board approval and February 2026 start date.
- The DE Workgroup will be piloting peer reviews with the help of college DE Committees. The pilot will inform the training/norming sessions for peer reviewers.
- Recommend removing the additional POCR course requirement of attending regular norming sessions every year in the SPR language

Draft Workflow for Peer Certification

1. Faculty expresses interest via Peer-to-Peer Review (P2PR) interest form.
2. Form results flow to P2PR faculty facilitator.
3. Facilitator uses shared spreadsheet to assign available reviewer.
4. Review takes place with full Canvas course in "Concluded Course" status.
5. If review is passed, peer reviewer will submit completed rubric as an attachment via Microsoft Form.
6. If reviewed course needs improvement, facilitator/faculty uses P2PR DEV shell & Content Copy form.
7. District DE creates shell and copies content.
8. District DE informs facilitator/faculty.
9. Once review is passed, peer reviewer will submit completed rubric as an attachment via Microsoft Form.
10. District DE uses shared spreadsheet to officially record DE certification.
11. District DE emails faculty to inform them of their new recertification due date.

Draft DE Peer Certification Facilitator Role

The DE Workgroup has identified the need for a faculty facilitator to work on district-wide peer-to-peer certification.

Proposed duties:

- Facilitate Norming and Training Sessions for Peer Reviewers
- Use data and feedback from peer review pilot, and regular feedback from reviewees and reviewers to inform and improve training sessions
- Serve as the point of contact for peer reviewers and reviewees
- Maintain the list of all completed Peer-to-Peer Rubrics submitted by peer reviewers
- Provide quarterly updates to District DE and District Academic Senate

Proposed Expansion of DE Certification Equivalency Options

This DEC proposal seeks to expand the list of RCCD DE Certification **equivalency options** with the aim of increasing faculty members' access to @ONE courses that were agreed upon (by the DE Chairs and District DE) as acceptable equivalents to the RCCD DE Certification requirements.

Approval would expand the current DE Certification equivalency pathway, increasing faculty members and our colleges' ability to meet the June 2026 deadline for DE Certification.

Upon approval through shared governance, the following DE Certification Equivalency processes would be established and implemented to meet the DE Certification deadline outlined in the DE MOU from 4-30-2025.

- The DE Certification equivalency process resumes as of Fall 2025 and runs as it was established prior to the MOU, until changed through shared governance.
    - District DE will continue to examine the college-to-college equivalency requests, manage the equivalency process, and make determinations regarding granting RCCD DE Certification equivalency.
    - Faculty will be notified of the status of the equivalency request within two weeks of application submission
    - DE Committee Chairs will be consulted if there are requested appeals of the initial equivalency decision.

- The existing "Mix and Match" portion of the equivalency process, which required both list A and B options (160 hours total), will be updated with the following:
    - Any one (1) of the following @ONE course will be accepted for full DE Certification Equivalency:
        - **Assessment in Digital Learning** (40 hours; 4 weeks)
        - **Creating Accessible Course Content** (40 hours; 4 weeks)
        - **Equitable Grading Strategies** (40 hours; 4 weeks)
        - **Equity & Culturally Responsive Teaching** (40 hours; 4 weeks)
        - **Humanizing Online Teaching** (40 hours; 4 weeks)
        - **Intro to Course Design** (40 hours; 4 weeks)
        - **Online Teaching & Design** (120 hours; 12 weeks)
        - **10*10*10: Communication that Matters** (40 hours; 4 weeks)
        - Peer Online Course Review Options:
            - Completed POCR Reviewer Training Course (60 hours; 6 weeks)
            - Completed Local POCR process to badge a course

Riverside City College District
Distance Education Peer Reviewer Special Project Opportunity

Deadline to Apply: <mark>[HR will insert date based on posting date]</mark>

The following Special Project Request (SPR) opportunity is to participate as a peer reviewer regarding distance education certification. Per the CTA Agreement, Article XX.H.2, *"All qualified District faculty in good standing shall have first right of refusal for contract education, economic development, and workforce preparation offerings. Faculty will be compensated according to the Faculty Salary Schedule for work that is comparable to and requires the necessary qualifications to teach in the regular credit and noncredit instructional programs."* This opportunity is being brought to your attention, providing you with an opportunity to apply for the position if you are interested and qualified.

The position available is:

Title: Distance Education Certification Peer Reviewer
Role: This SPR serves as part of the DE Peer Review implementation in support of distance education certification. Reviewers will complete the following tasks:
- Attend meetings to coordinate, train, and standardize procedures and processes.
- Review resources on using the DE Peer-to-Peer Certification Rubric.
- Review online courses of faculty in need of DE certification.
- Provide faculty feedback and direct them to resources & support as needed.
- Review revised courses as needed.
- Submit final peer-review rubrics.
- Complete requested record-keeping tasks as needed.

Reporting Office:
- District Office, Vice Chancellor of Educational Services

Contract Duration:
- Fall 2025, Winter 2026, Spring 2026

Schedule:
- Approximately 3 hours per week; 15 hours maximum

Assignment:
- See Role Above

Deliverables:
- Feedback for faculty
- Completed peer-to-peer rubrics
- Data keeping records

Required Qualifications:
Peer Reviewers must meet the following criteria:
- 6 terms of teaching online within the past five years, and

- At least one type of DE Certification through:
  - Earning online teaching certification from the list below:
    - Completion of RCCD's Online Teaching Certification
    - Completion of a pre-approved external DE trainings that meet RCCD's Equivalency criteria
    - Completion of @ONE's Online Teaching and Design certification course
  - Completing the Local POCR process to earn the "Quality Reviewed" badge for an online course from any college/district
  - Completion of @ONE's Peer Online Course Review Sections A-D training course
    - <mark>Completion may exceed the past five years as long as the Peer Reviewer has maintained a POCR-certified status by attending annual norming sessions</mark>
  - Completion of the RCCD Peer-to-peer DE Certification process

Preferred Qualifications:
Preference will be given to applicants if they meet some or all of the following criteria:
- 10 terms teaching online
- MVC, NC, or RCC DE Committee Member
- Completion of @ONE's Online Teaching and Design course *AND* completion of one (1) of the following facilitated @ONE Equity courses:
  - Equity & Culturally Responsive Teaching
  - Equitable Grading Strategies
  - Humanizing Online Learning & Teaching
  - Teaching with OER and Open Pedagogy for Equity
- Experience as a POCR reviewer in our district or another college/district
- Earning the POCR "Quality Reviewed" badge for 2+ different courses

If interested in this SPR opportunity, please submit the following items:
- ***letter of interest***
- ***resume/CV*** that details the required and preferred qualifications that you meet
- ***URLs/share links*** to @ONE badges/certifications
- ***URLs/share links and/or screenshots*** of evidence of completion of external DE trainings, along with contact information for verification purposes as needed

Send these items to:
- Human Resources & Employee Relations
- Attention: <mark>[Contact Person]</mark>.

All requested documents must be received by Human Resources & Employee Relations, no later than <mark>[HR will insert date based on pasting date]</mark>.

The Riverside Community College District (the District) fosters and maintains a work environment free from discrimination, harassment or retaliation, where all persons are treated with dignity and respect. The District is a proud equal opportunity employer and does not discriminate against any person based on ethnic group identification, national origin, religion,

age, gender, gender identity, gender expression, race, color, genetic information, sexual orientation, physical or mental disability, or any characteristic listed or defined in Section 11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of Section 422.6 of the California Penal Code, or any other status protected by law. The District adheres to these principles in all aspects of employment, including recruitment, hiring, training, compensation, promotion, benefits, discipline, and termination. All employees share in the responsibility for fulfilling the District's commitment to equal employment opportunity.

In addition, it is the policy of the District to provide reasonable accommodation to qualified applicants and employees. If you need assistance or an accommodation due to a disability or have inquiries regarding compliance or grievance procedures, you may contact the District Compliance Officer and Title IX, Section 504/ADA Coordinator, Lorraine Jones, as follows:

Lorraine Jones, Ed.D., M.S.W.
District Compliance Officer and Title IX/ADA/504 Coordinator
3801 Market Street
Riverside, CA 92501
lorraine.jones@rccd.edu

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.

Senate Spotlight Dates for Fall 2025-<mark>Spring 2026</mark>

Fall 2025

September 16—Regular BOT
~~Moreno Valley College*~~
   Possible pivot to December meeting if no presenter is yet available.

October 7—Regular/Committee BOT Meeting (RCC Campus)
Riverside City College

November 18—Regular Board Meeting
Norco College

December 9—Regular Board Meeting
Moreno Valley College

<mark>**Spring 2026 >> Dates TBD**</mark>

March
~~Moreno Valley or~~ <mark>Riverside City College</mark> ~~(depending on December)~~

April
*Spring Break April 13-17
<mark>Norco College</mark>

May
<mark>Moreno Valley College</mark> ~~or Riverside City College (depending on March)~~

June
~~*TBD if needed (depending on March)~~

Per DAS meeting 8/25/25, it was agreed that September and June are to be avoided due to impacted time for recruitments and additional duties. Highlights reflect agreed upon changes. Dates for Spring 2025 TBD.

October 10, 2025

Present by:
District Technology
Support Services (TSS)

RCCD Audio Visual Standards and Design Guidelines

Purpose & Objectives

- Establish a unified AV technology framework across all RCCD colleges.

- Ensure consistency, reliability, and ease of maintenance.

- Provide a standardized user experience for students, faculty, and staff

- Apply standards to new construction and renovation projects.

- Promote flexibility while maintaining district-wide compatibility.

Overview

- Includes instructional, collaborative, informational audio visual.
- Promotes interoperability and a centralized approach to support.
- Enables remote and hybrid learning via HyFlex configurations.

Categories

Classrooms

- Standard
- HyFlex
- Enhanced HyFlex
- Demonstration Space
- Divisible Room
- Lecture Hall

Conference Rooms/Meeting Rooms

- Small, Medium, Large
- Study Room
- Multipurpose Room

Digital Signage

- Used for communication, alerts, and campus events.

Classroom Baseline Standard

All classrooms at minimum will include:

- Integrated multimedia system (PC, document camera, laptop inputs).
- Extron control system with 7" + Touchscreen.
- Ceiling-mounted laser projector (min 5000 lumens).
- ADA-compliant assistive listening systems.
- Ceiling speakers for audio reinforcement.
- Wireless or hand held microphone

HyFlex & Enhanced HyFlex

HyFlex

- Supports in-person and remote learning.

- Auto-tracking camera & wireless microphones.

- Wireless casting device.

Enhanced HyFlex

- Adds ceiling array & confidence monitor.

- Improves audio capture and hybrid collaboration.

- Includes dedicated streaming device.

Specialized Learning Environments

Demonstration Spaces

- Multiple displays and matrix switching capabilities.

- Ceiling mic array & streaming integration.

Divisible Classrooms

- Configurable as one large or multiple rooms.

- Multiple control panels and cameras.

Lecture Halls

- Tiered design for 50+ students.

- Includes HyFlex-ready AV system.

Conference and Meeting Spaces

- **Small** – Up to 6 seats, Interactive 4K touchscreen with OPS PC.
- **Medium** – Up to 20 seats, integrated AV & wireless casting.
- **Large** – Up to 50 seats, auto-tracking cameras & ceiling mic array.
- **Study Rooms** – Interactive 4K touchscreen with OPS PC.
- **Multipurpose Room** – Flexible layouts with full AV rack and streaming.

Core AV Components

- **Displays:** Projectors (e.g., Epson, Panasonic), 4K Panels (e.g., Samsung, Newline)
- **Visual Presenter:** Lumens document camera
- **Audio:** Ceiling Speakers (e.g., JBL), Wireless microphones (e.g., Shure, Biamp)
- **Control Systems:** Extron
- **Collaboration:** Mersive Solstice
- **Streaming & Recording:** Live streaming encoder appliance.
- **Digital Signage:** Brightsign Digital signage players

Instructor Station

- Integrated AV rack (PC, Extron controller, touch panel, document camera.
- ADA-compliant cable ramp cover.
- Multi-input ports (HDMI/USB-C/MiniDP/VGA).
- Floor box for power, network, and AV.

Benefits

- Simplified training and user experience

- Ensures interoperability across campuses.

- Streamlined maintenance and support.

- Promotes digital equity and access.

Recommendation For Committee Action

1. **Endorse the Development Framework**
   - Recognize the current draft as a working document and authorize its ongoing refinement through District Technology Support Services (TSS).

2. **Establish Governance Oversight**
   - Form an AV Standards Review Group to guide revisions, ensure college representation, and maintain alignment with district and college strategic goals.

3. **Adopt and Institutionalize**
   - Approve the standards as the official design and implementation for new construction, modernization, and AV refresh projects.

Discussion and Next Steps

AUDIOVISUAL STANDARDS & DESIGN GUIDELINES

RIVERSIDE COMMUNITY COLLEGE DISTRICT

October 22, 2025

VERSION 1.0

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

MORENO VALLEY COLLEGE   NORCO COLLEGE   RCC RIVERSIDE CITY COLLEGE

Document Prepared by:
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TABLE OF CONTENTS

1.0 Purpose

This Audio Visual (AV) Design Standards and Guidelines document establishes a unified approach to AV technology implementation across the Riverside Community College District (RCCD). It ensures consistent quality, sustainable maintenance, and a common user experience for students, faculty, and staff.

The standards support the district's strategic goals for technology modernization, accessibility, and efficiency, and apply to all facility upgrades and new construction projects. They define a baseline for standardization while allowing flexibility to address the unique needs of individual colleges. Any deviation from these standards must be justified and reviewed by the college AV Specialist and District Technology Support Services (TSS) prior to implementation.

Audiovisual systems include both instructional and informational technologies. Instructional AV supports directly supports teaching and learning through presentation, collaboration, and engagement tools. Informational AV systems such as digital signage enhance campus communications, emergency alerts, and outreach to the diverse communities that make up the district.

These specifications represent the minimum standard for general classrooms. Larger or specialized spaces—such as tiered lecture halls, multipurpose rooms, and conference venues—shall undergo individual review by TSS to determine the appropriate projection brightness, lensing, display technology, and audio design based on room size, lighting, and intended function.

2.0 Room Types

For the purposes of this document, Riverside Community College District (RCCD) categorizes AV-enabled spaces into three primary types: classrooms, meeting rooms, and digital signage locations. This classification establishes a framework for applying technology standards and ensuring a consistent, high-quality user experience across all district facilities.

2.1 Classrooms

2.11 Standard

A Standard Classroom is defined as any instructional space designed for direct, in-person teaching and learning. Each classroom shall be equipped with an integrated multimedia presentation system that enables the instructor to display content from multiple sources, including a fixed instructional computer, a laptop or other personal device, and a document camera.

The system shall provide intuitive control of display, audio, and source selection to ensure a consistent and reliable instructional experience across all district classrooms.

Specific equipment types and specifications are detailed in Section 3.11 – Standard Classroom System Components.

2.12 HyFlex Classroom

A HyFlex Classroom (Hybrid Flexible Classroom) is an enhanced instructional space designed to support both in-person and remote learning simultaneously. These environments enable instructors to engage students regardless of location by integrating audio, video, and content sharing technologies into a unified system.

Specific equipment types, performance standards, and integration requirements are detailed in Section 3.12 – HyFlex Classroom System Components.

2.13 Enhanced HyFlex Classroom

A HyFlex Classroom (Hybrid Flexible Classroom) is an enhanced instructional space designed to support both in-person and remote learning simultaneously. These environments enable instructors to engage students regardless of location by integrating audio, video, and content sharing technologies into a unified system.

In addition to standard HyFlex functionality, Enhanced HyFlex Classrooms shall include a ceiling-mounted microphone array to capture audience participation, a confidence monitor on the rear wall for instructor feedback, and a dedicated streaming or capture device to support live or recorded sessions.

Specific equipment types, integration details, and performance standards are provided in Section 3.13 – Enhanced HyFlex Classroom System Components.

5

2.14 Demonstration Space

A Demonstration Space is an enhanced instructional environment designed to support both in-person and remote learning, typically used for simulating real=world scenarios, demonstrations, or laboratory experiments.

Each Demonstration Space shall be equipped with an integrated multimedia system capable of displaying content from multiple sources, including a fixed instructional computer, an instructor's laptop or other personal device, and a document camera.

These environments shall feature a more robust matrix switcher and multiple displays that can either mirror the same content or present different sources simultaneously. In addition, they shall include capabilities for streaming and sharing multimedia content with remote participants, including a camera feed of the instructor or demonstration space.

Specific equipment types and details are provided in Section 3.14 – Demonstration Space System Components.

2.15 Divisible Classroom

A Divisible Classroom is a flexible instructional environment designed to operate as a single large space or be partitioned into two or more independent rooms. These spaces support both in-person and remote learning and are configured to accommodate multiple instructional modes depending on class size or event requirements.

The audio visual shall be designed to function as a unified system when the room is combined, or as independent systems when divided. Control system programming shall allow automatic detection or manual selection of room configuration states.

Specific equipment types and details are provided in Section 3.15 – Divisible Classroom System Components.

2.16 Lecture Hall

A Lecture Hall is a large, tiered instructional environment typically designed to accommodate 50 or more students. These spaces are intended to support large group instruction and presentations. The system shall include a high brightness projector, multiple displays, and audio reinforcement.

In addition, they shall include HyFlex capabilities to support remote or asynchronous learning through integration streaming, camera capture, and content sharing technologies.

Specific equipment types and details are provided in Section 3.16 – Lecture Hall System Components

2.2 Conference Room/Meeting Rooms

2.21 Small Conference Room

A Small Conference Room is multimedia-enhanced collaboration space designed to accommodate up to six participants. These rooms support small group meetings, virtual collaboration, and content sharing in both local and remote settings.

Each Small conference room shall be equipped with an interactive LCD display that includes an integrated computer to support presentation, annotation, and video conferencing functions. Wireless connectivity shall be provided to enable users to connect mobile devices for content sharing and collaboration.

Specific equipment types and details are provided in Section 3.21 – Small Conference Room System Components.

2.22 Medium Conference Room

A Medium Conference Room is multimedia-enhanced meeting designed to accommodate up to twenty participants. These rooms support collaborative discussions, presentations, and hybrid meetings involving both in-person and remote participants.

Each Medium Conference Room shall be equipped with an integrated audiovisual system that enables content sharing from multiple sources, including a fixed computer and user provided devices (e.g., laptops, tablets, or mobile phones). The system may be housed within the conference table, a dedicated lectern, or an equipment rack, depending on the room layout and functional requirements.

Specific equipment types and details are provided in Section 3.22 – Medium Conference Room System Components

2.23 Large Conference Room

A Large Conference Room is multimedia-enhanced meeting space designed to accommodate up to fifty participants. These rooms support large group discussions, presentations, and hybrid meetings involving both in-person and remote participants.

Each Large Conference Room shall be equipped with an integrated audiovisual system that enables content sharing from multiple sources, including a fixed instructional computer and user-provided devices (e.g., laptops, tablets, or mobile phones). The system may be housed within a dedicated lectern, or an equipment rack, and may include additional amplification and display components.

Specific equipment types and details are provided in [Section 3.23 – Large Conference Room System Components](#)

2.24 Study Room

A Study Room is a small collaborative space designed to support group study, tutoring sessions, and peer-to-peer learning among students. These rooms provide access to audio visual technology that facilitate interactive collaboration and content sharing.

Each Study Room shall be equipped with a wall-mounted interactive LCD touchscreen display featuring an integrated OPS computer and wireless presentation capabilities. A wireless keyboard and mouse shall be provided to enable flexible control and interaction with on screen content.

Specific equipment types and details are provided in [Section 3.24 – Study Room System Components](#)

2.25 Multipurpose Room

A Multipurpose Room is a highly adaptable and versatile environment designed to accommodate a broad range of functions beyond a single dedicated purpose. Unlike traditional classrooms or lecture halls, these spaces are designed with flexible features and technologies to support diverse activities.

Each multipurpose Room shall be equipped with an integrated multimedia system capable of displaying content from multiple sources, including a fixed instructional computer, a presenter's laptop or other personal devices, and a document camera. In addition, these spaces shall include a dedicated streaming device to transmit presentations and events to remote audiences.

The audiovisual system shall incorporate a matrix switcher allowing any source to be routed to any display or streaming device. Due to the expanded system design, a full-size equipment rack and dedicated AV closet she provided to house system components and ensure proper ventilation and maintenance access.

Specific equipment types and details are provided in [Section 3.25 – Multipurpose Room System Components](#)

2.3 Digital Signage

Digital Signage systems are used throughout district facilities to share timely and relevant information with students, faculty, staff, and visitors. These systems serve multiple purposes, including promoting college student-led events, providing campus announcements, displaying alerts, and communicating available student resources.

Digital signage also supports wayfinding, menu boards, and other informational displays that enhance the overall campus experience. Each display shall be network-connected and capable of centralized content management, remote updates, and automated scheduling.

Specific equipment types and details are provided in Section 3.26 – Digital Signage System Components.

3.0 Room Equipment

This section defines the standard audiovisual equipment and components required for each room type described in Section 2.0

3.11 Standard

Standard Classrooms are designed to support local media presentations controlled from a designated instructor lectern or desk. Multiple input sources shall be available and managed through a touchscreen interface that provides intuitive control over media selection, volume, and display functions.

Image Requirements:
Display screens shall allow for legibility of 12-point font from the farthest seated position, following applicable architectural sightline and accessibility standards.

Image Width:
Image width shall be proportional to height, targeting a 16:9 aspect ratio whenever feasible.

Display Technology Options

Projector Display:
Each classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

(Optional variation: Flat-panel displays may be considered in smaller classrooms when projection distances or lighting conditions limit visibility.)

Audio
Media Audio Playback:
Ceiling recessed loudspeakers with sealed back enclosures shall be installed above the student seating area to reproduce media playback and instruction audio evenly across the room.

Audio Reinforcement:
Each classroom shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Source Devices
Media Lectern:
A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:
An Extron presentation switcher located in the lectern shall manage inputs from a fixed instructional computer with monitor, an HDMI document camera, and a Blu-ray/DVD player.

Mobile Sources:
A multi-input connection device shall support HDMI, USB-C, and Mini-DisplayPort connections for mobile devices. Wireless collaboration tools shall enable screen sharing from laptops, smartphones, and tablets.

System Control
Device Selection:
Media source selection shall be managed through the Extron presentation switcher an a minimum 7-inch touchscreen control panel.

Volume Control:
Audio levels shall be adjusted via the Extron control interface.

Screen Control:
Projection screen up/down commands shall be integrated into the touchscreen interface.

Lighting Control:
For new construction projects, lighting zones shall be integrated into the Extron control system in accordance with the classroom audiovisual standard.

3.12 HyFlex

HyFlex classrooms are designed to support both in-person and remote learning, with audiovisual control centralized at the instructor's lectern. Multiple media source inputs are available, managed through a touchscreen interface.

Wireless lapel and handheld microphones enable instructor mobility and student engagement, while an auto-tracking camera installed on the rear wall allows remote participants to follow the instructor naturally throughout the session.

Image Requirements
Image Height:
Projection screens must allow legibility of 12-point font from the last seated row, in accordance with AVIXA sightline and architectural design standards.

Image Width:
Width should be proportional to height, maintaining a 16:10 aspect ratio where feasible to optimize viewing angles and screen utilization.

Display Technology Option

Projector Display:
Each HyFlex classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Source Devices
Media Lectern:
A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:
An Extron presentation switcher, housed in the lectern, will support input from:
- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Audio
Permanent Audio Sources:
Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Audio Reinforcement:
Each HyFlex Room shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Mobile Sources:
A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control
Device Selection:
All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7”). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:
Audio levels will be adjusted directly from the Extron control interface.

Screen Control:
Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:
For new construction, classroom lighting shall be integrated into the Extron control system as part of the district audiovisual standard.

3.13 Enhanced HyFlex

Enhanced HyFlex classrooms are designed to support both in-person instruction and remote learning environments, controlled from a centralized instructor's lectern. Multiple media source inputs will be available with intuitive touch screen selection and controls.

A ceiling mounted microphone array will capture both the instructor and student audio, eliminating the need for handheld or lapel microphones.

An auto-tracking camera will follow the instructor's movement throughout the room, paired with a rear mounted confidence monitor that allows the instructor to view remote participants and presentation content. A dedicated streaming appliance shall be installed in the AV equipment rack to ensure reliable recording and live streaming.

Image Requirements:
Screens must allow legibility of 12-point font from the last seated row, while adhering to appropriate architectural sightline standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:
Each Enhanced HyFlex classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Source Devices
Media Lectern:
A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:
An Extron presentation switcher, housed in the lectern, will support input from:
- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Audio
Permanent Audio Sources:
Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Audio Reinforcement:
Each classroom shall include an ADA compliant portable assistive listening system. Wireless microphone receivers shall support handheld and lapel microphones. Media and speech audio shall be mixed and distributed through the ceiling-mounted loudspeakers.

Mobile Sources:
A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control
Device Selection:
All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7"). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:
Audio levels will be adjusted directly from the Extron control interface.

Screen Control:
Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:
For new construction, classroom lighting shall be integrated into the Extron control system as part of the district.

3.14 Demonstration Space

Demonstration spaces are designed to support both the local media presentations and remote learning environments, controlled from a designated instructor's lectern.

Multiple source inputs and display outputs are available, with touchscreen-based selection and control. A matrix switcher/router enables the instructor to route any input source to any display or streaming device as needed.

A ceiling mounted microphone array captures instructor and participant audio, eliminating the need for wireless lapel or handheld microphones and promoting a more collaborative interaction between in person and remote participants.

Image Requirements
Image Height:
Projection screens must allow legibility of 12-point font from the last seated row, in accordance with AVIXA sightline and architectural design standards.

Image Width:
Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:
Each Demonstration Space should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Wall-Mounted LCD/OLED Display:
Wall-Mounted flat-panel displays shall be LED or OLED, 55 inches or larger depending on room size. Displays must support a minimum 4K resolution (3,840 x 2,160), 16:9 aspect ratio, contrast ratio of at least 1,000,000:1, and refresh rate of 120Hz or higher. Multiple displays may be installed as required by the instructional use case.

Audio
Media Audio Playback:
Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:
An ADA-complaint portable assistive listening system shall be available in each classroom to support accessibility. A ceiling mounted microphone array captures all audio for both in-room reinforcement and streaming applications, removing the need for wireless handheld or lapel microphones.

Source Devices
Media Lectern:
A standard media lectern shall house all system components required for AV control and presentation. Connections shall terminate in a floor box providing AV, network, and power connectivity with safety cable coverage of at least 15 ft. A durable, ADA compliant cable ramp cover shall be included.

Permanent Video Sources:
An Extron presentation switcher, house in the lectern, will support input from:
- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:
Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:
A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control
Device Selection:
All media sources will be managed via an Extron presentation switcher and touch panel interface (minimum 7"). The input panel will include HDMI, USB-C, Mini-DP, and power outlets for personal device connection.

Volume Control:
Audio levels will be adjusted directly from the Extron control interface.

Screen Control:
Projection screen up/down controls shall be integrated into the Extron interface for user convenience.

Lighting Control:
For new construction, classroom lighting shall be integrated into the Extron control system as part of the district audiovisual standard.

3.15 Divisible Classroom

Divisible classrooms are flexible learning environments designed to accommodate combined or separate instructional use through movable wall partitions. These spaces support both local and remote learning, providing independent audiovisual control for each section while maintaining the capability to operate as one large integrated room.

Each section will include a dedicated instructor lectern equipped with a touch-screen control, allowing seamless switching between single room or multi-room modes. The AV system will be designed and programmed to detect and adapt to room configurations automatically or via user selection. The expanded system will require a dedicated equipment closet with one or more full size AV racks to house equipment.

Image Requirements
Image Height:
Screens must allow for the legibility of 12-point from the last seated row, while conforming to AVIXA sightline and architectural standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:
Each Divisible Classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen.

Wall-Mounted LCD/OLED Display:
Wall-Mounted flat-panel displays shall be LED or OLED, 55 inches or larger depending on room size. Displays must support a minimum 4K resolution (3,840 x 2,160), 16:9 aspect ratio, contrast ratio of at least 1,000,000:1, and refresh rate of 120Hz or higher. Additional displays may be installed to support multi-zone visibility when the room is divided.

Audio
Media Audio Playback:
Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:
An ADA-complaint portable assistive listening system shall be provided to ensure accessibility. A combination of ceiling-mounted microphone arrays and wireless lapel/handheld microphones shall provide audio capture and reinforcement for both combined and divided configurations. Media and speech audio signals shall be mixed and played through the ceiling recessed speakers.

Source Devices
Each room section shall include a dedicated media lectern for system control and connectivity. Connections shall terminate at floor boxes supporting AV, network, and power with a minimum 15 ft. cable reach. All major AV processing and routing components shall reside in a dedicated equipment closet with full size racks to support flexibility and scalability.

Permanent Video Sources:
An Extron presentation switcher, housed in the lectern, will support input from:
- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:
Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:
A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control
Device Selection:
Media source selection shall be managed through an Extron presentation switcher with multiple touch panel interfaces (minimum 7"0, one per divisible section. They system shall intelligently detect and adjust routing based on partition status or user control selection.

Volume Control:
Audio levels will be adjusted directly from the Extron control interface, with master-level control available when rooms are combined.

Screen Control:
Projection screen and displays shall include up/down controls and on/off functionality integrated into the Extron control interface

Lighting Control:
For new construction only, lighting control shall be integrated into the Extron control system as part of the district audiovisual standard.

3.16 Lecture Hall

Lecture halls are large-format instructional spaces designed to serve a high number of students. The audiovisual system shall provide robust presentation, audio reinforcement, and hybrid learning capabilities to support both in-person and remote instruction.

Each lecture hall will include, at minimum:

- A high-brightness projection system
- Audio reinforcement for instructors and presenters
- The ability to present multimedia content from a fixed instructor PC, laptop, document camera, and other compatible devices

Lecture halls will often incorporate HyFlex functionality, including auto-tracking cameras, ceiling microphone arrays, and streaming appliances, to facilitate synchronous and asynchronous learning activities.

Image Requirements

Image Height:
Screens must allow for the legibility of 12-point from the last seated row, while conforming to AVIXA sightline and architectural standards.

Image Width: Width should maintain a proportional 16:10 aspect ratio relative to image height for optimal viewing.

Display Technology Options

Projector Display:
Each Lecture Hall classroom should include a ceiling mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall mounted, motorized, matte-white projection screen suitable for large audiences.

Audio
Media Audio Playback:
Ceiling-recessed speakers with sealed back enclosures shall be installed above student seating areas to ensure uniform and clear audio playback.

Audio Reinforcement:
An ADA-compliant portable assistive listening system shall be provided to ensure accessibility for all participants. Wireless microphone receivers shall support handheld and lapel microphones for instructor and guest speaker use. Media and speech audio shall be combined and distributed through the ceiling speaker system for consistent, balanced sound reinforcement across the hall.

Source Devices
Each room section shall include a dedicated media lectern for system control and connectivity. Connections shall terminate at floor boxes supporting AV, network, and power with a minimum 15 ft. cable reach. All major AV processing and routing components shall reside in a dedicated equipment closet with full size racks to support flexibility and scalability.

Permanent Video Sources:
An Extron presentation switcher, house in the lectern, will support input from:
- Built-in PC with Monitor
- HDMI document camera
- Blu-ray/DVD player
- Auto-tracking instructor camera
- Wireless presentation device

Permanent Audio Sources:
Audio sources will include the built-in computer, Blu-ray/DVD player, and the ceiling mounted microphone array.

Mobile Sources:
A multi-input device will provide connectivity for HDMI, USB-C, Mini DisplayPort, and VGA devices. Wireless collaboration tools shall enable screen sharing from laptops, tablets, and mobile phones.

System Control
Device Selection:
All media sources shall be managed through an Extron presentation switcher and a touch panel interface (minimum 7"). The input panel shall provide HDMI, USB-C, Mini-DP, and power connections for instructor devices.

Volume Control:
Audio levels will be adjusted directly from the Extron control interface.

Screen Control:
Projection screen controls (up/down and on/off) shall be integrated into the Extron interface.

Lighting Control:
For new construction only, lighting control shall be integrated into the Extron control system as part of the district audiovisual standard.

3.2 Conference/Meeting Rooms

3.21 Small Conference Room

Small Conference Rooms are multimedia-enhanced spaces designed to accommodate up to six participants for meetings, presentations, and collaborative work.

Each room shall be equipped with a wall-mounted interactive LCD or OLED touchscreen display featuring an onboard OPS computer, wireless keyboard, and mouse. These displays shall support multimedia presentations, touch enabled annotation, and wireless connectivity for user devices such as laptops, tables, and smartphones.

Image Requirements
Image Height:
The display shall be an LCD or OLED interactive flat panel ranging from 75 inches or larger sized appropriately to room dimensions.

Minimum specifications:

- Resolution 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Rate: Minimum 1,000,000:1
- Refresh Rate: Minimum 120Hz
- Inputs: At Least 3 HDMI and 1 USB input

The display shall include:

- Minimum 10-point touch capability
- Preinstalled interactive software annotation tools
- Integrated wireless collaboration system for screensharing and BYOD.

- Wall-mounted configuration, positioned to maintain ADA compliance and ergonomics visibility for all participants

Audio
Media Audio Playback:
Audio playback shall be provided by the display's integrated loudspeakers, delivering clear speech and media sound appropriate for a small meeting environment.

Source Devices
Permanent Audio Sources:
The interactive touchscreen monitor shall function as a stand-alone system, powered by its onboard OPS computer. It shall also support wireless connectivity for external devices (laptops, tables, or smartphones).

Permanent Audio Sources:
Audio shall originate from the display's onboard system and associated multimedia playback applications.

Mobile sources:
Built-in wireless collaboration tools shall allow participants to share content wirelessly from personal devices including laptops, tablets, and smartphones.

System Control
Device Selection:
Media source selection shall be managed directly through the interactive display interface.

Volume Control:
Audio levels shall be adjusted using the display's built-in volume controls or the system volume slider with the onboard computer.

Screen Control:
Not applicable.

Lighting Control:
Not applicable.

3.22 Medium Conference Room

Medium Conference Rooms are multimedia-enhanced collaboration spaces designed to accommodate up to twenty participants. These rooms shall feature an integrated audiovisual system capable of supporting multimedia presentations from the built-in computer as well as user-provided devices connected via ports integrated into the conference table or wall.

The system shall allow seamless switching between sources, provide high-quality audio and video for in-person and remote collaboration, and support wireless content sharing for laptops, tablets, and mobile devices.

Image Requirements
Image Height:
This displayed image shall provide clear legibility of 12-point font from the farthest seated position, while maintaining proper architectural sightlines and ergonomic viewing angles.

Image Width:
Width shall be proportional to height, targeting a 16:10 aspect ratio where feasible to ensure optimal image geometry and content compatibility.

Display Technology Options
Projector Display:
Each room may include a ceiling-mounted laser projector with a minimum resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The image shall be projected onto a wall-mounted, motorized matte-white projection screen appropriately to the space.

Wall-Mounted Display:
Flat-panel shall be LED or OLED, starting at 55 inches or larger, depending on room size and viewing distance.

Minimum specifications:

- Resolution: 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 or greater
- Refresh Rate: 120 Hz or higher

Interactive Flat-Panel Display:
Where interactive capabilities are desired, the display shall be LCD or OLED, ranging from 55 inches or larger, with:

- Resolution: 4K UHD (3,840 x 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 minimum
- Refresh Rate: 120 Hz
- Touch Capability: Minimum 10-point multi-touch
- Inputs: At least three HDMI and on USB input
- Software: Preinstalled interactive software with annotation tools and wireless collaboration support

Displays shall be wall-mounted in accordance with ADA and ergonomic standards.

Audio
Media Audio Playback:
Ceiling-recessed speakers with sealed back enclosures shall be installed to provide balanced media playback and voice reinforcement coverage throughout the room.

Audio Reinforcement:
An ADA-compliant portable assistive listening system shall be provided to ensure accessibility. Wireless microphone receivers shall support handheld or lapel microphones for presenters or remote conferencing needs. Media and speech audio shall be combined and distributed through the ceiling-mounted speaker system for consistent clarity.

Source Devices
Media Cabinet/Equipment Rack:
All audiovisual equipment necessary for system operation and control shall be housed in a standard AV rack, located in a lectern, conference table, casework, or dedicated closet, depending on the room design. Connections shall terminate at a floor box or wall plate that supports AV, network, and power infrastructure.

Permanent Video Sources:
An Extron presentation switcher, housed in the equipment rack, lectern, or table casework, shall support connections for:
- Built-in computer with monitor
- Wireless presentation device

Permanent Audio Sources:
Audio signals shall originate from the built-in computer and any associated media devices.

Mobile Sources:
A multi-input device shall enable HDMI, USB-C, Mini DisplayPort, and VGA connections for laptops, tablets, and cameras.
Built-in wireless collaboration tools shall allow users to share content wirelessly from personal devices.

System Control
Device Selection:
Media source selection shall be managed via an Extron presentation switcher integrated with a touch panel interface (minimum 7"). Input panels shall provide HDMI, USB-C, Mini-DP, and power connectivity for portable devices.

Volume Control:
Audio levels shall be adjusted through the Extron control interface.

Screen Control:
Projection screen or displays shall include power and on/off controls integrated into the Extron system interface.

Lighting Control:
For new construction project only, lighting controls shall be integrated into the Extron system as part of the district audiovisual standard.

3.23 Large Conference Room

Large Conference Rooms are multimedia-enhanced collaboration spaces designed to accommodate up to fifty participants. These rooms shall be equipped with an integrated audiovisual system capable of sharing multimedia presentations from a built-in PC and user-supplied devices connected through ports integrated into the conference table or wall.

Each room shall support hybrid and remote collaboration, including auto-tracking cameras, ceiling-mounted microphone arrays, and streaming devices for seamless participation by remote attendees.

Image Requirements
Image Height: Displayed images shall allow legibility of 12-point font from the farthest seated position while maintaining proper sightline and architectural considerations.

Image Width:
Width shall be proportional to height, maintaining a 16:10 aspect ratio where feasible for optimal viewing and presentation clarity.

Display Technology Options
Projector Display: Each large conference room shall include a ceiling-mounted laser projector with a minimum native resolution of 1900 × 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens. The projected image shall display on a wall-mounted, motorized, matte-white projection screen sized appropriately to the room.

Flat-Panel Display (Optional / Supplemental): Rooms may include LED or OLED wall-mounted flat-panel displays of 75 inches or larger, depending on viewing distance and layout.

Minimum specifications:
- Resolution: 4K UHD (3,840 × 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: 1,000,000:1 or greater
- Refresh Rate: Minimum 120 Hz

These displays may supplement the projection system or serve as confidence or secondary displays for presenters and remote conferencing.

Audio
Media Audio Playback:
Ceiling-recessed speakers with sealed back enclosures shall provide uniform audio coverage for media playback across the room.

Audio Reinforcement:
An ADA-compliant portable assistive listening system shall be provided to ensure accessibility. Wireless microphone receivers shall support handheld and lapel microphones, and a ceiling-mounted microphone array shall capture speech for remote conferencing. Media and speech audio shall be combined and distributed through the ceiling speaker system for consistent, intelligible reinforcement.

Source Devices
Media Cabinet / Equipment Rack: All audiovisual components required for operation and control shall be housed in

a standard Middle Atlantic AV rack located in a podium, casework, or dedicated equipment closet, depending on room design. Connections shall terminate at a floor box or wall plate that supports AV, network, power, and safety cable coverage. A durable ADA-compliant cable ramp cover shall be provided to protect exposed cables and maintain accessibility compliance.

Permanent Video Sources:
An Extron presentation switcher, located within the equipment rack, lectern, or table casework, shall support connections for:

- Built-in computer with monitor
- Wireless presentation device

Permanent Audio Sources:
Audio shall originate from the built-in computer and associated streaming or conferencing devices.

Mobile Sources:
A multi-input connection device shall support HDMI, USB-C, Mini DisplayPort, and VGA connections for laptops and cameras. Wireless collaboration tools shall allow users to present from laptops, tablets, or smartphones.

System Control
Device Selection:
Media source selection shall be managed via an Extron presentation switcher integrated with a touch panel interface (minimum 7"). Input panels shall provide HDMI, USB-C, Mini-DP, and power connections for instructor or participant devices.

Volume Control:
Audio levels shall be adjusted through the Extron control interface.

Screen Control:
Projection screen up/down and power controls shall be integrated into the Extron interface.

Lighting Control:
For new construction projects only, lighting controls shall be integrated into the Extron system as part of the district audiovisual standard.

3.24 Study Room

A Study Room is a small collaborative space designed to support group study, project collaboration, and interactive learning among students. The room shall include an integrated wall-mounted interactive LCD touchscreen display that allows users to connect wirelessly from a laptop, tablet, or mobile device.

Image Requirements
Image Heights:
The image height shall allow participants to clearly read 12-point font from the farthest seated position in the room, while maintaining appropriate architectural sightlines and ergonomics.

Image Width:
The image width shall be proportional to height, targeting a 16:10 aspect ratio wherever possible.

Display Technology Options
Interactive Flat Panel Display (IFPD):
- Type: LCD panel with LED edge lighting or OLED display
- Size: Minimum 75 inches diagonal, scaled appropriately to room dimensions
- Resolution: Minimum 4K (3,840 × 2,160)
- Aspect Ratio: 16:9
- Contrast Ratio: ≥ 1,000,000:1
- Refresh Rate: ≥ 120 Hz
- Inputs: Minimum of 3 HDMI and 1 USB
- Touch Capability: Minimum 10-point touch
- Features: Preinstalled interactive software with annotation tools and integrated wireless collaboration system
- Mounting: Wall-mounted interactive direct-view display (minimum 1900 × 1200 pixels for 16:9 images)

Audio
Media Audio Playback:
Audio shall be provided via the display's integrated speakers, suitable for small-group playback levels.

Permanent Audio Sources:
Audio playback shall originate from the display's internal operating system and integrated applications.

Mobile Audio Sources:
Wireless collaboration features shall support audio transmission from user devices such as laptops, smartphones, and tablets.

Source Devices
Permanent Video Sources: The interactive touchscreen display shall operate as a standalone system with built-in wireless connectivity, allowing users to present from personal devices without additional hardware.

Mobile Sources: Users shall connect wirelessly through the display's built-in collaboration tools for screen sharing and content presentation.

System Control
Device Selection: Media source selection shall be managed directly through the interactive display interface.

Volume Control: Audio volume shall be adjusted via the display's built-in controls or through the connected device's system volume

Screen Control: Not applicable

Lighting Control: Not applicable

3.25 Multipurpose Room

A multipurpose room is a highly adaptable and versatile space designed to accommodate a wide variety of functions beyond a single, dedicated purpose. Unlike traditional classrooms or lecture halls, it is engineered with flexible features and technology to host diverse activities, from large-scale academic and social events to small collaborative sessions. It shall be outfitted with an integrated multimedia system capable of viewing media from a fixed PC, a presenter's laptop or other device, or a document camera. Multiple auto-tracking PTZ cameras shall be mounted on the walls to capture various presentation angles. Additionally, these spaces will include a dedicated multimedia streaming device to enable live streaming and recording of presentations to remote locations. A matrix switcher shall allow routing of any source to any display or streaming device. The larger audiovisual system will necessitate a full-size rack and a minimum 42" x 48" equipment closet to house it.

Image Requirements
Image Height:
Screens must allow for the legibility of 12-point font from the last seated row, while adhering to appropriate architectural standards.

Image Width:
Width should be proportional to height, targeting a 16:10 aspect ratio as closely as possible.

Display Technology Options
Projector Display:
A ceiling-mounted laser projector with a minimum native resolution of 1900 x 1200 (WUXGA) and a minimum brightness of 5,000 ANSI lumens shall be provided. The image will be projected onto a wall-mounted, motorized, matte-white projection screen sized appropriately for the room.

Wall-Mounted LCD Display:
Displays shall be LED or OLED, starting at 75 inches or larger depending on room size. They must support a minimum 4K resolution (3,840 x 2,160), a 16:9 aspect ratio, a contrast ratio of at least 1,000,000:1, and a refresh rate of 120Hz or higher. Panels shall be wall-mounted with a minimum resolution of 1900 x 1200 for 16:10 images.

Audio
Media Audio Playback:
Ceiling-recessed speakers with sealed back enclosures shall be installed above seating areas to provide even media audio playback.

Audio Reinforcement:
A ceiling-mounted microphone array shall complement wireless lapel or handheld microphones, providing a collaborative environment between in-person and remote attendees. Media and speech audio shall be combined and played through the ceiling-recessed speakers. An ADA-compliant portable assistive listening system shall be available to ensure audio clarity and accessibility.

Source Devices
Equipment Housing:
A standard media lectern shall house a dedicated room PC, document camera, and Extron touchscreen control panel. The system will be installed in a rack located within a standard 42" x 48" equipment closet. Connections to the lectern shall terminate at a floor box supporting AV, network, and power.

Permanent Video Sources:
An Extron presentation switcher, housed in a dedicated equipment rack, shall support connections for a built-in computer with monitor, an HDMI document camera, auto-tracking cameras, and a wireless presentation device.

Permanent Audio Sources:
Audio shall originate from the built-in computer, wireless microphones, and ceiling-mounted microphone array

Mobile Sources:
A multi-input device shall enable HDMI, USB-C, Mini-DP, and VGA connections for mobile devices such as laptops or cameras. Wireless collaboration tools shall allow users to present from laptops, tablets, or smartphones.

System Control
Device Selection:
Media source selection shall be managed via an Extron presentation switcher and a touchscreen interface (minimum 10 inches).

Volume Control:
Audio levels shall be adjusted through the Extron control panel.

Screen Control:
The Extron system shall include screen control, with on/off functionality integrated into the interface.

Lighting Control:
For new construction projects only, lighting shall be integrated into the Extron control system as part of the audiovisual standard.

3.3 Digital Signage

Digital signage systems provide dynamic visual communication for campus announcements, event promotion, emergency alerts, and wayfinding. To ensure consistency, reliability, and ease of maintenance across all facilities, all digital signage deployments shall adhere to the following standards.

System Overview
Digital signage equipment shall utilize a centralized content management system (CMS) that allows remote scheduling, monitoring, and updating of content. The CMS must support multiple display zones, content templates, and integration with external data sources such as calendar systems or emergency alert platforms. All signage endpoints must connect via the institution's data network using approved VLAN configurations and authentication protocols.

Display Hardware
Displays shall be commercial-grade, 24/7-rated flat panel units with a minimum brightness of 500 nits. Display size and placement shall be selected based on viewing distance and location requirements. Both landscape and portrait orientations must be supported. Displays shall be mounted using UL-listed brackets, ensuring compliance with ADA and building code requirements. Outdoor or high-brightness areas shall utilize weather-rated, sunlight-readable displays.

Media Players
Media players shall be networked digital signage devices certified by the CMS vendor. They must support 1080p or higher video playback, HTML5 content, and image-based media. Players shall be remotely manageable for monitoring, firmware updates, and troubleshooting. Media players must comply with institutional network security policies and support remote reboot, content verification, and automated health reporting.

Power and Network
All displays and media players shall be powered from dedicated electrical circuits or Power over Ethernet (PoE) if supported, and connected through surge-protected outlets. Each device shall have a minimum 1 Gbps network connection. Wired Ethernet connections are preferred over wireless for maximum reliability. Cabling shall be concealed, neatly managed, and terminated in accordance with AV and IT infrastructure standards.

Maintenance and Support

Digital signage systems shall include built-in health monitoring features with automatic alerts for player or display failures. Firmware, software, and content templates shall be updated periodically to maintain security, stability, and compatibility. All signage equipment shall be installed in a manner that allows safe and easy access for maintenance, without disrupting nearby operations or aesthetics.

4.0 AV System Equipment Requirements

These specifications represent the minimum standards for general classrooms across the Riverside Community College District (RCCD). Spaces such as tiered lecture halls, multi-purpose rooms, conference areas, and other large venues shall be individually reviewed by District Technology Support Services (TSS) to determine appropriate projector brightness, lensing, and display technology requirements based on room size, ambient light conditions, and intended use.

4.1 Video Projectors

All projectors shall be laser-illuminated and rated at a minimum of 5,000 ANSI lumens. Resolution: Minimum of 1900 x 1200 pixels (WUXGA) with a 16:10 aspect ratio. Performance Standard: Projected image systems shall comply with AVIXA (InfoComm) 3M-2011 – Projected Image System Contrast Ratio. Grade: Equipment shall be commercial/business grade, supporting continuous operation and network monitoring. Additional Considerations: For larger instructional or divisible spaces, projector brightness and lens selection shall be reviewed and approved by TSS.

4.2 Projection Screens

Screens shall be wall-mounted, motorized, and constructed with matte-white viewing surfaces for optimal image quality. Screen operation shall be integrated into the room control system for automated deployment. Screen size and placement shall be determined in accordance with ANSI/INFOCOMM V202.01:2016 – Display Image Size for 2D Content and the room's seating geometry.

4.3 Flat Panel Displays

Standard LCD Displays:

Displays shall be LED-backlit LCD or OLED panels, 75" or larger, depending on room dimensions and viewing distance. Resolution: Minimum 4K UHD (3840 x 2160) at 16:9 aspect ratio. Contrast Ratio: Minimum 1,000,000:1. Refresh Rate: 120 Hz or higher. Must support a minimum native resolution of 1900 x 1200 for 16:10 formatted content when required. Mounting shall be wall-mounted or cart-mounted per space type and ADA compliance.

34

Interactive LCD Displays:
Displays shall be LED-edge-lit LCD or OLED, sized 75" and larger per space requirements. Resolution: Minimum 4K (3840 × 2160). Aspect Ratio: 16:10.Contrast Ratio: Minimum 1,000,000:1 with 120 Hz refresh rate. Minimum 10-point touch capability with preinstalled interactive and annotation software. Integrated wireless collaboration system required for multi-device content sharing. Shall include minimum connectivity: (3) HDMI inputs, (1) USB input. OPS (Open Pluggable Specification) onboard PC required, factory-installed by the display manufacturer with at least: Intel i7 processor, 8 GB RAM, 1 TB SSD storage.

4.4 Audio Reproduction Systems
4.5 Video System and Source Equipment
4.6 Audio Visual Control System
4.7 Specialty Audio Visual Equipment
4.8 Assistive Listening Systems
4.9 Digital Signage

5.0 Instructor Lectern Requirements

The instructor's lectern shall include a built in AV rack to house the built in PC, and Extron control system, as well as the touch panel for control, document camera, and multi-input device for portable device sharing.

6.0 Supported Manufacturers

To ensure consistency, compatibility, and long-term support across all district facilities, the following manufacturers are approved for use in audiovisual system design, procurement, and implementation. These manufacturers have been evaluated based on reliability, integration capability, product support, and alignment with district technical standards.

6.1 Video Projectors

- Panasonic – Standard and large-venue laser projection systems
- Epson – Short-throw laser projectors for classrooms and confined spaces

6.2 Projection Screens

- Da-Lite – Motorized and fixed-frame projection screens

6.3 Flat Panel Displays

- Samsung – Commercial-grade 4K UHD displays for signage and classrooms
- Panasonic – Professional-grade interactive and non-interactive displays
- Newline – Interactive flat-panel displays with OPS compatibility

6.4 Audio Reproduction Systems

- Shure – Wireless microphone systems for lecture and conference environments
- JBL – Ceiling and wall-mounted loudspeakers for classroom and performance spaces

6.5 Video System and Source Equipment

- Mersive Solstice – Wireless collaboration and presentation platform

6.6 Audiovisual Control System

- Extron – Control processors, touch panels, and switching system

6.7 Specialty Audiovisual Equipment

- Lumens – Document cameras
- Mediasite – Lecture capture and streaming encoders
- BrightSign – Digital signage and media playback device

6.8 Assistive Listening Systems

- Listen Technologies (Listen Tech) – ADA-compliant assistive listening systems

6.9 Digital Signage Systems

- BrightSign – Digital signage media players
- Carousel CMS – Centralized content management system

6.10 Lecterns and Furniture

- Spectrum Industries – Instructor lecterns, podiums, and integrated AV furniture

Appendix A – Equipment Standards

Manufacturer	*Description*	*Part Number*	*Description*
Aver	Aver Camera Wall Mount	COMSVCMNT	Aver Camera Wall Mount
Aver	Aver PTZ330UV2 Pro AV	PTZ330UV2	Aver Non-Tracking Pan-Tilt-Zoom Camera
Aver	Aver Autotracking Camera TR335V3	PATR335V3	AVER Autotracking camera
Aver	RS-232 DIN 8 to D-Sub 9 Cable	064AOTHERBPK	Aver control dongle
Belkin	Multiport to HDMI Digital AV Adapter	B2B166	Belkin Multi input cable
Belkin	Belkin 24W Dual Port USB Wall Charger	WCB002dq	Belkin USB powersupply for input cable
Biamp	AVB Server IO DSP	TESIRA SERVER-IO AVB	modular, networkable, digital signal processor that provides scalable audio I/O and extensive audio manipulation capabilities for large-scale, professional audio-video systems using the AVB protocol
Biamp	Biamp Tesira EX-MOD	Tesira EX-MOD	modular, rack-mountable audio expander device that connects to a Tesira DSP over an AVB network to provide up to twelve customizable, remotely placed channels of analog input and/or output.
Biamp	Biamp Tesira Forte X1600 DSP	BIATESIRAFORTEX1600	DSP featuring 16 channels of AEC, multi-network audio support
Biamp	EX-AEC	Tesira EX-AEC	modular audio expander device for the Biamp Tesira audio Server

Biamp	EX-IN	Tesira EX-IN	Modular audio expander with 4 non-AEC, microphone or line-level audio signals
Biamp	EX-UBT to connect USB to PC	Tesira EX-UBT	modular audio expander expander for the Tesira system, focused on digital audio connectivity. It acts as an AVB/USB Expander with integrated Bluetooth wireless technology.
Biamp	POE injector	POE-INJ	Biamp Power Over Ethernet Injector for Biamp devices
Biamp	SCM-1 Cobranet card	Tesira SCM-1 CK	Cobranet networking component for Tesira server
Biamp	SEC-4 inputs cards	TESIRA SEC-4	4-channel mic/line analog input card for Tesira Server
Biamp	SOC-4 output cards	Tesira SOC-4	modular analog output card for the Biamp Tesira Server
Biamp	Tesira EX-IO	Tesira EX-IO	compact, half-rack, 4-channel audio expander that uses PoE+ to provide two channels of mic/line input and two channels of mic/line output over an AVB network
Biamp	Tesira Parlé TCM-XA White	910.0499.900	AVB-enabled, low-profile ceiling microphone and PoE+ amplifier
Biamp	Tesira Parlé TCM-XEX White	910.0500.900	expansion ceiling microphone that utilizes Beamtracking technology to extend the audio coverage of an existing Tesira Parlé TCM-X or TCM-XA system

Biamp	TesiraCONNECT TC-5	TesiraCONNECT TC-5	5-port device for Tesira systems that provides power (PoE+) and AVB media networking
Biamp	TesiraFORTE AVB VT	TesiraFORTE AVB VT	rack-mountable digital audio server with 12 analog inputs, 8 analog outputs, Acoustic Echo Cancellation (AEC) on all inputs, and integrated VoIP, POTS, and USB audio
Brightsign	XD235 with pre-installed 32GB Micro SD card	XD235-32GB	Standard I/O Professional 4K player with a pre-installed 32GB microSD card
C2G	25ft Cat6 Network Patch Ethernet Cable Yellow	27195	25-foot yellow Cat6 Snagless Ethernet network patch cable
C2G	6.6ft USB A to B Cable Black	28102	6.6-foot black USB 2.0 cable with a Type-A male connector and a Type-B male connector
C2G	6.6ft USB TYPE A MALE TO MALE	28106	6.6-foot black USB 2.0 cable with male Type-A connectors on both ends
C2G	6.6ft USB TYPE USB A to C	28832	6-foot black USB-C male to USB-A male cable
C2G	Cables2go Extension	CG03115	6-foot, 18 AWG black power extension cord with a NEMA 5-15P male plug on one end and a NEMA 5-15R female receptacle on the other
Chief	Ceiling plate kit	KITPD0203	projector ceiling mount kit that includes a universal projector mount (RPAU), a ceiling plate (CMS115), and an adjustable 2-to-3-foot extension column (CMS0203)

Chief	Chief Above Tile Suspened Ceiling kit w/ 3" fixed pipe	CMA440	above-tile suspended ceiling kit designed to provide a secure anchor point for mounting projectors
Chief	Chief RPA Elite Projector Security Mount	RPMA1	universal projector security mount
Chief	Extra-Large Fusion® Micro-Adjustable Tilt Wall Mount	XTM1U	X-Large Fusion micro-adjustable tilt wall mount designed for 55" to 100" flat-panel displays
Chief	Large Fusion® Fixed Wall Display Mount	LSA1U	Large Fusion universal fixed wall mount for 42" to 86" flat-panel displays, featuring a low 2" profile
Christie	ILS lens 2.0-2.8:1 SX+/1.8-2.6:1 HD	118-100113-01	Intelligent Lens System (ILS) zoom projector lens for Christie M and J Series projectors
Christie	M 4K25 RGB Projector	M 4K25	RGB Projector is a 25,000 lumen, 4K UHD, 3DLP pure RGB laser projector for large venues
Cisco	Small Business 110 Series Unmanaged Switch	CBS110-8T-D	an unmanaged switch providing eight Gigabit Ethernet ports
Crown	DCI 4/300 audio amplifier	DCI4300	4-channel amplifier providing 300 watts per channel both low-impedance (2-16 Ohm) and high-impedance (70V/100V)
Dalite	Advantage Contour Electrol 164" Diagonal w/26" additonal drop	34524L	Dalite motorized projection screen
Dalite	CONTOUR 137D 72.5X116 MW CUSTOM VIEWING AREA 71''x113.5''	70192LSC	Dalite motorized projection screen
Dalite	Contour 180D DM with Custom Black Drop and LVC 108"H x 144"W 60" total Black drop at top	70196LC	Dalite motorized projection screen

Dalite	Contour Electrol 16:10 189" Diagonal 100"x160" Screen	70196L	Dalite motorized projection screen
Dalite	Contour Electrol 10' 16:10 137" Diagonal 72.5"x116" Screen	70192LS	Dalite motorized projection screen
Dalite	Contour Electrol 11.5' 16:10 164" Diagonal 87"x139" Screen	37578L	Dalite motorized projection screen
Dalite	Contour Electrol 8.5' 16:10 123" Diagonal 65"x104" Screen	20877LS	Dalite motorized projection screen
Dalite	Contour Electrol 9' 16:10 130" Diagonal 69"x110" Screen	37574LS	Dalite motorized projection screen
Denon	Denon Blu-ray player	DN-500BD-MKII	professional-grade, 1U rackmount media player that supports playback of Blu-ray, DVD, and CD discs
ELO	Elo 1502L Touch Screen - No Stand	E125496	15.6-inch, Full HD touchscreen monitor featuring PCAP 10-touch technology
Epson	100" Whiteboard for Projection and Dry Erase (16:9)	V12H006A02	combination projection screen and dry-erase whiteboard
Epson	Adjustable Wall Mount for Epson Ultra-Short Throw Laser Displays	V12HA06A05	Adjustable, ultra-short throw wall mount with a telescopic arm
Epson	Epson Brightlink 1485Fi Interactive Projector	V11H919520	1080p 3LCD Interactive Laser ultra-short throw projector
Epson	Epson Projector Replacement Air Filter	V13H134A56	replacement air filter for Epson projector
Epson	Interactive Touch Module	V12H007A23	Interactive Touch Module accessory that adds finger-touch capabilities to Epson projectors
Extron	Air Filter Kit XPA Ultra FX - 10pk	70-1341-01	Replacement Air Filter Kit for use with Extron XPA Ultra FX Series audio power amplifiers

Extron	Audio Amplifier XPA U 4004 FX	60-2034-01	four-channel, 400-watt per channel, audio power amplifier with configurable outputs for simultaneously driving 8 Ω, 4 Ω, 70 V, and 100 V speaker loads
Extron	DisplayPort M-HDMI F Active, 6"	26-713-01	6-inch active adapter cable that converts a DisplayPort source to an HDMI output
Extron	DTP Crosspoint 108 4k 10x8 Seamless 4k Scaling Presentation Matrix switcher	60-1381-01	10x8 matrix switcher that integrates 4K scaling, DTP twisted pair extension, audio DSP with AEC, an audio power amplifier, and an IPCP Pro xi control processor
Extron	DTP Crosspoint 86 4K IPCP Q MA 70	60-1382-93	8x6 matrix switcher featuring 4K scaling, DTP extension, a built-in IPCP Pro control processor, ProDSP audio with AEC, and an integrated 100-watt, 70-volt mono power amplifier
Extron	DTP HDMI 4K 230 Rx	60-1271-13	digital twisted pair receiver that extends 4K HDMI video, audio, and bidirectional control signals up to 230 feet
Extron	DTP HDMI 4K 230 Tx	60-1271-12	digital twisted pair transmitter that sends 4K HDMI video, audio, and bidirectional control signals up to 230 feet
Extron	DTP T SW4 HD 4K	60-1625-01	Four-input HDMI switcher with an integrated DTP transmitter that automatically selects and sends 4K video, audio, and control signals up to 330 feet

Extron	Extron Cable Cubby 202 AAP Bracket	70-1043-01	AAP bracket designed for the Cable Cubby 202 enclosure, allowing it to hold up to two single-space Extron AAP AV connectivity modules
Extron	Extron Cable Pass-Through AAP	70-267-01	Cable Pass-Through AAP with a right-sided orientation and grommets included, designed to allow AV, data, or control cables to be pulled through
Extron	Extron Cable Pass-Through AAP	70-270-01	Cable Pass-Through AAP with a Left-sided orientation and grommets included, designed to allow AV, data, or control cables to be pulled through
Extron	Extron Double Blank AAP	70-090-12	AAP in black used to cover unused openings in compatible Extron AAP mounting frames
Extron	Cable Cubby 222 US	60-1927-02	compact, furniture-mountable access enclosure for AV connectivity and power
Extron	HDMI Pro/25	26-650-25	25-foot HDMI Pro Series cable
Extron	HDMI Ultra/12	26-663-12	12-foot HDMI Ultra Series cable
Extron	HDMI Ultra/16	26-663-06	6-foot HDMI Ultra Series cable
Extron	HDMI Ultra/3	26-663-03	3-foot HDMI Ultra Series cable
Extron	IN1808 IPCP Q MA 70	60-1615-93	eight-input 4K/60 seamless presentation switcher with an integrated control processor and a 100-watt Class D mono amplifier for 70-volt systems

Extron	IN1806	60-1663-01	Six Input 4K/60 Seamless Presentation Switcher that features a high-performance Vector 4K scaling engine, DisplayPort and HDMI inputs, and mirrored HDMI and DTP2 outputs for extending video, audio, and control signals
Extron	IN1808	60-1615-01	eight-input seamless presentation switcher with advanced 4K/60 scaling and DTP2 extension for switching and distributing high-resolution digital video and audio signals.
Extron	IN1808 IPCP Q SA	60-1615-92	eight-input 4K/60 seamless presentation switcher featuring an integrated control processor and a Class D stereo amplifier
Extron	IPCP Pro 360Q xi	60-1916-01	Quad-Core control processor with multiple control ports and dedicated AV LAN ports
Extron	IPCP Pro 550	60-1418-01	IP Link Pro control processor designed for centralized AV system control
Extron	MBU 123 Low-Profile Mount Kit	70-212-01	low-profile mount kit used for discreetly installing Extron 1U high, 1/8, 1/4, and 1/2 rack-width products under surfaces
Extron	MBU 125 1/4 & 1/2 Rack Width Low-Profile Mount Kit	70-077-01	low-profile mount kit used for discreetly installing Extron quarter-rack and half-rack, two-piece enclosure products under surfaces

Extron	MediaPort 200	60-1488-01	HDMI and Audio to USB Scaling Bridge designed to integrate professional AV sources and systems with software-codec conferencing applications
Extron	OCS 100C Occupancy Sensor	60-1664-01	dual-technology ceiling occupancy sensor
Extron	PI 115 - Power Injector for Pro Series Control Systems	60-1233-02	a single port power injector for XTP Extender or control systems
Extron	PS 1242 12 V, 4.2 A, Quarter Rack	70-1246-01	an external 12 VDC, 4.2 A desktop power supply
Extron	RSB 129 Rack Shelf	60-604-02	a 1U, 9.5-inch deep basic rack shelf
Extron	Network AAP	70-491-11	a single-space AAP featuring two female-to-female RJ-45 barrel connectors for a pass-through connection
Extron	TLI Pro 201 Touchlink	60-1669-01	a TouchLink Interface that enables a third-party 4K touchscreen display with HDMI input/output and PoE+ to function as a point of control and video preview within an Extron Pro Series control system.
Extron	TLP Pro 1025T	60-1565-02	10-inch tabletop TouchLink Pro Touchpanel
Extron	TLP Pro 725T	60-1562-12	7-inch black tabletop TouchLink Pro Touchpanel
Extron	Two XTP DTP 24 Couplers AAP	70-1051-11	double-space AAP in black that contains two XTP DTP 24 couplers

Extron	USB Extender Plus R	60-1471-13	USB Extender Plus R Receiver when paired with a transmitter, extends and/or switches USB peripheral signals over a single CATx cable
Extron	USB Extender Plus T	60-1471-12	USB Extender Plus T Transmitter when paired with a Receiver, extends and/or switches USB peripheral signals over a single CATx cable
Extron	USB Plus Matrix Controller	42-267-01	provides a simple management interface for creating and controlling USB matrix switching systems of up to 64 Extron USB Extender Plus Series transmitters and receivers
Extron	USB-C to HDMI adapter	USBC-HDF/0.5	USB-C male to HDMI female adapter cable designed to connect USB-C sources supporting DisplayPort Alt Mode to HDMI displays
Extron	USBC-A/6	26-723-06	USB-C to USB-A cable (USBC-A/6) that supports SuperSpeed USB 5 Gbps data transfer
Extron	XPA 4002 Two Channel Amp - 400 Watts/Ch	60-1244-01	two-channel amplifier that delivers 400 watts rms per channel into 4 ohms, or 800 watts bridged into 8 ohms

Extron	XTP 3200 Frame	60-1546-01	XTP II CrossPoint 3200 Frame, a modular digital matrix switcher configurable from 4x4 up to 32x32 for routing 4K video, audio, bidirectional control, and Ethernet signals over twisted pair
Extron	XTP CP 4i 4K Four Input Board, XTP - 26W Remote Power Capable	70-940-31	four-input board for an XTP CrossPoint matrix switcher that receives 4K video, audio, bidirectional control, and Ethernet signals over shielded CATx cable and can supply 26 watts of remote power to XTP endpoints.
Extron	XTP CP 4o 4K Four Output Board, XTP - 26W Remote Power Capable	70-943-31	4K four-output board for an XTP CrossPoint matrix switcher that transmits video, audio, bidirectional control, and Ethernet signals over shielded CATx cable up to 330 feet and can supply 26 watts of remote power to XTP receivers.
Extron	XTP CP 4o SA	70-944-01	four-output, single-slot board for an XTP CrossPoint matrix switcher that provides four independent analog stereo audio outputs
Extron	XTP DTP 24/25	26-702-25	25-foot pre-terminated, non-plenum shielded twisted pair
Extron	XTP DTP 24P/75' cable	26-695-75	75-foot pre-terminated, plenum shielded twisted pair

Extron	XTP II CP 4i HD 4K PLUS	70-1112-01	four-input board for an XTP II CrossPoint matrix switcher that provides four HDMI inputs with stereo audio
Extron	XTP II CP 4o HD 4K PLUS	70-1113-01	four-output board for an XTP II CrossPoint matrix switcher that provides four HDMI outputs with stereo audio
Extron	XTP II CrossPoint 1600 Frame w/ RPS	60-1545-11	modular digital matrix switcher frame, configurable up to 16x16 I/O, featuring a 50 Gbps backplane that supports high-performance switching and extension of video, audio, control, and Ethernet
Extron	XTP R HD 4K	60-1524-13	XTP HDMI receiver that extends 4K video, embedded audio, bidirectional control (RS-232 and IR), and Ethernet signals up to 330 feet
Extron	XTP SR HD 4K	60-1524-02	XTP HDMI scaling receiver that uses Vector 4K technology to scale HDMI video up to 4K and extends video, embedded audio, RS-232, IR, and Ethernet up to 330 feet (
Extron	XTP T HD 4K	60-1524-12	XTP HDMI transmitter that extends 4K video, audio, bidirectional control (RS-232 and IR), and Ethernet up to 330 feet

Extron	XTP T USW 103 4K	60-1717-12	three-input multi-format switcher and integrated XTP transmitter that automatically selects between DisplayPort, HDMI, or VGA sources and extends 4K video, audio, control, and Ethernet up to 330 feet
Extron	XTP T UWP 202 4K NL	60-1530-12	two-input decorator-style wallplate transmitter for HDMI and VGA that extends 4K video, audio, and bidirectional RS-232/IR control signals up to 330 feet
Furman	Furman M4315-PRO	M4315-PRO	1U rack-mountable power management system that provides 15 Amp power conditioning, with BlueBOLT IP
JBL	JBL Control 26CT Speakers	CONTROL26CT	6.5" two-way coaxial ceiling loudspeaker which includes a multitap transformer for use with 70V or 100V
Listen Systems	LCS-121-01 Wi-Fi/RF Advanced System	LCS-121-01	Wi-Fi/RF Advanced System that provides a dual-technology assistive listening solution by broadcasting audio over both 72 MHz RF (to dedicated receivers) and Wi-Fi
Logitech	Logitech Rally Bar Mini	960-001336	an all-in-one video conferencing bar featuring a 4K UHD camera, AI-driven audio/video
Logitech	Logitech TV Mount For Video Bars	952-000041	TV Mount for Rally Video Bars, a VESA-compatible bracket used to securely mount Logitech Rally Bar

Logitech	MK710 Wireless Desktop Keyboard and mouse	920-002416	Wireless Desktop Combo, a full-size wireless keyboard and mouse set
Lumens	Lumens DC 172 - document camera	DC172	4K document camera with a flexible gooseneck arm, HDMI pass-through
Mersive	Solstice Pod Gen3 Power Supply	SP-8301-E	12V DC, 2A power supply unit for the Mersive Solstice Pod Gen3
Mersive	Solstice Pod Gen3 with perpetual Unlimited Enterprise software license (unlimited users) and 5 years	SP-8000-E5	Gen3 Solstice Pod hardware platform with the Unlimited Enterprise Edition software license for wireless collaboration and content sharing
Middle Atlantic	Middle Atlantic 9 Outlet	PD-915RC-20	15-amp, 1U horizontal rackmount power strip with nine outlets
Middle Atlantic	PTRK Series Portable Rolling Rack 27RU	PTRK-2726	a 27U portable rolling rack with a 26-inch depth, locking casters, and front and rear keyed doors
Netgear	Netgear 24x1G PoE+ 480W 2x1G and 4xSFP+ Managed Switch	GSM4230PX	1U managed network switch from the M4250 AV Line, featuring 24 Gigabit PoE+ ports with a 480W budget, four 10G SFP+ uplinks
Netgear	Netgear 12x2.5G and 2xSFP+ Managed Switch Managed Switch	MSM4214X	managed network switch from the M4250 AV Line, featuring 12 Multi-Gigabit (2.5G) Ethernet ports and two 10G SFP+ uplink ports

Netgear	Netgear 8x1G PoE+ 110W 1x1G and 1xSFP Managed Switch	GSM4212PX	managed Ethernet switch from the M4250 AV Line, featuring 8 Gigabit PoE+ ports (240W budget), 2 additional Gigabit Ethernet ports, and 2 10G SFP+ uplink ports
Newline	65" 4k UHD Interactive Display	TT-6524ZPro	65-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	75" 4k UHD Interactive Display	TT-7524ZPro	75-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	86" 4k UHD Interactive Display	TT-8624ZPro	86-inch, Google EDLA-Certified 4K LED multi-touch interactive display with an embedded Android 13 OS, an 8-microphone array, and USB-C connectivity
Newline	Intel OPS i7 16gb RAM 1TB SSD	EPR8A67160-000	Open Pluggable Specification (OPS) on-board computer featuring an Intel Core i7 processor, 16GB RAM, and a 256GB SSD
Newline	OPS Hard Drive Upgrade - 1tb SSD	EPR8A6S999-000	1TB Solid State Drive (SSD) upgrade module designed to increase the storage capacity of Newline's Open Pluggable Specification (OPS) on-board computers

Panasonic	Panasonic 65" Display	TH-65SQE1W	65-inch 4K UHD LED-backlit LCD professional display designed for digital signage and commercial use, supporting 24/7 operation
Panasonic	Panasonic PT-RZ790LBU7 Laser DLP HD Projector	PT-RZ790LBU7	7,000 ANSI lumens, WUXGA (1920×1200 resolution) 1-Chip DLP laser projector
Panasonic	Projector Fixed Zoom Lens	ET-DLE250	power zoom lens for Panasonic DLP projectors, to provide a flexible long-throw projection distance with a 2.5-4.0:1 throw ratio
Panasonic	Projector Fixed Zoom Lens	ET-DLE350	power zoom lens for select Panasonic DLP projectors, providing a long-throw projection distance typically with a 3.6-5.4:1 throw ratio
Panasonic	PT-VMZ51U HD Projector	PT-VMZ51U	WUXGA (1920 × 1200) 3LCD laser projector, 5,200 lumens, with1.6x zoom and lens shift
Samsung	75" Professional display QM75C series	QM75C	75-inch 4K UHD commercial digital signage display with 500 nits of brightness and a non-glare panel designed for 24/7 operation
Shure	Shure UA845UWB Ultra-Wide Band Antenna Distribution System	UA845UWB	active ultra-wide band antenna and power distribution system that allows up to four wireless receivers to share a single pair of antennas while amplifying the RF signal and distributing power to the receivers

Shure	Wireless System with SLXD2/58 Handheld Transmitter, SLXD1 Bodypack Transmitter and WL185 lavalier microphone	SLXD124/85-J52	digital wireless combo microphone system operating in the J52 band that includes an SLXD4 receiver, an SLXD2 handheld transmitter with an SM58 capsule, an SLXD1 bodypack transmitter, and a WL185 cardioid lavalier microphone
Shure	Wireless System with ULXD2/58 Handheld Transmitter, ULXD1 Bodypack Transmitter and WL185 lavalier microphone	SHULXD124DG5	Dual Channel Combo Wireless System, is a professional digital wireless system that includes a dual-channel receiver, an SM58 handheld transmitter, and a bodypack transmitter for lavalier or instrument use
Sonic Foundry	Mediasite RL-940 Streaming Media encoder	MS-RL-940	a rack-mountable Mediasite RL940 MultiView Recorder designed for automated, high-volume video capture and streaming
Sonic Foundry	Mediasite Customer Assurance	MSL-SSS-S09	Mediasite Customer Assurance Support and Maintenance Plan for a Mediasite Rich Media RL Recorder
Spectrum Furniture	Link Lectern	55115	a mid-sized, fixed-height mobile podium with options for an integrated rack cube
Spectrum Furniture	Freedom XRS Elite Lectern	55418	an electrically height-adjustable podium designed with a large worksurface and an integrated 14RU equipment rack

Spectrum Furniture	Freedom One eLift Lectern	55542	an electrically height-adjustable podium with an ergonomic worksurface that is designed to integrate with a separate AV equipment rack.
Spectrum Furniture	IMC 29" Acrylic Door Black	68103B	a black, clear acrylic locking door designed to be an optional security front panel for the 29" H equipment rack of the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" equipment rack	68107	the 29" H (14RU) Equipment Rack for the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" radius corner cherry/black	68106CHB	a Wild Cherry and Black laminate 29" H Radius Corner Worksurface component for the Instructor Media Console (IMC)
Spectrum Furniture	IMC 29" Wall Filler Panel	68101	29" H Wall Filler Panel for the Instructor Media Console (IMC)
Spectrum Furniture	IMC Double worksurface Cherry/Black	68201CHB	a Wild Cherry laminate Double Worksurface component with a Black edgeband for the Instructor Media Console (IMC)
Spectrum Furniture	IMC Single Work Surface	68200CHB	a Wild Cherry laminate Single Worksurface component with a Black edgeband for the Instructor Media Console (IMC)
Spectrum Furniture	Rack Mount Pull out shelf	97503	a 21 3/4" deep Rack Mount Pull-Out Shelf that occupies 2 rack units (RU)

Tannoy	Tannoy VX12Q 12" PowerDual Full-Range Loudspeaker with Q-Centric Waveguide	VX12Q	passive, 12-inch PowerDual full-range loudspeaker with a Q-Centric waveguide that provides a tight 75° x 40° dispersion
Tannoy	VX VMB WALL HANGING MOUNT	8001 2800	pole-mount top hat accessory for the Tannoy V12 loudspeaker series
Tannoy	Yoke Horizontal for VX12	TA-VX12.2YOKE-BK	black yoke accessory bracket that allows for angular adjustment of compatible Tannoy VX series loudspeakers
Tannoy	Tannoy Qflex 24	80040121	a powered, digitally steerable column array loudspeaker featuring 24 channels of integrated DSP
Tascam	MZ-123BT Line Mixer	MZ-123BT	1U rack-mountable multi-zone audio mixer with Bluetooth and microphone inputs
Trendnet	Gigabit Power Over Ethernet Plus Injector	TPE-115GI	a Gigabit PoE+ Injector that combines electrical power and data onto a single Ethernet cable
Vaddio	RoboSHOT 30E HDBT OneLINK HDMI PTZ Camera System	999-99630-100W	professional PTZ camera bundle that uses HDBaseT technology to extend power, HD video, and control over a single network cable
Vaddio	Thin Profile Wall Mount for RoboSHOT PTZ Cameras	535-2000-240W	wall mount bracket designed for use with various Vaddio RoboSHOT PTZ cameras

Vaddio	Vaddio AV Bridge MatrixMIX Production System	999-5660-500	professional AV production kit that includes an 8x2 video mixer and an 11x7 audio mixer, along with a PCC MatrixMIX Camera Controller for live event streaming
Vaddio	Vaddio TeleTouch 27" USB Touch-Screen Multiviewer	999-80000-027	Touch-Screen Multiviewer Display that provides an intuitive Full HD user interface for video switching and camera control in live production environments
Vaddio	DocCAM 20 HDBT OneLINK HDMI System	999-9968-200	a recessed in-ceiling Full HD document camera with 20x optical zoom and a OneLINK HDMI interface for transmitting video, power, and control over a single Cat cable
Vaddio	Single 1/2 Rack Mounting Kit	998-6000-004	a Single 1/2 Rack Mounting Kit used to securely mount one compatible Vaddio half-rack width device

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