NORCO COLLEGE

Academic Planning Chairs

February 19, 2021
8:30AM – 11:00AM
Zoom Conference

Present: Ms. Melissa Bader (co-chair), Mr. Peter Boelman, Mr. James Finley, Dr. Teresa Friedrich Finnern, Dr. Alexis Gray, Mr. Kim Kamerin, Mr. John Moore, Mr. Farshid Mirzaei, Mr. Jeff Mulari, Dr. Jason Parks (co-chair), Ms. Ana-Marie Olaerts, Mr. Dan Reade, Dr. Stanley Tyler, Mr. Jeff Warsinski, Ms. Patricia Worsham (co-chair), Dr. Tim Wallstrom

Visiting: Dr. Kevin Fleming, Ms. Vivian Harris, Ms. Ashley Etchison

A. Welcome
   Patty Worsham welcomed everyone.

B. Approval of Minutes
   Motion to approve minutes December 4, 2020: M/A. Gray, S/T. Friedrich Finnern, Approved unanimously.
   Motion to approve agenda February 19, 2021: M/A. Gray, S/J. Moore, Approved unanimously.

C. Discussion on Standing Committee & Dean's Reports
   1. Academic Senate (2 min.)
      • See attached
   2. ISPC (2 min.)
      • See attached
   3. District Enrollment Management (2 min.)
      • See attached
   4. Program Review Committee (2 min.)
      • See attached
   5. CTA (2 min.)
      • See attached
   6. Deans' Report(s) (2 min.)
      • See attached

D. Action Items
   1. Ethnic Studies Degree (First Read)
      • Dr. Gray shared a list of courses where Area F requirement for CSU's was addressed. See attached Ethnic Studies Transfer Alignment memo from CCC. Existing courses that would satisfy area F were cross-listed, primarily in English, History, Political Science, and Anthropology, Chairs can offer in the Fall if they'd like to. More courses are coming down the pipeline there's just a little bit of a disconnect between RCC, MVC, and Norco. For example, none of the curriculum for ETS (Ethnic Studies) is coming to Dr. Gray because she hasn't been

recognized as the chair of Ethnic Studies, and appears to have no authority. But Nick Franco and Brian Johnson are getting her the information. The initial idea was that all three campuses would be adopting the same curriculum for a course(s) so that anytime somebody proposed a course all three campuses would check it out and sign onto it together so that student could seamlessly go from college to college if needed, to finish their degree. But so far, that has not happened. RCC is creating its own curriculum as is MVC and Norco has been slow in its curriculum creation because it had bad information. Dr. Gray is working diligently to getting all together before the end of the summer. No one will be able to offer new courses in the Fall, all campuses are aiming for Spring 2022. Dr. Gray needs APC to agree to the creation of Ethnic Studies Discipline. M/P. Boelman S/J. Finley, Approved Unanimously.

E. Discussion Items
1. Review APC Charge
   - Reviewed APC charge information on the Norco website to determine if any edits were needed (see attached). Patty Worsham's information as chair of chairs will be added and Committee Members listed on the website will need to be updated as well as our new title: Academic Planning Chairs.

2. Winter Wrap-Up
   - Winter wrap-up went well.

3. Strategic Planning & Governance Manual
   - Dr. Fleming shared Norco College Strategic Planning and Governance Manual final draft with amendments, in the works since June 2019. He discussed the following 3 highlights that will impact chairs the most. *Schedule* (see attached), *Memberships* (see attached), and *Timeline* (see attached). Dr. Friedrich Finnern asked how members would be selected/appointed and how would information discussed at the meeting be shared with the department. Dr. Fleming said appointment would be done through the Senate process and we as a college will continue to work with getting the minutes sent out to the College Community and posted for the public.

4. Virtual Reality Solution: TRANSFR
   - Dr. Fleming collaborated on a research project last year that looked at hands-on laboratory solutions from a technology lens when you can't be in the classroom. It resulted in a 50-page report and he highlighted 4 main takeaways. Most colleges are planning long-term for the new normal to ensure instructional continuity. Curriculum portability is increasingly common, beneficial, and student-centered. Embedding simulations augmented reality & virtual reality (AR/VR) within key courses is exponentially growing and proving to be effective. No silver bullet, meant to be additional aids – multiple tools/platforms (Specific program recommendations). Dr. Gray added that these programs are dependent on students being able to see and being able to use an oculus, creating a greater equity gap. Dr. Friedrich Finnern said that Labster is more like a video game, it doesn't translate to what students do in a BIO lab, like hypothesis formation, gathering data, and analyzing data components.
   - Dr. Fleming said we are ready for TRANSFR**VR**, which can be customized to anything that normally would be hands-on, like a crime scene lab or archeology dig. He received a quote and wants to know if APC would like to pull a group of folks together to talk about creating

augmented reality (AR) modules for some of our courses or specific programs. This could be purchased using CARES funds. Dr. Gray requested that Courtney Buchanan's input be included. Dr. Parks asked the chairs to reach out to their departments to let them know about TRANSFR**VR**, to see if this is something they would be interested in.

5. Safe Return Taskforce Update
    - There are multiple Safe Return Taskforce groups, but Dr. Parks provided an update on the conversations going around based on assumptions since our Summer schedule is due on March 12 and Fall 2021 not long thereafter. It is assumed that by Summer 2021 Norco College will be in the RED ZONE: 25% or 100 Capacity, which means nothing will change. We will continue doing what we are doing right now. It is assumed that by Fall 2021, we will be in the ORANGE ZONE: 50% or 200 Capacity, which means we will probably see an increase of on-campus courses and labs can operate at regular full capacity, using PPE (required). We don't have all the answers to all questions as far as safe distancing, these are swirling conversations and scenarios we are still exploring. Dr. Friedrich Finnern and Dr. Gray inquired about field classes, which Dr. Parks will bring up to Taskforce for discussion. In the best-case scenario, we will be at 50% capacity by Winter 2022.

F. Information Items

1. The Great Office Shuffle of Spring 2021
    - Dr. Parks shared faculty office spreadsheet, which shows faculty in offices they have never occupied. Norco College has designated expanding the clusters per a memo from Dr. Green, establishing BIO cluster in upper ST building, CTE cluster on the lower level of ATEC building, MATH cluster in the upper lever of ATEC building, downstairs outdoor library offices would be ENGLISH and COMM faculty, ART in Theatre, etc. Faculty are not obligated to move if they don't want to, and the only offices up for grabs are those of faculty that have retired. On Monday, Martha will send a list out of available offices via email and faculty will have the ability to claim. We will then distribute offices by seniority (seniority number list received from HR) and using designations. We will give the office to the most senior person who is in the designation, or if nobody from the designation wants it then it will go to the most senior person who wants it. This will then shuffle offices available so on Friday of that week Dr. Parks and Martha will update the list and send it out the following Monday morning to repeat the process for about 14 iterations. No one is physically moving in Spring 2021, all of these moves will be made on paper and physical office moves will be made in the Summer to prepare ourselves for the Fall.

2. Summer/Fall Scheduling Update
    - SUM FALL DEV 21 by Dean Bader. Our goal is to have the Summer schedule to IDSs for input by March 15th to be completed by March 26th. We will be working on the Fall schedule simultaneously to give to IDS for input a few days before Spring Break. The Summer schedule will be published on the 19th.

3. Improvement of Instruction Update
    - Per COVID MOU regular full-time faculty evals have been pushed a year and associate

faculty evaluations are running as normal. Dr. Parks shared Evaluation Master List Excel Worksheet we've been working on.

4. Strong Workforce Update
   - Ashley Etchison gave an update, Norco College is currently in round 4 of Local Strong Workforce which is very well aligned with program review this year. It will be used to support our CTE Associate Dean, and continue to support our CTE lab tech Lue Vang and CTE Project Specialist Stephanie Podein. It will also be supporting efforts at the Center for Workforce Innovation (CWI) through Certiport certifications and others. For Round five the Chancellor's office has made big changes so now every single activity has to be tied to the Labor Market Data in a specific sector. Funds will also be used for CD equipment and supplies and looking to expand our Green technician program, faculty professional development, continuing with our Certi-port licenses, Business School certification, and other programming in those areas.
   - For our Regional Strong Workforce, we used to have about 10 different projects, but with changes from Chancellor's office, we have to tie it to specific sectors. So through round 5, we're doing 4 projects. We are going to continue to support our Launch Apprenticeship program. Next week we've got a big launch presentation to community partners and potential students and have about 215 registrations so far. We're also doing a Data Analysis project that's really going to tie Labor Market date to our programs and through GIS mapping. We will also have more information on cloud-based technology and maker space project. Lot's of exciting things going on. With rounds 1 through 3 we may be able to get back into the job developer project and bring someone on who will be able to tie our students to jobs in our communities and be able to help students upscale within their current jobs. The big part of Strong Workforce metrics is credit attainment, skill attainment, and getting students jobs so a lot of what's being done right now is tied into these metrics.

5. Enrollment Management
   - Dean Bader shared what Deans look at in terms of data when doing scheduling by opening PowerBI (one of our apps in Microsoft). This shows you all the sections and where we're at on a day-by-day basis. We can look at FTES Summary, efficiency, cost, fill rates, etc., We have to start looking at our FTES/FTEF ratio. If we're not hitting 16 FTES/FTEF ratio we start becoming inefficient and creating unnecessary classes, having too many open seats, so we should start combining classes when that happens. Even though we have a 3-year hold harmless from California, we need to start planning a bit more efficiently. We need to start looking at the sections we are offering and the yield for each of those sections. Ana-Marie Olaerts added that we also really need to step up our Social media game to announce and communicate to students our course offerings.

6. Associate Dean of Ed Partnerships
   - Dr. Parks is bringing this to APC to get thoughts and opinions. Riverside is flying position for Associate Dean of Ed Partnership and Norco would like to do the same. This person would essentially be a Dean that would be dealing with the off-campus stuff like the Prison Partnership Program, Dual Enrolment, and STOKOE for Early Childhood Education. Dr.

Jessica Cobb is retreating back to the classroom at the end of this year so we won't have a director for the prison program. Dr. Gray feels like this person would need their own Admin and IDS since the workload is huge. Not fair to push this on Dean Parks or Dean Bader.

G. Good of the Order 11:03 am
- Dr. Parks is looking for one or two people to work with him in coming up with best practices for how to go about future canceling of classes; to notify our associate faculty and when there's bumping happening. Stan Tyler and Farshid Mirzaei volunteered. What's discussed will be brought to APC at the next meeting.

Next Meeting
March 12, 2021
8:30 – 11:00 am

Standing Reports

Senate:

- **Action Item:** APC Faculty Rankings (P. Worsham). Voted and approved.
- **Action Item:** Job Description Equity Language (P. Worsham). Approved pending some modification to the sentence with "Men of Color…" language. Patty to work with Dominique and Gustavo.
- Action Item, Second Read: Faculty-Student Expected Communication Syllabus Language (P.Worsham). Approved with small modification to timeliness of response time.
- Action Item, Second Read: BP/AP 2235 Credit for Prior Learning (Q. Bemiller/S. Lee) Modified/expanded this policy largely because of the military articulation platform. Common to accept 30 units for prior learning but suggesting raising that to 40 units. Many colleges have 40 units and some up to 45 units. A degree normally is 60 which is why we accepted 30 initially but realize not that no longer makes sense for us and therefore we're suggesting 40 units be accepted as credit-for-prior learning. Credit for military training is a new section added to this policy.
- Action Item, Second Read: Charter for PDCN (G. Oceguera) Academic Senate will vote to approve the Charter for the Professional Development Coordinating Network. Approved.
- Action Item, Second Read: LRC Faculty Coordinator Job Description (D. Nance) Academic Senate vote to approve the proposed Learning Resource Center (LRC) Faculty Coordinator job description/position. Approved.
- Action Item, First Read: SPGM Final Draft (K. Fleming/Q. Bemiller)Academic Senate will review the Final Draft of the Strategic Planning & Governance Manual (SPGM) in advance of a second read and vote on March 1, 2021. This is final draft but it is able to be changed if needed. Reference the summary of changes document which includes a summary by section.
- Report/Discussion: Academic Senate's Role in Equity & Social Justice (D. Hitchcock) Dr. Hitchcock will give a brief report on information taken from the Academic Senate for California Community Colleges (ASCCC) Fall 2020 Plenary, including: Action Plan PPT and Self-Assessment Tool; discussion of how Norco College Academic Senate can lead this work. Notes from ASCCC Plenary Fall 2020 session. Theme was on Equity and Anti-Racism. Suggestion 1: Senate to self-assess: building equity-driven systems: embracing anti-racism. Just a suggestion of what Senate can do to look at diversity in membership- things we've already done. Look at points parts D and E (PPT slide presentation). Suggestion 2: request a review of the college and district shared governance process. Suggestion 3- Create / revise a faculty hiring manual and college/district faculty hiring policies and procedures in regard to recruitment, JD, screening and articulation of equivalency process. Suggestion 4: examine and revise tenure process. Suggestion 4: other structures.
- Report: GP Update (M. Bader/T. James/C. Buchanan/D. Hitchcock) Academic Senate will receive a brief update on Guided Pathways, including the Equity Data Project Team and the Cultural Competency Project Team. People have been brought together on shared tasks to achieve a shared goal. Project teams: Equity Data: Greg A, Courtney B, Bernice D. Tharek P. Faculty Advising: Jason P, Brady K, Alex S, Samia I Program to Career: David S, Ashlee J, Lilia G, Isaac N Career Counseling: John M, Jethro M,

Elizabeth L, Angelica C, Anisha S. Cultural Competency: Gustavo O, Dominique H, Stephanie O, Tamilore A. Equity Data group is looking for a data coach from the School of Business and Management.

- Report: Library & LRC Plan (D. Nance)Academic Senate will receive a brief update on the 2020-2021 Library & Learning Resource Center Plan for the 2020-2021 Academic Year. The plan addresses oversight of the library (Damon's position), the coordinator position and some discussion about the SI to embedded tutoring, space utilization of the LRC and transition plan, budget discussions, tutoring costs and how those will be funded.

- Report: FIPHE: A Faculty Social Justice Initiative at RCCD (L. Nelson/S. LeFlore) Academic Senate will hear about the creation of a model pathway from incarceration to college that would make RCCD a statewide leader in re-entry educational programming. Seeking conceptual approval to see if Senate supports this conceptually. FIPHE: Formally Incarcerated Pathways to Higher Education. Goals to increase access and success for men of color over 25 years of age and reduced recidivism. Aligns with EMP. Vision is to create a model pathway. It's a faculty initiative but eventually share it with the Board of Trustees.

- Discussion: DRC/Proctoring for F2F Classes in Winter/Spring 2021 (S. Lee) Academic Senate will discuss considerations for proctoring and Disability Resource Center (DRC) services for Winter/Spring 2021, as related to Face-to-Face (in-person) classes. We have 2 scheduled for Winter and 34 in the spring. Circumstances currently, on the ground, are changing for the worst. Upcoming meeting about continuing these plans for the spring, particularly should conditions change. Things are fluid. DRC staff can't proctor by Zoom because of capacity. Because of the number of sections in the spring there are too many classes is challenging. Setting up one class with surface pros was a challenge to set up all those room. To add 34 sections means that DRC doesn't have the number of staff members to support this.

- Discussion: Permission to Record Students in Online Classes (V. Lee) Academic Senate will discuss a proposed agreement form for online classes between students and professors that would allow professors to record class sessions without violating FERPA requirements. This was brought up in the science and kinesiology departments. Having students sign release forms to record their classes online. Asking Quinton to take this to the district Senate. Can we have people sign forms and do we need them to sign forms?

- Discussion: Classified Professionals Academic Senate Liaison (V. Lee) Academic Senate will discuss the possibility of creating a Classified Professional Academic Senate Liaison role. This was discussed back with item IX.

- Discussion: Spring 2021 Academic Senate Schedule (Q. Bemiller)Academic Senate will review the proposed Spring 2021 meeting dates. Special meeting on 2/22 just to discuss BP's and AP's. Spring meeting dates: 2/22 ,3/1, 3/15, 4/5, 4/19, 5/3, 5/17.

Joint ISPC/Academic Senate:

- Planning Governance Manual will hopefully finally be completed by March 1st. Some issues in the manual is language regarding town hall meetings of others, whether they should be required or recommended. This went to a vote, 8-5, Town Hall meetings will be recommended, not required and this language will be on the manual. Patty will find out if APC has to file for a charter, since this is also in the manual and is a requirement.

District Enrollment Management:

- Keeping the same targets that we had this year. Not going to extend or expand in any way. Dr. Lee is talking about getting a group together to form some sort of guiding principles if we are retracting and if we are deciding to change some of the things that we're doing so that when we're reducing classes or scheduling in a particular way, the chairs have some guidelines as well as the Dean. APC will be invited to that conversation about overall enrollment management scheduling guidelines. In addition, part of the conversation will be how we'd inform and what time frame we're letting part-time faculty go.
- Dual enrollment sites and pathways being utilized. Chairs and Dual Enrollment need to get on the same page about textbooks. Since Norco pays for all textbooks using lotto funds for Dual Enrollment program, we are asking department chairs and discipline experts to identify particular textbooks that can be used across Dual Enrollment sites. Basically, it'll be wise to have dept chairs set parameters for Dual Enrollment course being offered at the forefront so that sites can decide whether or not they want to offer dual enrollment course and faculty also know ahead of time if they want to teach particular Dual Enrollment class with book selected by dept chair/discipline expert. Also to have a Canvas site mentioned in the comments or to have Canvas shell be shared with part-timer.

Program Review Committee:

- This year is one of our program review years. We are just about finished putting together an inventive Shell, but didn't finish it in time for Flex so Dr. Lee has allowed us to put off when we're going to start submitting, so instead of opening middle of February and closing middle of March, it will now open at end of March through the end of April. Take a look at the EMP and see where your program fits, an announcement will also be sent out from the program review committee to all.

CTA:

- This year we're evaluation tenured faculty that were supposed to be evaluated last year, since according to COVID MOU everything got pushed a year. Also, if you're retiring this year, you don't have to get evaluated. Watch out for updates, we're in the middle of contract negotiations.

Deans Report:

- Nothing to report.

California Community Colleges

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Curriculum Committee Chairs

FROM: Aisha Lowe, Vice Chancellor, Educational Services and Support
Dolores Davison, President, ASCCC

RE: Impact of AB 1460: Ethnic Studies Transfer Alignment

This memorandum provides background information and implementation guidance regarding the new ethnic studies requirement for general education mandated for the California State University (CSU) system recently enacted by Assembly Bill 1460 (Weber). This memo discusses how the new CSU GE Breadth Area F impacts California Community Colleges (CCC), and also includes a list of tasks for local colleges to ensure successful implementation of this new GE area.

Background and Collaboration with California State University

Assembly Bill 1460 was signed into law in August 2020. This legislation (AB 1460) requires each CSU campus to offer courses in ethnic studies by the fall of 2021 and requires that "commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies". Additionally, AB 1460 requires CSU "to develop core competencies to be achieved by students who complete an ethnic studies course".

Toward those ends, the California State University Chancellor's Office (CSUCO) and CSU faculty began to coordinate with the California Community Colleges Chancellor's Office (CCCCO) and CCC faculty, understanding that implementation of AB 1460 would impact the CCC system. The Califomia State University Board of Trustees approved updates to title 5, §40405 at their November 17-18, 2020 meeting. Updates reflecting the changes to CSU general education requirements were released on December 3, 2020, providing details pertaining to the newly created Area F for general education to implement the ethnic studies requirement. Implementation details were also provided in the revised CSU General Education Breadth Requirements policy (formerly titled Executive Order 1100), and in the Guiding Notes for GE Course Review. Further clarification from CSUCO was also given in the Revised Ethnic Studies FAQs.

The new Area F three-semester unit course in lower-division general education fulfills title 5, §89032 and cannot be waived or substituted. These courses should meet three of the five core competencies listed in the Guiding Notes for GE Course Review as updated in December 2020 by the CSU, and have the appropriate prefix as stated in the Guiding Notes.

Ethnic Studies Transfer Alignment
February 11, 2021

Ethnic Studies Transfer Alignment for CCCs

Given our essential intersegmental collaboration with CSU in support of CCC students' transfer and academic success, all California Community Colleges are expected to provide the Ethnic Studies courses our students will now need to prepare them for transfer to the CSU system. The CSUCO extended the submission date for Area F course approvals to February 5, 2021 and some colleges were able to meet that deadline. CCCCO recommends colleges prepare to meet local curricular deadlines to begin offering courses by fall of 2022 (or earlier), so that students transferring to the CSU who begin at a California Community College in fall 2021 are able to meet this new requirement (having course availability by their second year).

To fulfill this new requirement California Community Colleges should:
- Prepare curriculum committees and local academic senates to discuss ethnic studies as a discipline and possible need for new or additional ethnic studies prefixes
- Review CSU core competencies for ethnic studies courses
- Coordinate local processes to meet deadlines for GE approval to CSU for Area F
- Prepare potential courses for curriculum review (may include new course proposals or revisions to meet new CSU Area F requirement)
- Submit courses in ASSIST for CSU GE Area F
- Review ADTs to determine any 60-unit compliance impact (i.e., ADTs where all nine units of Area D are doubled counted) and continue the process in 2021-2022, as needed, to prepare submissions to CCCCO
- Create fall catalog updates/catalog addendums and revise GE advising sheets

Framing the Work in Diversity, Equity, and Inclusion Innovation

As colleges begin to prepare and design for this ethnic studies reform, it is important that colleges continue and build upon innovative approaches to curricular design and program creation with a focus on diversifying curriculum and eliminating pedagogical equity gaps. This work supports the Vision for Success and the system-wide shared goals of increasing transfer and closing equity gaps, for which design and decisions are made with the student in mind. This reform also supports the 2020 Equity Call to Action goal to create anti-racist curriculum. Ensuring our students of color see themselves reflected in curriculum and providing all students a space to engage on topics of social justice, and race, class, and social stratification within society, is an important first step toward meeting our curricular DEI goals.

The California Community Colleges Curriculum Committee (5C) recommends framing local dialogue and decision making on the following principles:
- Principle 1: Commitment to curricular diversity, culturally responsive content, and anti-racism to support disproportionately impacted students
- Principle 2: Commitment to removing systemic barriers to student success and equity
- Principle 3: Commitment to building system resiliency

We look forward to supporting the system in implementing ethnic studies courses with fidelity to the mission and ideology of ethnic studies. We also look forward to further engaging in the broader work of ensuring diversity, equity and inclusion is embedded throughout curriculum and classrooms.

Ethnic Studies Transfer Alignment
February 11, 2021

If you have any questions regarding this guidance, please contact Dean Raul Arambula (rarambula@CCCCO.edu) and Specialist Bob Quinn (bquinn@CCCCO.edu).

cc: Eloy Ortiz Oakley, Chancellor
        Daisy Gonzales, Deputy Chancellor
        Marty Alvarado, Executive Vice Chancellor, ESS
        Rebecca Ruan-O'Shaughnessy, Vice Chancellor, ESS
        CCCCO Staff

https://www.norcocollege.edu/committees/apc/Pages/index.aspxAcademic Planning Chairs

Academic Planning Chairs

The Academic Planning Chairs (APC) is a standing committee of the Academic Senate, comprised of faculty chairs, co-chairs, and assistant chairs. The APC serves in an advisory capacity to campus administrators on matters concerning faculty hiring, budget planning, capital expenditures, course scheduling and staffing, and program development.

Contact:

Melissa Bader	**Dr. Jason Parks**	**Patty Worsham**
APC Co-Chair	APC Co-Chair	APC Co-Chair
(951) 372-7116	(951) 372-7017	(951) 372-7194
Send Email	Send Email	Send Email

https://www.norcocollege.edu/committees/apc/Pages/members.aspx

Committee Members

The Academic Planning Chairs is comprised of all academic department chairs and the Dean of Instruction.

- **Patty Worsham (Chair of Chairs)**, Associate Professor, Business Administration (Business, Engineering, & Information Technology Department)

- **Dr. Jason Parks (Co-Chair)**, Dean of Instruction, Business & Management and STEM

- **Melissa Bader (Co-Chair)**, ~~Associate Professor, English (Communications Department)~~ Dean of Instruction, Arts & Humanities and Social & Behavioral Sciences

- Peter Boelman-Lopez, Associate Professor, Economics (Social & Behavioral Sciences Department)

- James Finley, Associate Professor, Multimedia (Business, Engineering, & Information Technology)

- Dr. Teresa Friedrich Finnern, Associate Professor, Biology (Science & Kinesiology Department)

- Dr. Alexis Gray, Professor, Anthropology (Social & Behavioral Sciences Department)

- ~~Dr. Monica Gutierrez, Associate Professor, Biology (Science & Kinesiology Department)~~

- Kim Kamerin, Associate Professor, Music (Arts, Humanities & World Languages Department)

- Farshid Mirzaei, Assistant Professor, Drafting (Business, Engineering, & Information Technology Department)

- John Moore, Associate Professor, Counseling (Social & Behavioral Sciences Department)

- Ana-Marie Olaerts, Associate Professor, Communication Studies (Communications Department)

- Dan Reade, Assistant Professor, English (Arts, Humanities & World Languages Department)

- Jeff Mulari, Associate Professor, Mathematics (Mathematics Department)

- Dr. Stan Tyler, Associate Professor, Chemistry (Science & Kinesiology Department)

- Dr. Tim Wallstrom, ~~Associate~~ Professor, Kinesiology (Science & Kinesiology Department)

- Jeff Warsinski, Associate Professor, Mathematics (Mathematics Department)

- ~~Patricia Worsham, Associate Professor, Business Administration (Business, Engineering, & Information Technology Department)~~

What is different between the current and proposed strategic planning structures?

1. Two new Councils
   a. ISPC evolves into a College Council charged to coordinate communication and common agenda items amongst the four Leadership Councils.
   b. BFPC evolves into the Resources Council.
   c. SSPC evolves into the Student Support Council.
   d. Two new Leadership Councils are created: Academic Council and an Institutional Effectiveness & Governance Council.
   e. The four Leadership Councils are empowered to make decisions, recommendations and to approve charters.
   f. No membership nor functional changes to Academic Planning Chairs (Department Chairs).

2. Increased Clarity & Effectiveness
   a. The SPGM proposes all councils, committees, workgroups, and project teams have posted charters to clarify their scope, purview, purpose, expected deliverables and membership.
   b. This proposal aligns each committee to a Council based on their scope/functions to increase synergy and collaboration. Standing committees of the Academic Senate will still report to the Academic Senate, and the Academic Senate will retain all decision-making authority.
   c. EMP objectives are strategically assigned.

3. Refined Scheduling
   a. To schedule all councils to meet during College Hour allowing for greater stakeholder participation, while reducing total hours spent in meetings.
   b. College Council will meet during College Hour (2nd Thursday proposed).
   c. All four leadership councils will meet on the same day (4th Thursday proposed), helping to diffuse decision-making, increase governance participation, and expedite processes.

How does the revised structure align with the RCCD Strategic Plan?

- Norco College Council meets one day prior to District Strategic Planning Council's (DSPC's) document submission due date. Norco College Council meets one week prior to DSPC's monthly meeting (3rd Friday).
- District Student Access & Success/Guided Pathways Council align with Norco College's Student Support Council and Academic Council.
- District's Equity Council aligns with Norco's Student Support Council.
- District's Resources Council aligns with Norco's Resources Council.
- District's "Institutional Effectiveness & Planning" and District's "Advancement, Partnership & Communication" Council align with Norco College's Institutional Effectiveness & Governance Council.

How Amendments to the Manual will be made and documented

Part of the Evaluation of the Planning and Decision-Making Process, Procedure 6 (Assessment of the Evaluation Procedures & Governance Structure) includes an assessment of the Strategic Planning and Governance Manual for edits/enhancements. When edits/enhancements need to be made to the manual, they will be added in the form of an addendum to the existing manual. This will provide evidence of continuous improvement in the governance process over time for accreditation bodies and other agencies

Chapter 8: Governance Councils Descriptions

Council Membership Comparison

This revised strategic planning structure aims to increase the number of faculty, students, and classified professionals engaged in governance. Specific head counts include:

PAST HEADCOUNT PARTICIPATION

Current ISPC membership:
- 8 faculty
- 5 Administration
- 5 Classified Professionals
- 1 Student

Current BFPC membership:
- 3 faculty
- 9 Administration
- 5 Classified Professionals
- 1 Student

Current SSPC membership:
- 3 faculty
- 6 Administration
- 7 Classified Professionals
- 4 Students

(No change to APC)

Total Current Strategic Planning membership (with duplicated headcount):
- 13 Faculty (+1 duplicated) =14
- 15 Administration (+ 5 duplicated) =20
- 17 Classified Professionals
- 6 Students

FUTURE HEADCOUNT PARTICIPATION

College Council:
- 8 Faculty
- 5 Administration
- 5 Classified Professionals
- 2 Student

Academic Council:
- 6 Faculty
- 5 Administration
- 3 Classified Professionals
- 2 Student

Student Support Council:
- 5 Faculty
- 5 Administration
- 5 Classified Professionals
- 2 Student

Resources Council:
- 3 Faculty
- 5 Administration
- 3 Classified Professionals
- 2 Student

Institutional Effectiveness & Governance Council:
- 4 Faculty
- 4 Administration
- 4 Classified Professionals
- 2 Student

Total Proposed Strategic Planning membership (with duplicated headcount)
- 26 Faculty. (21 +5 duplicated)
- 24 Administration (19+5 duplicated)
- 24 Classified Professionals (20+4 duplicated)
- 10 Students (5 votes)

College Council

The College Council (formerly ISPC) oversees and directs the common work of the leadership councils, monitors institutional progress toward achieving college goals, and provides recommendations to the college president. Recommended membership provided to the appointing bodies for College Council is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Membership

The voting membership consists of 20 members. * Per chapter six, terms will rotate to ensure stability.

ADMINISTRATORS (5)** (recommended)	CLASSIFIED PROFESSIONALS (5) (recommended)	FACULTY (8) (recommended)	STUDENTS (2)
Four (4) presiding administrative chairs of each leadership council	Four (4) presiding classified professional chairs of each leadership council	Academic Senate President	ASNC President (or designee)
General representative	General representative	Chair of Chairs (Enrollment Management)	ASNC alternative (non-voting)
		Faculty Accreditation liaison	
		Four (4) presiding faculty chairs of each leadership council	
		General representative	

* Non-voting, Ex officio members: College President, College vice president of CTA and the college vice president of CSEA 535 (or their designees); one student vote.
**One of the five administrators shall serve as the Accreditation Liaison Officer (ALO).

The college President serves as an Ex Officio member of the committee and shall not vote or be counted in the determination of a quorum. Quorum consists of 50 percent plus one of voting membership.

Strategic versus Operational

Examples of strategic items potentially going to College Council:

1. Accreditation documents (ISER)
2. Institution-wide initiatives impacts (e.g. Guided Pathways)
3. Prioritized Resource Request list
4. College-wide plans required by the Chancellor
5. Plans requiring board approval

Examples of strategic items being redirected to a Leadership Council:

1. District directives falling within the purview of a Leadership Council
2. EMP goal/objective implementation

Educational Master Plan Objective Assignments

- Objective 8.3 - Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
- Objective 12.3 - Support General Obligation bond campaign and implementation.

Academic Council

The Academic Council (AC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to instructional programs, library, and learning support services. The AC provides leadership and retains responsibility for ACCJC Standards IIA/B, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The AC makes recommendations to the College Council and the Vice President of Academic Affairs. Recommended membership provided to the appointing bodies for AC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Operational groups aligned with the AC: AA Deans Team, All-AA Team, Guided Pathways*, and Enrollment Management*.

*Dual alignment with AC and SSC

Membership

ADMINISTRATORS (5) (recommended expertise)	CLASSIFIED PROFESSIONALS (3) (recommended expertise)	FACULTY (6)* (recommended expertise)**	Students (2)
Vice President Academic Affairs	Representative with knowledge/experience in area of career education programs	Chair or Rep from School of Arts & Humanities	ASNC Representative
Administrator with oversight of School of STEM and School of Business & Management	Representative with knowledge/experience in area of academic learning support	Chair or Rep from School of Science, Technology, Engineering & Math	ASNC alternative (non-voting)
Administrator with oversight of School of Social & Behavioral Sciences and Arts & Humanities	Representative with knowledge/experience in area of instructional scheduling and support	Chair or Rep from School of Social and Behavioral Sciences	
Administrator with oversight of Library and Learning Resource Center		Chair or Rep from School of Business and Management	
Administrator with oversight of CTE or off-site programs		CTE Faculty Rep	
		Distance Education Rep	

*Chair of Chairs represents their School.
**It is recommended that one faculty representative is a Counselor or a Counselor serves as a non-voting, ex officio member.

Sample Goals

1. Provide guidance and recommendations on instructional planning and operational issues including class scheduling, enrollment management, program development, learning support services, special programs development, and educational policy matters.
2. Foster the development of new educational programs in accordance with the Education Master Plan and the developing needs of the community and industry partners.
3. Provide guidance and recommendations on implementation of Guided Pathways procedures related to teaching and learning, student equity, retention, and success.
4. In consultation with the VPAA and the School Deans, establishes annual scheduling priorities,

goals, and objectives for the Academic Affairs division, based on the goals and objectives from each school as determined through the program review process.

5. Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
6. Review and recommend revisions to the Academic Affairs Plan as part of the College program review process.
7. Provide guidance and recommendations on accreditation efforts in support of continuous improvement leading to full accreditation, including the development of the Institutional Self-Evaluation Report and the annual accreditation report required by the Commission.
8. Oversees instructional support including the library, learning resource center, instructional laboratories.
9. Provide guidance and recommendations to foster Distance Education expansion and continuous quality improvement.
10. Provide guidance and recommendations on the publication of the College schedule of classes and catalog.
11. Provide guidance and recommendations to support and grow Career Technical Education, Community Education, Workforce Development, and Noncredit Education.
12. Oversees enrollment management activities related to setting and achieving annual FTES/FTEF targets; improving student access, success, completion as well program efficiency and effectiveness, including room utilization and instructor workload.

Strategic versus Operational

Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

Examples of operational items that do not go to Academic Council

1. Monthly student level performance/outcomes data/reports
2. Operational changes/impacts
3. HR, personnel, hiring info and planning
4. Professional development planning
5. Developing the class schedule
6. Grants activity related to operational impacts

Educational Master Plan Objective Assignments

- Objective 1.1 - Go from 7,366 to 8,759 total FTES
- Objective 2.1 - Increase number of degrees completed by 15% annually
- Objective 2.3 - Decrease AA degree unit accumulation from 88 to 74 total units on average
- Objective 2.7 - Increase number of students who complete transfer level math and English by 20% per year
- Objective 6.1 - Establish and expand relationships with regional educational institutions
- Objective 6.4 - Work toward reducing recidivism through incarcerated student education
- Objective 6.8 - Stimulate regional arts development
- Objective 7.7 - Build and support academic support services to improve student success
- Objective 9.5 - Develop strategy to maximize student-faculty time; Resist pulling faculty from students to do administrative work; Evaluate release time

Student Support Council

The Student Support Council (SSC) (Formerly SSPC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities throughout student support services. The SSC provides leadership and retains responsibility for ACCJC Standard IIC, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The SSC makes recommendations to the College Council and the Vice President of Student Services. Recommended membership provided to the appointing bodies for SSC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Operational groups reporting to the SSC: Student Services Advisory Committees, Guided Pathways*, and Enrollment Management*.

* Dual reporting to SSC and AC

Membership

ADMINISTRATORS (5) (recommended expertise)	CLASSIFIED PROFESSIONALS (5) (recommended expertise)	FACULTY (5) (recommended expertise)	STUDENTS (2)
Vice President Student Services	Representative with knowledge/experience in area of onboarding and enrollment services.	SBS/Guidance/Counseling Co-Chair	ASNC representative
Administrator with oversight of Student Services	Representative with knowledge/experience in financial aid programs	Counseling Faculty Representative	ASNC alternative (non-voting)
Administrator with oversight of Admissions and Records	Representative with knowledge/experience in equity programs and learning communities	Counseling Faculty Representative	
Administrator with oversight of Equity	Representative with knowledge/experience in the area of student success programs and initiatives	Faculty rep from Guided Pathways/Faculty Advisors	
Administrator from Student Services Management Group	Representative with knowledge/experience in the area of educational planning or student support programs and resources	Faculty rep from Guided Pathways/Faculty Advisors	

Sample Goals

1. Provide guidance and recommendations on student services planning and operational issues including onboarding, enrollment management, program development, support services, special programs development, and student services policy matters.
2. Foster the development of programs and services in accordance with the Education Master Plan.
3. Provide guidance and recommendations on implementation of Guided Pathways, student equity, retention, and success.

4. Strategic plan development, revision, and activities related to Student Services.
5. Provide input into Student Services plan development, revision, and activities.
6. Implement, review, and make recommendations to the pertinent sections of the College strategic plan.
7. Provide guidance and recommendation to enrollment management activities related to achieving annual FTES targets; improving student access, success, and program completion.
8. Communicate, through its members, with the college community on issues and recommendations
9. Prioritize annual resource requests for Student Services operational area
10. Oversee and support the implementation of the college's Guided Pathways Plan and other related plans.

Strategic versus Operational

Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

Examples of operational items that do not go to Student Support Council:

1. Monthly student level performance/outcomes data/reports
2. Operational changes/impacts
3. HR, personnel, hiring info and planning
4. Professional development planning
5. Grants activity related to operational impacts

Educational Master Plan Objective Assignments

- Objective 1.2 - Go from 14,624 headcount to 16,581 total headcount
- Objective 1.3 - Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)
- Objective 1.4 - Increase capture rates from feeder high schools by 4% annually
- Objective 2.4 - Increase number of transfers 15% annually
- Objective 2.5 - Increase the number of first-time, full-time enrolled students from 508 to 900
- Objective 2.6 - Increase percent of students who receive financial aid from 73% to 81%
- Objective 3.1 - Reduce the equity gap for African American students by 40%
- Objective 3.2 - Reduce the equity gap for Latinx students by 40%.
- Objective 3.3 - Reduce the equity gap for Men of Color by 40%.
- Objective 3.4 - Reduce the equity gap for LGBTQ+ students by 40%.
- Objective 3.5 - Reduce the equity gap for Foster Youth students by 40%.
- Objective 5.1 - Increase the median annual earnings of all students
- Objective 5.2 - Increase percent of CTE students employed in their field of study by 3% annually
- Objective 5.3 - Increase percent of all students who attain a livable wage by 5% annually
- Objective 6.3 - Expand partnerships with regional veterans' services and support organizations
- Objective 6.6 - Develop regional outreach and recruitment systems
- Objective 7.4 - Develop and implement plan for expanded athletics offerings
- Objective 7.6 - Build and support student services to foster student engagement, wellness, and success in the classroom and outside the classroom.
- Objective 11.1 - Design intuitive and simple student onboarding system

Resources Council

The Resources Council (RC) (Formerly BFPC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to human, physical, technology, and financial resources. The RC provides leadership and retains responsibility for ACCJC Standard III, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The RC makes recommendations to the College Council and the Vice President of Business Services. Recommended membership provided to the appointing bodies for RC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Operational groups reporting to the RC: Business Services operational areas of Budget, Cashiering, Facilities, Food Services, Mail and Reprographic Services.

Membership

Administrators (5) (recommended expertise)	Classified Professional (3) (recommended expertise)	Faculty (3) (recommended expertise)	Students (2)
Vice President Business Services	Representative with knowledge/experience in area of grants, categorical funding, or financial accounts and budgets	Academic Senate Representative (Chair of Chairs)	ASNC Representative
Administrator with oversight of Grants Development & Administration	Representative with knowledge/experience in area of safety and emergency planning, physical resources, or operations.	STEM Faculty Representative	ASNC alternative (non-voting)
Administrator with oversight of Facilities	Representative with knowledge/experience in area of technology	Coordinator, Student Activities	
Administrator with oversight of Bus Services			
Administrator with oversight of Police			

Sample Goals

1. Annually review proposed college budget, including components for the development of the adopted budget, and ensure alignment with the mission, goals, and objectives of the college's Strategic and Education Master Plans
2. Annually review the district Budget Allocation Model and provide recommendations for continuous improvement
3. Recommend and monitor long-range fiscal plan with consideration of priorities consistent with district and college planning. (Multi-year projections, contingency reserves)
4. Reviews State and Federal legislation for local budget impact
5. Reviews general fund revenues and expenditures on a quarterly basis
6. Communicate, through its members, with the college community on fiscal and physical resource issues and recommendations
7. Prioritize annual resource requests for Business Services operational area
8. Oversee the development of the College's Safety and Emergency Preparedness Master Plan, and review of the District's Safety and Emergency Preparedness Master Plan every three years.
9. Oversee the development of the College's Technology Master Plan, and review of the District's

Technology Master Plan every three years.
10. Support the implementation of the Facilities Master Plan
11. Review the financial, human resource, and facilities impact of potential grant and college development opportunities
12. Receive reports from Business Services operational areas

Strategic versus Operational

Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

Examples of operational items that do not go to Resource Council:

- Monthly budget performance reports
- HR, personnel, hiring info and planning
- Technology planning/response/financial impact
- Financial contingency planning/activity (budget calendars,
- Facilities updates, activities that require planning and resources outside of operational budgets
- Critical safety updates, concerns, issues that require immediate action
- Grants activity related to HR, budget, physical facilities

Educational Master Plan Objective Assignments

- Objective 9.1 - Plan and advocate for the funding augmentations needed to meet staff requirements to achieve the vision for a more comprehensive college.
- Objective 10.1 - Plan and advocate for the funding needed to meet facilities growth to achieve the vision for a more comprehensive college
- Objective 10.2 - Develop and maintain Facilities Master Plan
- Objective 10.3 - Build out funded projects (amphitheater, Center for Student Success room 217, etc.)
- Objective 10.4 - Finish Veterans Resource Center Phase 1 by Spring 2021
- Objective 10.5 - By Fall 2020, open Early Childhood Education Center
- Objective 10.6 - Develop plans and strategies to capitalize on state facilities funding to maximize local project funding availability.
- Objective 10.7 - Build 2nd access road
- Objective 10.8 - Explore and pursue land acquisition adjacent to college property
- Objective 10.9 - Develop and start implementing sustainable campus
- Objective 10.10 - Design spaces that intentionally build community
- Objective 10.11 - Install immediate/temporary facilities to address current capacity needs by summer 2021.
- Objective 10.12 - Enhance transportation infrastructure
- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes
- Objective 12.1 - Plan and advocate for the general fund budget augmentations needed to meet operational demands to achieve the vision for a more comprehensive college.
- Objective 12.2 - Coordinate with RCCD to establish a BAM that allocates funding equitably
- Objective 12.4 - Develop 30% of overall budget from non-general fund revenue sources

Institutional Effectiveness & Governance Council

The Institutional Effectiveness & Governance Council (IEGC) coordinates, discusses, and makes recommendations regarding functions, plans, and activities related to mission, academic quality, institutional effectiveness, institutional integrity, leadership, and governance. The IEGC provides leadership and retains responsibility for ACCJC Standards I and IV, while serving as a communication link to the rest of the college regarding strategic and operational matters associated with their assigned EMP objectives. The IEGC makes recommendations to the College Council and the Vice President of Strategic Development & Planning. Recommended membership provided to the appointing bodies for IEGC is based on subject-area knowledge and experience. The College recognizes that these are recommendations only and that appointments are made solely by the appointing bodies.

Membership

The voting membership consists of all members.

Administrators (4) (recommended expertise)	Classified Professional (4) (recommended expertise)	Faculty (4) (recommended expertise)	Students (2)
Vice President Strategic Development	Representative with knowledge/experience in marketing.	Academic Senate Vice President	ASNC Representative
Administrator with oversight of Institutional Effectiveness	Representative with knowledge/experience in area of professional development.	Assessment Committee faculty co-chair	ASNC alternative (non-voting)
One at-large administrator (Marketing/Community Partnerships)	Representative with knowledge/experience in area of planning and effectiveness	Program Review Committee faculty co-chair	
One at-large administrator (Professional Development)	Representative with knowledge/experience in area of governance/strategic planning	Faculty Professional Development Committee co-chair	

Sample Goals

- Ensure the evaluation and review process of the college's mission, vision, core commitments, institution-set standards, brand; ensure alignment with Strategic Plan and Educational Master Plan
- Coordinate the review and evaluation of both the assessment and the program review plans, templates, and process
- Coordinate the development, review and evaluation of the Strategic Plan and Governance Manual, Student Equity Plan, marketing and communications plans. Evaluate and recommend updates/amendments to the SPGM.
- Support advances to student communication systems/structures with an equity and guided pathways lens.
- Support the use of data, research, and analysis to inform planning and the alignment of college strategic goals
- Coordinate the review and evaluation of college planning structures, processes, and operations.
- Evaluate and communicate college performance related to student achievement; and recommend actions toward improvement
- Establish and maintain a Document Control System that includes a repository, establishes responsibilities, and ensures accurate organizing, routing and tracking of documents.

Strategic versus Operational

Operational items are to be handled at the departmental, task force, project team, or work group level often determined by job title or functional area of responsibility.

Examples of operational items that do not go to IEGC:

- Quarterly assessment completion reports
- Dashboard reports/updates
- Program Review software planning/response/financial impact
- Program Review Process Updates
- Institution-wide operational impacts (e.g. closing the college for a day; Style Guide revisions)
- Monthly student level performance/outcomes data/reports
- Operational changes/impacts
- Professional development planning
- Marketing activity related to operational impacts

Educational Master Plan Objective Assignments

- Objective 4.1 - Increase percentage of employees who complete Guided Pathways training from 5% to 65% (305 out of 472 employees)
- Objective 4.2 - Increase percentage of employees who complete Racial Micro aggressions certificate from 1% to 60% (285 out of 472 employees)
- Objective 5.4 - Establish the Center for Workforce Innovation to create and expand apprenticeships & work-based learning opportunities
- Objective 6.2 - Contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations
- Objective 6.7 - Help establish a distinct regional identity, organization, and communication amongst our local communities
- Objective 8.1 - Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.
- Objective 8.2 - Develop integrated planning processes that include all planning, accreditation self-study, resource allocation, and alignment with district and statewide plans based on the college mission and plans.
- Objective 8.3 - Revise governance process - formalize all unwritten governance processes for more effective implementation of the Educational Master Plan.
- Objective 8.4 - Develop, evaluate, and monitor our governance, decision- making, and resource allocation processes on the basis of the college mission and plans.
- Objective 9.2 - Develop systems and provide resources to preserve and foster a positive workplace culture for all constituent groups including full-time faculty, part-time faculty, classified professionals, student workers, and managers.
- Objective 9.4 - Develop strategy to maximize the number of classified, faculty and managers involved in college governance without compromising mission-critical work
- Objective 10.13 - Develop and implement plans for off-campus facilities for instructional purposes
- Objective 11.3 - Implement intuitive and technology-enhanced CRM (e.g., Salesforce) systems for the entire student life cycle ("from recruitment to alumni")

Strategic Planning and Governance Manual Adoption and Approval Timeline

2019 -2020:

- October 30, 2019 - ISPC workday with initial committee/council assignments to EMP objectives
- December 10, 2020 - EMP goals and objectives approved by the Board of Trustees
- February 13, 2020 - ISPC Workday
- March 4, 2020 - ISPC presentation of KPIs
- April 22, 2020 -SPC Strategic Planning Structure & Committee Approval flow discussion
- May 2020 - Initial, incomplete Draft 1
- May-Early October - Initial review period. Feedback solicited.
- June 1, 2020 - Academic Senate Information Item
- June 3, 2020- ISPC Information Item

2020-2021:

- July 17, 2020 - Classified Professional Shared Governance Forum
- July 28, 2020 - SP&GM Zoom Dialog Session 1 of Draft 1
- July 31, 2020 - Classified Professional Shared Governance Forum
- August 11, 2020 - SP&GM Zoom Dialog Session 2 of Draft 1
- August 21, 2020 - Classified Professional Shared Governance Forum
- August 25, 2020 - SP&GM Zoom Dialog Session 3 of Draft 1
- August 28, 2020 - Classified Professional Shared Governance Forum
- August 31 - Joint meeting of Academic Senate and ISPC
- September 08, 2020 - SP&GM Zoom Dialog Session 4 of Draft 1
- September 11, 2020 - APC meeting presentation/discussion of Draft 1
- September 22, 2020 - SP&GM Zoom Dialog Session 5 of Draft 1
- September 23, 2020 - SSPC review
- September 30, 2020 - Joint meeting of Academic Senate and ISPC
- October 6, 2020 - SP&GM Zoom Dialog Session 6 of Draft 1
- October 7, 2020 - ISPC meeting- SP&GM Chapters 1-4 Review
- October 13, 2020 - BFPC review
- October 19, 2020 - SP&GM Zoom Dialog Session 7 of Draft 1
- October 21, 2020 - ISPC meeting - Associated Students Feedback, Classified Professionals Feedback, SP&GM Chapter 10 Review
- October 29, 2020 - SSPC review
- October 30, 2020 - Revised Draft II Release
- November 2020 - Final review period. Feedback solicited.
- November 4, 2020 - ISPC Review of Draft II Summary of Changes
- November 5, 2020 - SP&GM Zoom Dialog Session 8 of Draft II
- November 17, 2020 - SP&GM Zoom Dialog Session 9 of Draft II
- November 18, 2020 - ISPC meeting & discussion of governance/SPGM Draft II
- November 30, 2020 - Revised Draft 3 (final version)
- December 7, 2020 - Academic Senate 1st read of SPGM
- December 9, 2020 - ISPC 1st read of SPGM
- Winter 2021 – ISPC Work Group to review classified professional feedback

- February 17, 2021 – ISPC Review of proposed amendments
- March 1, 2021 - Academic Senate 2nd read of SPGM with amendments
- March 3, 2021 - ISPC 2nd read of SPGM with amendments
- March 9, 2021 - Committee of the Whole review and approval
- March 19, 2021 - DSPC review and approval
- March 29, 2021 - Chancellor's Cabinet
- April 6, 2021 - Board of Trustees Committee presentation
- April 20, 2021 - Board of Trustees review and approval
- Spring 2021 - Charters & memberships appointments/elections

2021-2022

- August 2021 - Implementation

Summer & Fall Development Calendar

	Student Evals	PT Evals	FT Evals	Summer	Fall
2/16-2/19 1				Schedule Roll 1/29	Schedule Roll 1/29
2/22-2/26 2	Full Time Faculty EvaluationKIT -Full Term & First 8-week Classes Weeks 5 & 6			Deans Produce w/chairs 9/8-9/28	
3/1-3/5 3	Part Time Faculty EvaluationKIT Full Term & First 8-week Classes Weeks 5 & 6		Deans meet with Committees	Chair Review with staffing 3/1-3/12	
3/8-3/12 4		Chairs assign lists to faculty			Deans Produce w/chairs 3/8-3/19
3/15-3/19 5				IDS Input 3/15-3/19	
3/22-3/26 6				Section Entry complete 3/26	Chair review with staffing 3/22-4/2
3/29-4/2 7			Deans make folders available for committees		
4/5-4/9 8		Christy puts student evals in folders by 4/9	IDS pull student evals and place in folders -		IDS input 4/5-4/19
4/12-4/16 Spring Break					
4/19-4/23 9		Faculty can request Evals from their IDS on 4/19		Schedule Published 4/19	Section Entry complete 4/19
4/26-4/30 10	Second 8-weeks classes Weeks 10 & 11 (FT & PT)				
5/3-5/7 11				Registration 5/3	Schedule Published 5/7

5/10-5/14 12		The second 8 week classes 5/14 in folders	Deans meet with Committees		
5/17-5/21 13			Assts. Create Adobe Sign Document		Registration 5/17
5/24-5/28 14		<mark>PT evaluations due by 5/24</mark> Christy cc's IDSs with message to faculty evaluator. "Your packet is complete. You will receive final packet from Adobe Sign for signature.	Signatures Completed		
6/1-6/4 15		IDSs would start the Adobe sign process by <mark>6/1</mark>			
6/7-6/11 16		<mark>Packets are Completed and sent to HR</mark>	<mark>Packets are Completed and sent to HR</mark>		