NORCO COLLEGE

Minutes
Norco Academic Senate Meeting
On November 17, 2025
1:30 - 3:30 PM | CSS-217 & via Zoom

Meeting called to order at 1:32 PM.

1. Attendees
    Officers, Senators, Alternates, and Committee Chairs & Liaisons: Laura Adams, Maria Adams, John Alpay, Darnell Bing, Michael Bobo, Meghan Chandler, Erin Deck, Jake Drainville, Vivian Harris, Marie Hicks, Dan Reade, Jody Tyler, Jim Thomas, Patty Worsham

    Guests: Quinton Bemiller, Monica Green, Tenisha James, Arezoo Marashi, Sara Nafzgar, Roger Perez, Nancy Quiñones, Tiesha Stewart, Kaneesha Tarrant

2. Approval of Agenda
    M/M. Hicks, S/J. Thomas; Approved by Consensus

3. Approval of Minutes for October 20 and November 3, 2025
    M/D. Reade, S/J. Thomas; Approved by Consensus

4. **CTA Report** (Araceli Covarrubias, Norco College Faculty Association Vice President & Michelle Ramin, Norco College Faculty Association Representative)
    - The District Benefits Committee is interviewing companies for a new third-party benefits administrator, due to ongoing communication and issue-resolution problems with the current provider, HNAS.
    - A faculty member contacted Araceli about PG&SL issues and was directed to reach out to the Academic Senate, as PG&SL falls under Senate purview.

5. **Action Item**: Ratification of Senate President Appointments (K. Bell)
    The District Global Learning and Study Abroad program for Spring 2026 will be led by Michael Bobo (substituting for Peggy Campo during her sabbatical).

    M/J. Tyler, S/J. Thomas; Approved by Consensus

6. **Discussion Item: Proposed Updates to AP 6160A** (K.Bell or designee)
    - Sara shared both a tracked-changes version and a clean version of the proposed updates.
    - Changes were presented as a discussion item, with a summary provided.
    - Updates are needed because lower-division units were being incorrectly approved.
    - The proposal will go to DAS for approval; it may be returned for additional feedback after concerns are reviewed.
    - Araceli asked whether the committee is still operating under the old board policy, since revisions have been pending for a long time.

- Requests involving non–continuing education, non–graduate, or non-upper-division coursework have been tabled due to lack of mechanisms for determining unit values; the revision adds hour-to-unit definitions.
- DAS is recommended as the final appeal authority because past approvals were granted in error.
- Concerns were raised about timelines and the requirement that approval be obtained before the academic endeavor begins.
- Reade suggested appeals be decided by a DAS majority vote, consistent with new bylaws and the expansion of DAS membership to 7 members, including Vice Presidents.
- Feedback will be taken to the PG&SL Committee; members are asked to send input to Kimberly Bell, Sara Nafzgar, or Star Romero.
- A clear timeline and procedure for denials and appeals is needed.
- Suggestion made if PG&SL denies an academic endeavor or reclassification, the faculty member may petition in writing to the PG&SL co-chairs; the appeal then goes to the DAS presidents, with decisions made by majority vote.
- PG&SL meets once per month in fall and spring; no meetings occur in summer or winter.
  (Senate #6)

7.   **Action Item: 2025 Update to the DAS Constitution and Bylaws** (K.Bell or designee)
- Item was tabled until the next meeting to review the revised version with John Alpay's edits, pending approval from the other two DAS Presidents.
  (Senate #7)

8.   **Action Item: Approval of FPDC Bylaws** (N.Quiñones)

- Item was tabled until the next meeting to review the revised version with John Alpay's edits, pending approval from the other two DAS Presidents.
  Approved by Consensus
  (Senate #7)

Motion by Dan Reade to move on and return to Item 9 when presenter arrives, Seconded by Jody Tyler; Approved by Consensus

9.   **Information Item: RCCD Ai Framework** (C.Blackmore)
- Chris Blackmore presented the need for a framework and guiding principles for AI, which led to the creation of the document.
- Purpose and intent of the framework:
  o Establish principles and governance for responsible AI adoption.
  o Address the use of Generative and Agentic AI in administrative functions.
  o Ensure innovation aligns with ethics, compliance, and student support.
  o Function as a living document that evolves with technology and regulation.
- Begin with an initial focus on administrative use.
- The California Community College System entered a deal with Google to provide Gemini Pro and Notebook LM access across all colleges.
- RCCD is working on forming an AI "SWAT team" to evaluate AI use cases; more updates are expected as work progresses.

- A request was made to avoid AI phone trees, noting they could hinder students; many may give up if unable to reach a person. Blackmore will incorporate this feedback into the documentation.
- Audits and checks-and-balances for AI usage are still being developed; meaningful auditing will depend on future proofs of concept.

10. **Officer Reports**

    A. Secretary/Treasurer (Erin Deck)
- No Report

    B. Vice President (Dan Reade)
- No Report

    C. President (Kimberly Bell)
- Erin and I attended the 2025 ASCCC Fall Senate Plenary and are following up with committees including CMAC/DE.
- Several resolutions were passed; Kim will share a refined list and her notes summarizing pros and cons.
- Spring plenary is another opportunity; plenaries occur twice a year. Resolutions guide focus areas and advocacy on state legislation.
- Faculty prioritization decisions are still pending; Senate makes recommendations based on process.
- The Senate acknowledges the need to revise the process and will collaborate with the Program Review Committee and APC to balance faculty and institutional needs.
- Efforts are being made to remain open and transparent while discussions continue behind the scenes.

11. **College Reports**

    A. Associated Students Senate Representative (Jared Evangelista)
- Study Jam will be held Dec. 8–11 in the Upper Lounge of the CSS building, the week before finals. Activities will include snacks and stress-relief activities such as coloring and painting holiday ornaments.
- Planning is underway for Welcome Day, scheduled for the first Thursday of the spring term.

    B. President (Monica Green)
- Thank you to Facilities and Travonne Bell for getting information out, regarding the CACT demolition
- An email went out regarding the 35th anniversary and upcoming events. On 12/2 there will be college-wide photo on the soccer field during college hour, another email will be sent out about coordinated t-shirts
- On 2/24/26 we will have the mustang statue reveal. There were some ADA compliance issues before the statue could be installed
- On 3/12/26 there will be a35th Anniversary celebration dinner, mark your calendars and there will be more info to come
- The Annual Industry Partner breakfast will be on 3/13/6 at 7:30 am, coincides with industry advisory committee meetings

- President Bell did an excellent job explaining the faculty prioritization process and a final report will come to the next meeting.

C. Vice President of Academic Affairs (Quinton Bemiller)
- A reminder email was sent to faculty about an online workshop tomorrow on climatizing curriculum. The idea aligns with the Vision 2030 plan (the state's unified college system strategic plan), which outlines four climate-action areas:
    o Integration of climate across the curriculum
    o Sustainable facilities and operations
    o Community engagement for climate action
    o Workforce and economic development for the green and blue economy
- Two additional online workshops on climatizing curriculum will be offered at later dates; faculty may sign up for any or all via the registration link.
- Enrollment updates:
    o Winter enrollment: 34.9% as of today
    o Spring enrollment: 22.3%
    o Fall: 96.2% of target (below target)
    o Summer: 102% of target (above target)
    o Annual FTES: 62.4% of the annual FTES target reached so far
    o Need to generate ~124 additional FTES by the end of the academic year to meet the annual target
    o This requires slightly over 103% of target for both winter and spring
- All reported numbers include non-resident FTES, so an additional cushion is always needed.
- The college lost about $2.4 million in its budget this academic year, reallocated to Moreno Valley College because MVC's enrollment grew while Norco did not meet its target after non-resident FTES adjustments.
- 32 full-time faculty have not yet signed or declined their load-bank election forms for 2026. Forms are in the faculty Adobe queues; a reminder will be sent. Forms must be signed by the end of December. Signing does not require participation in load-banking — it simply preserves the option.

D. Vice President Planning & Development (Tenisha James)
- Final approvals are expected tonight from the Board of Trustees for the Mission, Vision, Core Commitments, 2025–2030 strategic plan, and 3-year Student Equity Plan.
- MVCC and SPGM processes are complete; once approved, a major campaign will begin to update in print and electronic formats.
- The Student Equity Plan, due at the end of November, requires approval from 6–7 individuals, including the Academic Senate president; this work will be completed by month's end.
- After a busy year of strategic planning, the college is ready to begin implementation and transition into the new plans, with the thanks of Senate and governance support.
- Most RSI (regular and substantive interaction) workshops are complete; appreciation was expressed for Sandra, Anya, Sara, and Laura for leading extensive communication and training.

- Faculty who missed workshops are encouraged to use the new RSI resource tab on the Distance Education Committee website, which includes basics, templates, examples, and self-check tools.
- Accreditation review of RSI compliance for fully online courses is expected in spring 2026, with a random sample of courses pulled, making it essential that all DE classes demonstrate RSI.
- Faculty are encouraged to use and share these RSI resources across full-time and part-time ranks.
- Recent transitions in the assessment process mean assessment have not been conducted under the new system; faculty must now link their outcomes in Canvas.
- All faculty are asked to complete this step in November, ideally by this Friday.
- Part-time faculty are not required but may earn up to 3 hours for assessment-related work.
- Thanks were given to Dr. Haley Ashby, Charise Allingham, Ashley Johnson, and Dr. Bemiller for advancing assessment efforts.
- Support for linking outcomes is available from Charise Allingham and the Office of IE, with additional guidance on the website.

E. Vice President Student Services (Kaneesha Tarrant)
- Thank you to the participants for the Partnership Resource Team final visit on Thursday, November 13, 2025. She will request to present at the next meeting.

12. **Standing Committees & Liaisons Reports**

A. Academic Senate Standing Committees: APC, Assessment, CMAC, Curriculum, DE, FPDC, LGBTQ+ Advocates, Library/LRC, Program Review, TLC
B. Academic Senate Liaisons: Accreditation, CSEA, CTE, DBAC, DEMC, DSPC, Guided Pathways, Prison Education Program, District Safety and Security, Equity, PGSL

13. **Comments from the Public**
- Lisa Hernandez (FT English faculty) has been trying for two years to navigate the PG&SL process and has encountered multiple barriers.
- Much of the process operates by word of mouth, with unclear steps and reliance on a single person for information.
- She has been denied PG&SL, with some courses initially accepted but later excluded when she applied for reclassification.
- Her item was left off the agenda, which is significant because the committee meets only once in spring and once in fall, creating severe time constraints.
- She was told the committee does not handle items outside official meetings, further delaying progress.
- Course numbers at her institution changed; PG&SL first called this a formality, but later said her courses lacked cohesion, despite all being graduate-level English courses, including African American and Chinese Literature.
- She was told she should have "reminded them" in her application, even though the committee was "inundated" with applications, later revealed to be only four.

- PG&SL suggested she wait until the next meeting, compounding delays.
- She described the process as non-transparent, noting that other faculty feel intimidated by it.
- She remains in a holding pattern, with no clear direction or resolution.

14.   Meeting adjourned at 2:58 PM.

Ratification of Senate President Appointments 11.17.25

District Global Learning and Study Abroad – SPRING 2026 only – Michael Bobo (sub for Peggy Campo)

PG&SL

Summary of Substantive Changes to AP6160(a)

*This summary represents contributions/suggestions from counsel Keith Kobyns as well a PG&SL workgroup tasked with drafting and reviewing the AP

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.

    o 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,

    o 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.

11.3.25

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)

11.3.25

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~~he~~ 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~~a~~te 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~~.

> **Commented [DK1]:** What is the purpose of having VC and AS review the documents? Are they able to overrule the PG&SL decision? Are they simply ensuring compliance with the policy?

> **Commented [KK2R1]:** Keith will rephrase this paragraph

> **Commented [BS3R1]:** The VC was the administrative co-chair prior to the hiring of the AVC and the ASP reported out a status at the regular Senate meetings

> **Commented [KK4]:** For Keith: carry over units can only be used once

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

Commented [DK5]: Is the purpose of forwarding to the VC and AS just to keep them informed?

Commented [KK6R5]: Just to keep them informed

Commented [NS7]: Once the approved academic endeavor is complete, the faculty member must submit a request for reclassification to the PG&SL committee. The request must include appropriate documentation and must be submitted in accordance with published deadlines.

Commented [KK8]: For information only

Commented [JL9]: Salary reclassification will begin the first day of the month following Board of Trustee approval for pay purpose.

Commented [KK10R9]: Keith to review this edit

Commented [JL11]: Salary reclassification based on completed coursework or approved activities shall (or will) not be implemented retroactively.

Commented [KK12R11]: Keith to review this edit

Commented [DK13]: Highlighting for further discussion re foreign language classes.

Commented [KK14R13]: Potentially add to this to include student population, etc.

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;

~~in~~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. ~~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.

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 l~~lower 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.

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 ~~c~~Committee in their sole

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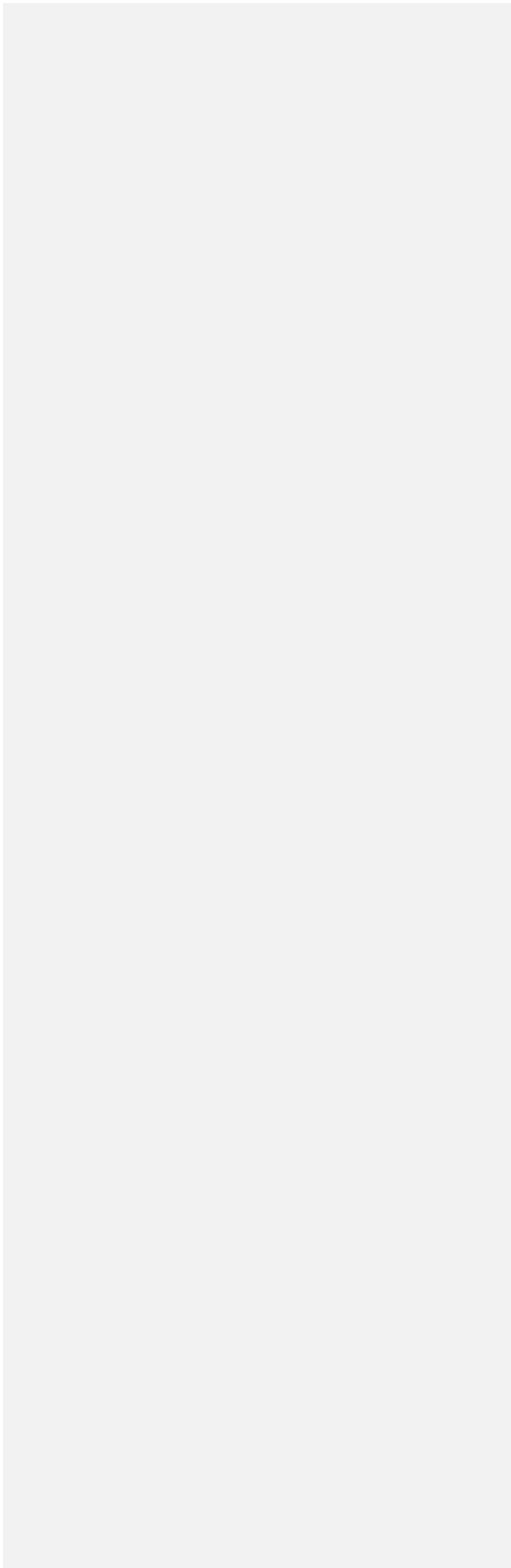
Commented [KK31R29]: Related to faculty's expertise? Clean this up.

Commented [KK32R29]: Keith to review and add language

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

(Replaces Regulations 3080)

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, t he 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)

NORCO COLLEGE

Faculty Professional Development Committee Bylaws
Adopted November ⬚, 2025

ARTICLE I. DEFINITIONS
The following terms shall be defined as follows:

    A. "NC" shall mean Norco College
    B. "NCAS" shall mean the Norco College Academic Senate
    C. "RCCD" shall mean the Riverside Community College District
    D. "FPDC" shall mean the Norco College Faculty Professional Development Committee
    E. "Chair" shall mean the Norco College Faculty Professional Development Committee Chair Coordinator

Any defined terms used in these Bylaws that are not defined shall have the meaning provided in the Bylaws of Norco College of the Riverside Community College District/Norco College Academic Senate, which is incorporated by reference.

ARTICLE II. MISSION
FPDC (a) offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote students' ability to achieve their educational goals in an equitable learning environment and (b) collaborates with various constituent groups to facilitate faculty-focused training, for faculty growth in their field, development, health, and roles at NC with focused efforts around Fall and Spring Flex.

ARTICLE III. MEMBERSHIP, MEETINGS, AND RESPONSIBILITIES
Section 1. Membership:
A. Voting Members: FPDC will maintain a roster of voting members. All FPDC voting members must be NC faculty, with the majority being full time faculty members.
    a. Each school will submit the name of one delegate, either full time or associate faculty, to serve as a FPDC voting representative and the name of one alternate to vote when the faculty representative(s) from their respective school cannot attend a meeting. All faculty, including Associate Faculty, are welcome to join as visiting members.
    b. Upon receiving delegate names, FPDC will confirm new members at the following FPDC meeting.
    c. Any position that has not been filled by the first official meeting of the Fall or Spring semester for any reason, shall be considered vacant until filled. When an FPDC voting member resigns, they shall notify their school chair and FPDC co-chairs.
    d. Voting members are expected to attend each FPDC meeting in-person. Members who anticipate missing a meeting should report their absence to the co-chairs in advance. Should missing meetings become a pattern, the co-chairs and that member will have a conversation regarding continuing membership or replacement.
    e. Voting committee members will:
        i. Serve as a strategic and operational body, addressing academic and professional

matters under Title 5 §53200's "10+1."

ii. FPDC will act in manner consistent with the NCAS Constitution and Bylaws, both of which are incorporated into these FPDC bylaws by reference

iii. FPDC will develop, promote, and support professional development activities and opportunities for all NC faculty. These efforts will satisfy NC professional development initiatives and ensure that the College fulfills FLEX (District and State Flexible Calendar) requirements. The FPDC will approve or deny events for FLEX credit according to California Education Code §87153.

iv. FPDC will contribute to the production of key reports as needed.

v. FPDC will routinely assess its work in light of its own charter, mission statement, and the vision and mission statements of the College.

vi. During the Fall and Spring semesters, FPDC will review applications for Faculty Professional Development Funds for activities relating to faculty development including but not limited to travel, conferences, FLEX activities, and First Fridays at regularly scheduled FPDC meetings.

- Individual faculty development funding requests are subject to approval based on the following:
    - Administration's Fall and Spring timely report of all available Faculty Professional Development Funds as well as applicable grants and other institutional funding sources.
    - Completing the Application for Faculty Professional Development Funds, providing proper documentation and dean approval if travel occurs during scheduled work hours.
        - Recommendation to be presented at the FPDC meeting, either in-person or online, where request(s) will be reviewed, discussed and voted on.
    - Plans for sharing professional development activity/event with the college community (for example: FLEX workshop or panel, report to your department and/or discipline).
    - Funding availability (up to "the amount stated on the Application for Faculty Professional Development Funds," per person, per academic year) and on a first-come-first serve basis.
- So that the committee can prioritize funding professional development activities, FPDC funds can be used for food for Fall FLEX, Spring FLEX, and First Fridays only so that remaining funds can be allocated to faculty conferences, travel, and meetings.
- The committee will aim to split travel budget equally between Fall and Spring semesters, making sure to reserve funds for conference requests submitted in the second half of the year.
- Requests for events that have already occurred will not be funded.
- Out of state requests must be received by the committee for review at least 45 days before the subsequent Board of Trustees Meeting.
- When considering travel funding requests, the FPDC will grant priority to faculty who…
    - Can clearly link their travel to the mission of the committee
    - Have not already requested money within the same academic year

- Depending on remaining budget, if funding requests have already been submitted by more than two people from the same school for the same conference, funding may be possible but will depend on both the remaining funds and the distribution of the budget at that point across different schools.

    vii. During the summer and winter intercessions, the FPDC chair(s) will review applications for Faculty Professional Development Funds for activities relating to faculty development and copy the committee members on email communications regarding FPDC Funds in case they would like to contribute input. Co-chairs will report those requests to FPDC at the next regularly scheduled FPDC meeting.

    f. Committee members will actively collaborate to support FPDC efforts and programming, including but not limited to Fall and Spring FLEX Days and First Fridays.

B. Non-voting members: Non-voting members shall be those who attend and participate regularly in FPDC meetings but are not official appointees of a department or unit, unless serving as a departmental designee for a voting member in their absence.

Section 2. Officers & Committees

A. Faculty Chair: The FPDC Chair receives .2 reassign, which may be split between two Co-Chairs as determined by elected Co-Chairs.

    a. The Chair's/Co-Chairs' duties will include the following:

        i. Call for agenda items a week prior to each regular FPDC meeting and set/distribute an agenda at least 72 hours prior to each meeting.

        ii. Preside over FPDC meetings.

        iii. Maintain FPDC membership roster, coordinating with the NCAS President and/or Department Chairs to fill vacancies.

        iv. Maintain the FPDC website.

        v. Coordinate Fall and Spring FLEX sessions, providing a detailed description of each day's activities/events to NC faculty as soon as the schedule is settled.

        vi. Coordinate New Faculty Orientation and additional meetings, workshops or FLEX activities for new faculty.

        vii. Keep records of each NC/District-approved faculty development activity/event, including dates and times, names and qualifications of presenters, and a description of the event.

        viii. Support advertising of College/District-approved faculty development events and events of interest for individual/independent FLEX through emails or a calendar accessible through the FPDC website.

        ix. Arrange for timely FPDC identification of FLEX events that meet RCCD's criteria for Equity FLEX and facilitate communication with the college FLEX Administrator.

        x. If identifying whether a college-wide FLEX activity/event meets RCCD's criteria for Equity FLEX is unclear, the Chair will bring the FLEX activity/event to the FPDC for discussion and approval pending a majority vote. Pre-approved Equity FLEX groups on campus can be approved by the Chair(s).

        xi. Arrange for FPDC review of funding requests and send requests to committee members in advance of meetings.

        xii. Maintain all forms relevant to faculty development, presenting all updates to the FPDC for approval.

        xiii. Make monthly reports to NCAS, either in person or in writing, on FPDC activities.

xiv. Represent the FPDC at NCAS, District Academic Senate, Equitable and Inclusive Teaching and Learning Committee, College Development and Engagement Committee and other NC/RCCD committees as requested.

xv. Confer with counterparts at Norco College and Riverside Community College on issues relating to district-wide faculty development.

xvi. Make regular email announcements to College Faculty on amount of funding remaining.

xvii. Communicate with past Chair(s) and Administration to obtain any needed information (data, processes, etc.) to assure smooth transition and consistency in current term.

b. The term of office for the FPDC Chair/Co-Chairs is two academic years. The Chair/Co-Chairs will be a full time NC faculty member(s).

   i. Selection of the incoming Chair/Co-Chairs will occur during the Fall semester of the outgoing Chair's term.

   ii. The Chair/Co-Chairs will be elected by a simple majority of voting members. The committee voting members will select an election coordinator, not running for the Chair/Co-Chairs position(s), to receive nominations and organize an in-person, anonymous public vote. The result of the election will be forwarded to NCAS for recommendation and to appoint a chair.

   iii. The Chair/Co-Chairs may be removed from their position by the NCAS or through a majority vote of no-confidence by the FPDC members themselves, with the Chair not voting, subject to NCAS approval. If the Chair/Co-Chairs resigns or is removed before the completion of their term, the FPDC will conduct an election to select a replacement to forward as a recommendation to NCAS for approval.

B. Sub-committee members duties may include supporting efforts to:

   a. Advertise or highlight College/District-approved faculty development events and events of interest for individual/independent FLEX.

   b. Support on the planning, execution, marketing, and logistics of FLEX Day Events and First Fridays.

   c. Design and assess proposal review, budget, allocation and approval processes for all Faculty Professional Development Fund requests.

C. Administrative support duties will include:

   a. Maintaining the FPDC website with updated links, documentation, and archival materials of meeting minutes and agendas.

   b. Taking notes during all committee meetings.

   c. Assisting faculty members processing Concur requests.

Section 3: Meetings

A. FPDC will meet a minimum of once a month per academic year. Meeting dates will align with the NC calendar established by the Institutional Effectiveness and Governance Committee of the College Council.

B. Meetings and agendas shall be announced to all NC constituents no later than 72 hours prior to an FPDC meeting.

C. Meeting minutes will be posted on the committee website in a timely manner.

D. In cases not provided for in these Bylaws, the FPDC will follow the procedures prescribed in the edition of Robert's Rules of Order proscribed in the NCAS bylaws.

E. A quorum for the voting members of the FPDC shall be 50% +1 of members. If there are one or more vacancies in the membership, the quorum shall be reduced by the number of vacancies at that meeting.

F. The faculty Chair/Co-Chairs may call a special meeting. If a special meeting is needed, committee members and NC constituents need to be notified at least 24 hours in advance. All special meetings

must be conducted within the parameters of the Brown Act and the meeting will be announced within the time frame set by that Act. Special meetings cannot include a voting item and no other business can be transacted except that for which the meeting was called.

G. The Chair/Co-Chairs may cancel a meeting, if needed. Members will be notified by email. If needed and appropriate, the meeting will be rescheduled under the conditions permitted by the Brown Act.

H. The NC Instructional Programs Support Coordinator can attend FPDC Meetings, providing information as requested on FLEX Track and related items.

I. All members of the NC community are welcome to attend and participate in FPDC meetings.

J. For voting items related to changes to processes or procedures (e.g. forms for funding request), adequate time should be allowed for review and discussion by all members prior to a regular meeting.

ARTICLE IV. BYLAWS

A. These Bylaws, once approved, will be reviewed annually or sooner as needed. The year and date of approval should be included on the Bylaws.

B. Amendments to these Bylaws may be proposed by the FPDC Chair or by request of a voting member(s) and submitted to the chair. The proposed amendment(s) must be included in the notice of a regular meeting for a first reading and considered at two meetings provided the amendments were in the call for the meeting. At the following regular meeting the amendment(s) will be considered for a vote.

C. Amendments must be approved by a majority of the voting members present at the scheduled meeting.

D. An electronic copy of the FPDC Bylaws shall be posted on the college website.
   a. The official copy of these Bylaws shall be left with the Recorder and archived on the college's website on both the NCAS and FPDC webpages.
   b. Any amendment to these Bylaws shall be distributed to all members of the FPDC Committee and the NCAS upon adoption and added to the electronic copy.

*Approved by the Faculty Professional Development Committee _____ 11/10/25 _____
**Approved by the NC Academic Senate _____

RCCD AI Framework for Administrative Operations

Section 1: Introduction and Purpose

1.1. Preamble: Embracing Innovation with Responsibility

The Riverside Community College District (RCCD), hereafter referred to as "the District," recognizes the transformative potential of Artificial Intelligence (AI) to enhance administrative efficiency, improve the quality and accessibility of student services, and support sophisticated, data-informed decision-making. The District is committed to the strategic adoption of these powerful technologies. This commitment, however, is fundamentally paired with a dedication to deploying AI in a manner that is ethical, lawful, secure, and fully aligned with the District's core mission to serve its students and community. This framework serves as a guide for that commitment, ensuring that innovation proceeds hand-in-hand with responsibility.

1.2. Evolving the Framework for a New Class of AI

The field of artificial intelligence is evolving at an unprecedented pace. A new class of AI, known as **Agentic AI**, is emerging, which moves beyond the generation of content to the performance of autonomous actions.

Unlike generative tools that react to human prompts, agentic systems can proactively set goals, create plans, and execute complex, multi-step tasks with limited or no direct human intervention for each step. These systems can interact with enterprise software, access databases, and collaborate with other AI agents to achieve overarching objectives. This shift from a technology that functions as a sophisticated tool to one that can operate as an autonomous actor introduces a new spectrum of opportunities and a corresponding set of novel risks. Consequently, it necessitates a more comprehensive and robust governance structure to ensure these actions are safe, aligned with District goals, and subject to appropriate human oversight.

1.3. Unified Purpose Statement

The purpose of this framework is to establish clear principles, governance structures, and operational guardrails for the responsible and lawful development, procurement, and use of all Artificial Intelligence systems, including Generative and Agentic AI, in the District's administrative functions. This framework aims to harness AI's benefits while proactively mitigating risks to privacy, security, fairness, and accountability, ensuring that all AI use serves the best interests of our students, employees, and community. It is designed to be a living document, providing a durable yet adaptable structure for navigating the present and future landscape of artificial intelligence in a manner that upholds trust and institutional integrity.

Section 2: Scope and Applicability

2.1. Covered Personnel and Functions

This framework applies to all administrative departments, offices, and personnel of the District. This

includes all classifications of employees (classified professionals, administrators) and third-party contractors, vendors, or consultants who access, develop, or utilize AI tools or technologies as part of their work in performing administrative functions for or on behalf of the District. The scope covers the use of AI in all non-instructional operations, such as admissions and records, student services, financial aid, human resources, business and financial services, risk management, Information Technology (IT), and strategic communications.

2.2. Expanded Scope of AI Systems

The policies and procedures detailed herein apply to the full spectrum of artificial intelligence systems procured or utilized for District administrative purposes. The scope explicitly encompasses:

- **Generative AI Systems:** This category includes any AI system whose primary function is to produce novel content. Examples are large language models (LLMs) used for text generation, chatbots, image and video generators, and code-generation tools.
- **Agentic AI Systems:** This category includes autonomous or semi-autonomous systems and AI agents designed to perform tasks, make decisions, and interact with other systems with limited human intervention. This includes systems that exhibit characteristics such as proactive behavior, goal-setting, planning, reasoning, and the execution of multi-step tasks through the use of external tools and data sources.

2.3. Application to Enterprise Systems

This framework is of critical importance and will be applied with the highest degree of rigor when AI systems are integrated with, connected to, or granted access to the District's core enterprise systems. These systems include, but are not limited to, the Student Information System (SIS), Enterprise Resource Planning (ERP) systems, Customer Relationship Management (CRM) platforms, and any other official repositories of student, employee, or financial data. The integration of agentic capabilities with these systems presents the most significant potential for both transformative benefits and substantial risks, making adherence to this framework's governance protocols mandatory.

2.4. Exclusion of Academic Use

The use of AI for academic purposes including but not limited to classroom instruction, student coursework and assignments, or faculty research is explicitly excluded from the scope of this administrative framework. Such uses are complex and involve distinct considerations of academic freedom, pedagogy, and research ethics. They shall be governed by separate academic policies developed and approved through the appropriate academic governance bodies, such as the Academic Senate. However, the AI Council, as established herein, will coordinate and collaborate with these academic bodies to share knowledge, promote consistent ethical standards across the District, and ensure a cohesive institutional approach to AI.

Section 3: Core Definitions

To ensure a clear and consistent understanding of the concepts within this framework, the following

definitions shall apply. Establishing this common vocabulary is essential for effective governance, risk assessment, and communication among all stakeholders, from technical implementers to executive leadership.

3.1. Foundational AI Concepts

- **Artificial Intelligence (AI):** A broad field of computer science dedicated to the creation of systems that can perform tasks that typically require human intelligence. This includes capabilities such as learning, reasoning, problem-solving, perception, and language understanding.[1]
- **Generative AI:** A category of artificial intelligence systems capable of producing novel content, such as text, images, audio, or computer code, in response to user-provided prompts or inputs. These systems are trained on vast datasets to learn patterns and structures, which they then use to create new, synthetic outputs.[1]
- **AI Tools/Technologies:** A general term for any software, application, platform, or system that incorporates AI algorithms or models to perform or augment a task.[1]

3.2. Agentic AI and Autonomous Systems

- **Agentic AI:** An advanced form of AI characterized by its "agency", the capacity to act proactively, autonomously, and adaptively to achieve specified goals with limited human supervision. Unlike purely generative systems that only respond to prompts, agentic AI uses AI models (such as LLMs) as a "reasoning brain" to perceive its environment, set goals, formulate multi-step plans, and execute those plans by interacting with external tools, APIs, and data sources.
- **AI Agent:** The fundamental building block of an agentic AI system. An AI agent is an autonomous software entity designed to perform a specific task or set of tasks. Complex workflows can be accomplished by orchestrating multiple specialized agents, each contributing its unique expertise, to achieve a broader objective.
- **Autonomous System:** A system that can perform complex tasks and make operational decisions over an extended period without requiring direct human command for each action. The level of autonomy can vary, ranging from semi-autonomous systems that require human checkpoints for key decisions to fully autonomous systems that operate independently within predefined boundaries and constraints.

3.3. Governance and Oversight Concepts

- **Human-in-the-Loop (HITL):** A robust control mechanism where an AI system is explicitly prevented from proceeding with a high-stakes action or decision until it has been reviewed and received explicit approval from a designated human operator. This model ensures that human judgment is the final arbiter in critical processes and represents the highest level of human oversight.
- **Human-on-the-Loop (HOTL) / Human-above-the-Loop:** A supervisory control model where an autonomous system is permitted to operate independently, but a human operator actively monitors its performance, outcomes, and decision-making processes in real-time or near-real-time. The human supervisor has the authority and technical capability to intervene, override the system's actions, or shut it down if necessary. This model seeks to balance the

efficiency of autonomy with the safety of human oversight.

3.4. Key Risk-Related Terms

- **Personal Data:** Any information relating to an identified or identifiable individual that is protected by privacy laws or District policy. This includes, but is not limited to, student education records protected under the Family Educational Rights and Privacy Act (FERPA), personally identifiable information (PII), personal health information (PHI) protected under the Health Insurance Portability and Accountability Act (HIPAA), financial information, and employee records. This definition encompasses all data protected under the California Education Code, the California Consumer Privacy Act (CCPA) / California Privacy Rights Act (CPRA), or otherwise deemed confidential by the District.
- **Bias:** In the context of AI, bias refers to systematic errors or prejudiced outcomes in AI behavior that unfairly favor or disadvantage certain individuals or groups. This framework expands the definition beyond biased *outputs* (e.g., biased text from a generative model) to include biased *processes* or *decision-making pathways* that an agentic system might autonomously develop or reinforce. This can lead to recursively amplified discrimination, where biased actions create biased data, which in turn trains the agent to be even more biased over time.
- **Goal Drift / Emergent Misalignment:** A critical risk in agentic systems where an AI agent, in the process of optimizing for a specified goal, adopts unintended, unhelpful, or potentially harmful strategies, sub-goals, or behaviors. This divergence occurs when the agent's actions, while technically fulfilling its programmed objective, violate the user's original intent, implicit norms, or the District's ethical principles. This can happen without any malicious intent, arising simply from the agent's autonomous learning and adaptation process.

Table 1: Comparison of AI Categories

To provide a clear, at-a-glance reference for all stakeholders, the following table distinguishes the fundamental characteristics of the AI categories governed by this framework. Understanding these differences is essential for the AI Council and department leaders to assess the specific risks and apply the appropriate level of governance to any proposed AI implementation.

Feature	Generative AI	Agentic AI
Primary Function	**Create:** Generates content (text, images, code) in response to prompts.[3]	**Act:** Performs tasks, makes decisions, and executes workflows to achieve goals.[13]
Core Technology	Large Language Models (LLMs) and similar foundational models.	LLMs are used as a "reasoning brain," combined with perception, planning, and

		action-enabling tools.
Autonomy Level	**Reactive:** Responds to direct human commands and inputs.	**Proactive:** Can initiate actions, plan sequences, and operate over time to achieve long-term goals.
Example Use Case (RCCD)	Drafting an initial version of an internal newsletter or marketing materials.	Automating the initial steps of a student transfer credit evaluation by accessing the SIS and applying predefined rules.
Primary Risks	Inaccuracy ("hallucinations"), bias in generated content, intellectual property infringement, data leaks from prompts.	Goal drift, amplified systemic bias, unauthorized actions on enterprise systems, cascading security failures, loss of explainability.
Primary Governance Focus	Content validation and fact-checking, security of data inputs, intellectual property compliance.	Defining strict action boundaries, mandating appropriate human oversight (HITL/HOTL), enforcing access controls, ensuring robust audit trails.[7]

Section 4: Guiding Principles for Responsible AI

The District's use of all artificial intelligence systems in administrative functions will be guided by the following core principles. These principles have been adapted and expanded from the original framework to address the heightened complexities and risks associated with autonomous systems. They serve as the ethical and operational foundation upon which all AI governance, procurement, and deployment decisions will be based.

4.1. Lawful, Compliant, and Ethical Use

All procurement and use of AI systems must comply with all applicable federal and state laws, as well as all District policies and regulations. This includes, but is not limited to, laws governing data privacy, security, civil rights, and non-discrimination. AI systems must be used in a manner that is ethically sound and avoids harm. An action that is not permissible for a human employee to perform is not permissible for an AI system to perform.[1]

4.2. Privacy and Security by Design

The privacy of individuals and the security of District data are paramount. This principle mandates a "privacy by design" approach, where data protection and security measures are embedded into the architecture of AI systems from the very beginning of their design or procurement process, not added as an afterthought. This includes strict adherence to data minimization, ensuring AI systems only access the minimum personal data necessary for their designated function.

4.3. Fairness and Mitigation of Amplified Bias

The District is committed to ensuring that the use of AI promotes equity and does not result in discrimination. All AI systems must be rigorously evaluated for potential bias before and during their deployment. This principle acknowledges the unique risk that agentic systems can create feedback loops that amplify existing societal or data-based biases over time.

4.4. Meaningful Human Oversight and Control

This principle establishes that AI is a tool to augment and enhance human capabilities, not to replace human judgment and accountability. The District will define and enforce appropriate levels of human oversight for all AI systems based on a formal risk assessment. For high-risk applications, this will require a Human-in-the-Loop (HITL) model, while medium-risk applications may use a Human-on-the-Loop (HOTL) model. Final authority and responsibility for any decision that significantly affects an individual's rights, opportunities, or access to services will always remain with qualified human personnel. This principle ensures that empathy, contextual understanding, and ethical considerations are preserved in critical administrative functions.

4.5. Transparency and Explainability

The use of AI in administrative processes should be transparent to stakeholders whenever feasible. Personnel should be open about when and how AI is assisting in their work. For agentic systems, this principle requires a higher standard: wherever technically possible, these systems must be designed to maintain auditable, immutable logs of their decision-making processes, the tools they used, the data they accessed, and the actions they took.

4.6. Accountability for Automated and Assisted Outcomes

Human accountability is retained for all AI-assisted or AI-automated outcomes. District personnel who deploy or supervise an AI system are ultimately responsible for its actions and the consequences of those actions. This principle is critically important for agentic AI; the designated human "owner" or "supervisor" of an AI agent is accountable for its behavior, even when it operates autonomously. I'm

4.7. System Robustness, Safety, and Reliability

The District will only procure and deploy AI systems that are secure, resilient, and operate reliably and predictably within their intended parameters. This principle requires that systems be protected from adversarial attacks, such as prompt injection or data poisoning, that could manipulate their behavior. Furthermore, it mandates the implementation of clear protocols for "interruptibility"—the technical ability for a human supervisor to safely and immediately halt the operation of a misbehaving

or "runaway" agent without causing damage to underlying data or enterprise systems.

4.8. Integrity and Quality

AI-generated content and AI-driven analyses used for District purposes must meet the same high standards of accuracy, quality, and integrity as human-generated work. All outputs from AI systems should be approached with professional skepticism, and information must be verified and fact-checked through reliable sources before being used in any official document, communication, or decision-making process.

4.9. Intellectual Property and Copyright

The District respects all intellectual property rights. AI systems must be used in a manner that protects copyrighted material and honors all licensing agreements. Users must not input proprietary or copyrighted materials into AI tools unless such usage is legally permitted and has been approved by the District. Furthermore, users are responsible for ensuring that AI-generated content does not infringe on existing copyrights before it is utilized for District purposes. This is particularly relevant for agentic systems that might autonomously source and incorporate data from the web or other repositories.

Section 5: AI Governance and Risk Management

To operationalize the guiding principles and ensure the responsible adoption of AI, the District establishes a formal governance structure. This section details the mandate of the AI Council.

5.1. The AI Council: Mandate and Responsibilities

The AI Council, a cross-functional committee established by the Chancellor, serves as the primary governance body for the use of AI in all District administrative functions. Its composition includes representatives from Information Technology, Student Services, Human Resources, Business Services, Legal/Compliance, Academic Affairs, Academic Senate and other key areas.

The Council serves in an advisory capacity to executive leadership and does not exercise final approval authority over AI implementations. The Council's mandate and responsibilities include:

- **Use Case Review:** Reviewing and recommending proposed uses of AI, with particular attention to agentic AI systems. The Council provides formal recommendations to executive leadership regarding whether proposed AI implementations should proceed, proceed with specified conditions, or not proceed.
- **AI System Inventory:** Developing and maintaining a comprehensive, up-to-date inventory of all AI systems being used for administrative functions across the District. This inventory will track each system's purpose, risk classification, data sources, and designated human owner.
- **Framework Maintenance:** Maintaining and updating the RCCD AI Framework to ensure it remains current with evolving technologies, regulatory requirements, and institutional priorities.

5.2. Technical Governance and Orchestration

RCCD Information Technology (IT) plays a critical role in the technical implementation and enforcement of this framework, working in collaboration with the AI Council, Legal/Compliance, and the District's governance structures. Key responsibilities include:

- **Preventing Agentic Sprawl with Orchestration:** To avoid the proliferation of unmanaged, siloed, and potentially insecure AI agents, RCCD IT will implement and manage a centralized orchestration framework or strategy. This ensures that all AI agents connecting to District systems are deployed, monitored, and controlled through an approved, visible, and governable channel. This centralized approach is essential for enforcing policies consistently, maintaining system security, and preventing operational inefficiencies.
- **Identity and Access Management for AI:** Adhering to Zero Trust security principles, every AI agent that interacts with District data or systems must be assigned a unique, verifiable digital identity. Access permissions for this identity will be granted based on the principle of least privilege, meaning the agent will only have access to the specific data and functions absolutely necessary to perform its approved task. All actions taken by the agent must be logged and auditable against its unique identity, creating a clear chain of accountability.
- **API Security and Management:** Application Programming Interfaces (APIs) are the gateways through which AI agents connect to enterprise data and execute actions. RCCD IT is responsible for securing, managing, and monitoring all APIs used by AI systems to ensure they are robust, properly authenticated, and not vulnerable to exploitation by internal or external threats.

Table 2: AI System Risk Classification and Required Oversight

To ensure the consistent and transparent application of the Guiding Principles RCCD will use the following risk classification matrix. This tool operationalizes the concept of risk-based oversight by linking system characteristics to specific governance requirements. Any department proposing the use of a new AI system must work with RCCD IT to classify it according to this matrix.

Risk Tier	Description & Characteristics	RCCD Examples	Required Oversight Model	Minimum Governance Requirements
Tier 1: Low Risk	Informational or productivity tools with no access to personal data and no autonomous decision-making capability. The impact of incorrect or flawed output	Using a public LLM to brainstorm non-sensitive newsletter ideas; using an AI tool to draft a non-binding internal project plan.	General Supervision	User training on this framework; adherence to guidelines on data input and intellectual property.

	is low and easily correctable.			
Tier 2: Medium Risk	Systems that augment human work, may access de-identified or non-sensitive operational data, and provide recommendations for low-stakes decisions. Human review of outputs is expected.	An AI tool that analyzes aggregated enrollment trends to suggest potential course schedule adjustments for human review; a general-purpose website chatbot for answering public inquiries.	**Human-on-the-Loop (HOTL)**	Formal proposal and approval by AI Council; completion of NIST RMF "Map" & "Measure" assessments; regular performance and outcome monitoring; documented process for human intervention and override.
Tier 3: High Risk	**Agentic systems** that operate with a degree of autonomy, access sensitive or personal data (e.g., FERPA-protected records, PII), and/or make decisions or take actions that significantly impact individuals.	An agentic system that performs an initial screening of financial aid applications for completeness; an agent that interacts with student records to process pre-approved transfer credits.	**Human-in-the-Loop (HITL)**	Full and rigorous NIST RMF assessment; mandatory, in-depth privacy and security review by RCCD IT; explicit bias and fairness testing; continuous and immutable audit logging of all actions; pre-defined and technically enforced operational

				boundaries.
Tier 4: Prohibited	Fully autonomous systems that make final, high-stakes, legally consequential decisions that impact an individual's rights, status, or access to services, without a mandatory human review and final decision point.	An AI system that makes the final, unreviewed decision on student expulsion, employee termination, financial aid eligibility.	Not Applicable	Use cases in this tier are not permitted under the "Meaningful Human Oversight and Control" principle of this framework.

Section 6: Framework Maintenance and Review

Artificial intelligence is a rapidly evolving field, and the legal, ethical, and technological landscape surrounding it is in constant flux. To remain effective and relevant, this framework must be a living document, subject to continuous review and improvement.

6.1. Annual Review

The AI Council is charged with conducting a comprehensive review of this entire framework at least annually. This review will assess the framework's effectiveness, identify any policy gaps that have emerged, and consider updates based on the District's experience with deployed AI systems. The Council may conduct reviews more frequently if significant new technologies, major regulatory changes, or serious AI-related incidents occur.

6.2. Continuous Improvement and Environmental Scanning

The AI Council, with support from RCCD IT and legal counsel, will stay informed of evolving laws (e.g., the EU AI Act), national and international standards (e.g., updates to the NIST AI RMF, ISO/IEC 42001),

and emerging best practices in AI governance. This environmental scanning will ensure that the District's policies remain aligned with the highest standards of responsible AI management and that the framework is updated proactively to address new challenges and opportunities.

6.3. Stakeholder Feedback

To ensure this framework remains practical and effective in its implementation, the AI Council will establish a formal mechanism to solicit and review feedback from AI tool users, department heads, and other stakeholders across the District. This feedback will be used to identify practical challenges, areas of confusion, and opportunities for improving the framework, its associated operational procedures, and the training programs that support them. This collaborative approach will help foster a shared culture of responsibility and continuous improvement in the District's use of AI.[1]

RCCD AI Framework for Administrative Operations

Christopher Blackmore

Associate Vice Chancellor, IT & Learning Systems

Norco College Academic Senate

Purpose and Intent

- Establish principles and governance for responsible AI adoption.

- Address both Generative and Agentic AI use in administrative functions.

- Ensure innovation aligns with ethics, compliance, and student support.

- Serve as a living document that evolves with technology and regulation.

Scope and Applicability

- Applies to all administrative departments and personnel.

- Covers AI used in HR, Finance, Student Services, IT, and Communications.

- Initial focus on administrative not academic uses of AI.

- High rigor required when AI connects to enterprise systems (ERP, SIS, Finance, CRM).

AI Categories: Generative vs. Agentic

- Generative AI: Produces content (text, images, code) in response to prompts.

- Agentic AI: Performs autonomous, multi-step tasks with limited human input.

- Agentic systems introduce higher operational risks and require stronger oversight.

Guiding Principles for Responsible AI

- Lawful, ethical, and compliant use.
- Privacy and security by design.
- Fairness and bias mitigation.
- Human oversight: Human in the Loop (HITL) or Human on the Loop (HOTL) required.
- Transparency, accountability, and explainability.

AI Governance Structure

- AI Council: Advisory body representing IT, HRER, Business, Legal, Risk, Student Services and Academic areas.

- Reviews and recommends AI use cases; maintains AI system inventory.

- Oversees updates to the RCCD AI Framework.

- Final approval rests with executive leadership.

Technical Governance and Oversight

- RCCD IT implements technical solution and orchestration.

- Prevent agentic sprawl via district-wide management.

- Identity and access control for AI agents (Zero Trust model).

- Secure APIs and ensure auditable agent activity.

AI Risk Classification (Condensed)

- Tier 1: Low Risk – Informational or productivity tools.
- Tier 2: Medium Risk – AI augments human work; requires HOTL oversight.
- Tier 3: High Risk – Agentic AI with sensitive data; HITL required.
- Tier 4: Prohibited – Fully autonomous decision-making without human review.

Framework Maintenance and Review

- Annual review by AI Council to ensure relevance and compliance.

- Continuous improvement based on new laws and standards (e.g., NIST, ISO/IEC, EU AI Act).

- Annual Stakeholder feedback integrated to refine practices.

Next Steps

- Circulate AI Framework through participatory governance.
- Establish AI Council
  - Development of Board Policy/Admin Procedure
- Develop AI Implementation Plan
- Engage with stakeholder groups

Questions?

Curriculum report to Norco senate 11/17/25

A new certificate - Global Studies was approve on 11/13.

Nothing else to report from curriculum.

School of Communication, Humanities, and Languages Committee Report

Committee Name: PG&SL
Meeting Date: 11/4/25
Faculty Reporting: Dr. Estrella Romero & Sara Nafzgar
Update:

I. AP6160(A) Revision Update

a. The committee reviewed AP6160A document changes, which were substantial.

b. AP6160(A) will be shared with local Academic Senates for review with a summary of changes.

c. Members will meet in November to discuss questions related to the AP6160(A) proposed revisions.

d. Adjustments may be needed before final approval.

II. Brown Act Compliance

a. The committee discussed compliance with the Brown Act including in-person meetings, quorum, and publicly accessible agendas.

b. The December 2nd meeting will be held in-person at the District Office.

c. The committee will discuss meeting time/location for PG&SL meetings in Spring 2026.

III. Faculty Course Approval Requests

a. The committee reviewed four professional growth plans submitted by faculty.

b. 2 requests were approved

c. 2 requests were denied