

**Institutional Strategic Planning Council**  
**February 20, 2019**  
**ST 107 (1:00-3:00pm)**  
**Minutes**

Members Present: Kris Anderson, Greg Aycock, Melissa Bader, Celia Brockenbrough, Monica Esparza, Daniel Landin, Ruth Leal, Sam Lee, Mark Lewis, Barbara Moore, Chris Poole, Bryan Reece, Jim Thomas

Members Absent: Peggy Campo, Leona Crawford, Mark DeAsis, Kevin Fleming, Tenisha James, Mitzi Sloniger, Kaneesha Tarrant

Guests: Colleen Molko, Jason Parks

Call to Order: 1:08pm

**Approval of Minutes:**

Approval of Minutes for November 30, 2018

MSC Lewis/Landin

Approved. Abstentions: 3

**I. Action Item:**

A. Improving Undergraduate STEM Education (Colleen Molko)

MSC Aycock/Moore

NSF program to court HSI CC to support pipeline from HS to CC. This will improve learning and teaching in STEM. Requests 2.5M in 5 years, no match required. This is a big grant proposal with many requirements; submission date is September 2019. Requesting approval to move forward with pursuing the grant.

Comments/Questions:

- The grant is focused on social science research on how to teach STEM.
- Can possibly be part of the new EDU classes?
- This will come back to ISPC with program design, budget items, and impact on facilities. The goal is to come back at the end of spring.
- It is for our institution to advance and support our STEM teaching and learning. Three focus areas: one or more, we will do more. Looking at pipeline, we already have dual enrollment with some STEM, want to strengthen that pipeline coming. Cross sector partnerships with a focus on industry, and advancing teaching and learning in STEM, which could and should involve equity. Partnership pieces can talk about Navy and the various partnerships.

**II. Committee Reports**

A. None

### **III. Information Items:**

A. Advancement Report

(Colleen Molko)

Colleen provided the committee with an update on the various grant awards received and grants the college is pursuing. Information sheets for the grants are attached to the minutes.

#### Comments/Questions:

None

B. Accreditation Quality Focus Essay

(Kris Anderson/Sam Lee)

#### Accreditation 2020: The Quality Focus Essay

“The Quality Focus Essay is the component of the ISER which provides the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.”

(from the ACCJC Guide)

Kris Anderson provided a handout with suggestions on potential projects for ISPC to consider including in the QFE. The college is not evaluated on the QFE however we are expected to have one and the QFE reports out progress in the mid-term report.

#### Comments/Questions:

- Ex. 1 is something we have in progress, suggested reviewing the crosswalk\*  
\*Melissa Bader will share with ISPC.
- What are the implications for future accreditation? We do need to report out on our progress in the mid-term report, if we are not making progress it will not look good, but it is not something we are evaluated on by the visiting team. This is separate from the standards.
- What is the definition of an essay? Is the purpose to clarify something backing off or focusing in, like an analysis? This is more of a plan or project; two big areas we see as an area to improve institutionally.

The two suggestions from ISPC are:

- Guided Pathways needs to be one of them, specifically what GP means for our institution. Implementing success teams, caseload management.
- Implement professional development plan, access and equity plans.

Kris Anderson and Melissa Bader will work with Quinton Bemiller to create a draft for ISPC review at a future meeting.

C. 2030 Educational Master Plan (Bryan Reece)

Dr. Reece presented an overview of the Ed Master Plan, highlighting the plans we are currently working on, deliberation process past and present, strategic priorities, and the special mission of community colleges. He reviewed the college goals, access, completion, equity, professional development, regional development; build out programs, workplace, facilities, operations, and resources.  
(Student, Region, College Transformation)

Dr. Reece walked the committee through the data projections for NC to become a comprehensive college by 2030.

Comments/Questions:

- Where does the access road come in? A second access road is the first priority.
- Are there gaps in what we offer that we need fill in order to become a comprehensive college? Full buildout of programs for students who intent to transfer and CTE programs need to fill the region needs.
- Current population demographics may not come in with college age children; do you have a projected rate of time when those children will be college age? The School Districts have this data. We do not see a big balloon in one age group vs. another, Greg to look into the data.
- Labs, GE, online classes are full. Science students have to drive to RCC and MVC in order to get the classes they need.

Please follow the link below to read the plan and share your comments.

[https://studentrcc.sharepoint.com/:w:/s/EducationMasterPlanNC/EeUSjUVaj-xPnAsO\\_5y3MVABcdczNN-O21FD0z0\\_PDn\\_GQ?e=uJZOuw](https://studentrcc.sharepoint.com/:w:/s/EducationMasterPlanNC/EeUSjUVaj-xPnAsO_5y3MVABcdczNN-O21FD0z0_PDn_GQ?e=uJZOuw)

D. Planning and Governance Manual (Bryan Reece)

Dr. Reece reviewed the challenges and recommended changes for the planning and governance councils. In order to address the concerns that work the committees are doing is not lost a crosswalk of the committee changes was suggested. The manual outlines identifying the charge, membership, and how leaders are elected for our shared governance councils. It aims to establish clear processes to identify how decisions are made, hiring and purchasing prioritization including a dynamic process for when soft funding expires

Comments/Questions:

- We can include community in the councils if we want to.
- This is a great bunch of work to start with. It is a top down analysis of where the gaps are and is a more streamlined process. Thanks for bringing to this council in a participatory way. It is a good start to put this against what we are currently doing and improve it.

- Would the possibility of a North Corona Campus be part of regional development council? Yes.
- Safety committee OSHA would that be facilities? Yes.
- Mapping and context of each one, student input on safety stuff, good input site. Will make available to ISPC.
- Total support for this approach, it is a long time coming. Amazing start.
- As part of the College Transformation Council or perhaps the Workplace Culture Committee, a suggestion was made to explore the idea of an Ethics Committee. One that helps define what we stand for as a college. If an ethical issue arises, it could be directed to the Ethics Committee to help eliminate barriers that are holding up the work of the councils. This is a great idea from an accreditation standpoint. There is a portion to address about academic integrity. Mission, Vision, and Values may also be lumped into this. We would need to figure out the decision-making authority and weight of this committee.

#### **IV. Good of the order**

Meeting adjourned 3:06pm

Next meeting March 6, 2019

Minutes respectfully submitted by Denise Terrazas

**NORCO COLLEGE GRANTS COMMITTEE**

**GRANT PROPOSAL INFORMATION FORM**

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Colleen Molko (Dr. Jason Parks)
Email Address	colleen.molko@norcollege.edu
Phone Number	951-739-7808
Department	Strategic Development
Proposal Name/ Title	Improving Undergraduate Education for HSIs
Please provide a brief description or an abstract of this proposal.	The Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program) seeks to enhance the quality of undergraduate STEM education at HSIs and to increase retention and graduation rates of undergraduate students pursuing degrees in science, technology, engineering, and mathematics (STEM) at HSIs
Funding Agency/ Source	National Science Foundation
Annual Funding	\$500,000
Total Funding	\$2.5M for up to 5 years
Grant Duration (start and end dates)	7/1/19 – 6/30/24
Proposal Due Date	March 6, 2019 or September 18, 2019
List grant Objectives	Not yet determined
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	Projects supported by the HSI Program are expected to be evidence-based as well as generate new knowledge about how to enhance undergraduate STEM education to increase retention and graduation rates of undergraduate students pursuing degrees in STEM fields at HSIs. The HSI Program is interested in the successful advancement of undergraduates at HSIs through critical transitions, including the transition from lower-division to upper-division coursework. The HSI Program also encourages projects that develop mutually beneficial cross-sector partnerships (e.g., industry-academic partnerships) that enhance STEM teaching and learning, and workforce development. Projects may also develop teaching and learning strategies and models in STEM. As a key component of NSF's Improving Undergraduate STEM Education (IUSE) initiative, the HSI Program will support activities that improve STEM learning and learning environments, broaden participation in STEM, build institutional capacity for STEM learning, and/or develop the professional STEM workforce of tomorrow.
What are the short-term, and/or long-term requirements/obligations for the	See above

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college if this proposal is funded?	
List titles of personnel needed to implement the grant and note if the positions are new or existing.	Unknown at this time
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	Unknown at this time
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	Unknown at this time
List college and/or district strategic Initiatives that this proposal addresses.	Guided Pathways (in STEM), Equity, possibly Dual Enrollment
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	Norco College students interested in or pursuing a STEM pathway.
Does this grant require community or industry partners? If yes, list partner(s).	K-12 partners if program developed pertains to Dual Enrollment
Is there a dollar match requirement? If yes, provide details.	No match is allowed
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	If necessary, approval will be obtained
What information is needed from Institutional Research and Effectiveness to complete the proposal?	N/A
If approved, who will develop the proposal?	Colleen Molko and/or a grant consultant.
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	If a consultant is utilized, the Strategic Development Office will use its funding to pay for it.

**COMMITTEE APPROVAL**

## NORCO COLLEGE GRANTS COMMITTEE

### GRANT PROPOSAL INFORMATION FORM

GRANT PROPOSAL INFORMATION	
Proposal initiator	Dr. Jessica Cobb
Email address	<a href="mailto:Jessica.Cobb@norcollege.edu">Jessica.Cobb@norcollege.edu</a>
Phone number	951-372-7124
Department	Academic Affairs
Proposal name/ title	Currently and Formerly Incarcerated Students Reentry Program
Please provide a brief description or an abstract of the proposal.	The proposal will seek funding to improve and expand the existing program for incarcerated students at California Rehabilitation Center, with an emphasis on degree completion and post-degree pathways to four-year transfer or career opportunities both inside and outside the prison setting.
Funding agency	California Community Colleges Chancellor's Office, Division of Educational Services
Annual funding	N/A
Total funding	\$100,000 for 2.5 years
Grant duration (start and end dates)	July 1, 2019 – December 31, 2021
Proposal due date	January 31, 2019
List grant objectives	<b>Objective:</b> To provide services to currently and formerly incarcerated students that will prepare this underrepresented population for success upon reentry. The services will take the four pillars of guided pathways as their foundation and will provide students with guided self-determination, job skills, certificates/degrees, and/or the ability to transfer to a four-year university.
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	Programs receiving funding are required to recognize and respond to the specific needs of current and/or formerly incarcerated students in each of the following areas: <ul style="list-style-type: none"> <li>- Staff professional development</li> <li>- Transitional materials, services, outreach</li> <li>- Academic counseling that provides clear pathways</li> <li>- Academic tutoring</li> <li>- Peer-to-peer support and mentoring</li> <li>- Financial aid information and assistance</li> <li>- Career counseling and placement assistance</li> <li>- Referral to on- and off-campus resources</li> </ul>
What are the short-term, and/or long-term requirements/obligations for the college if the proposal is funded?	Data reporting, including expenditure data and student descriptive statistics. Program information reporting, including FTEs and student performance timelines. Performance measurements, including professional

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development hours, recruitment and selection of staff, number of students enrolled, student services used, academic achievement levels and progress, and evidence of adequate progress.	development hours, recruitment and selection of staff, number of students enrolled, student services used, academic achievement levels and progress, and evidence of adequate progress.
List titles of personnel needed to implement the grant and note if the positions are new or existing.	The grant will be implemented by the existing Next Phase Program Director.
Will it be necessary to reassign existing faculty/staff to implement the grant? If yes, have you obtained approvals?	If awarded, this grant would pay a portion of the current Next Phase Director's salary.
Describe how many workstations, office space, and/or facilities will be needed to implement the grant?	The grant activities will be conducted from the existing office space of the Next Phase Director.
List college and/or district strategic Initiatives that the proposal addresses.	Goal 1: 1.1, 1.2, & 1.3 Goal 2: 2.3 Goal 3: 3.1 & 3.2 Goal 4: 4.1
Describe who will benefit from the grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	All men in custody at CRC who are eligible for face-to-face college courses based on their high school completion/equivalency and positive behavioral record (400+ current or potential students).
Does the grant require community or industry partners? If yes, list partner(s).	The grant does not specifically require any partners, but the grant will fund work in partnership with the CRC. In addition, Norco College will continue to partner with Pitzer College to serve these students and will utilize partnerships with community re-entry organizations such as Starting Over, Inc. and Project Rebound to coordinate college education with re-entry pathways.
Is there a dollar match requirement? If yes, provide details.	There was a \$50,000 match requirement. We used a portion of salary costs of faculty already teaching in the program as match.
Have you received approval from academic departments and/or student services departments that may be affected by the grant? (Note: new curriculum and/or programs require prior approval from respective disciplines).	N/A
What information is needed from Institutional Research and Effectiveness to complete the proposal?	Dr. Parks provided the instructional data we needed to complete the grant.
If approved, who will develop the proposal?	Colleen Molko and Dr. Jessica Cobb

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Will it be necessary to hire grant consultants to prepare the proposal? If yes, provide a cost estimate.	Strategic Development utilized a consultant and paid for it using their funding.
<b>GRANTS COMMITTEE APPROVAL</b>	
	Co-Chair: _____ Co-Chair: _____ Date _____
<b>ISPC APPROVAL</b>	
	Tri-Chair _____ Tri-Chair _____ Tri-Chair _____ Date _____
<b>EXECUTIVE CABINET APPROVAL</b>	
	_____ College President Date _____

**NORCO COLLEGE GRANTS COMMITTEE**

**GRANT PROPOSAL INFORMATION FORM**

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Dr. Maureen Sinclair
Email Address	maureen.sinclair@norcollege.edu
Phone Number	951-739-7746
Department	Student Services
Proposal Name/ Title	California CCAP STEM Pathways Academy Grant
Please provide a brief description or an abstract of this proposal.	CCAP Partnerships offer dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness in the technology, manufacturing and healthcare sectors.
Funding Agency/ Source	State Chancellor's Office
Annual Funding	Not specified
Total Funding	\$1,428,571
Grant Duration (start and end dates)	April 1, 2019 – December 31, 2023 (4 years, 9 mos)
Proposal Due Date	January 25, 2019
List grant Objectives	<ol style="list-style-type: none"> <li>1. Offer a rigorous, relevant and cost-free education in grades 9 to 14 focused on the knowledge and skills students need for Science, Technology, Engineering and Math (STEM) careers;</li> <li>2. Incorporate workplace learning that includes ongoing mentoring by industry professionals in the chosen career sector, worksite visits, speakers and internships;</li> <li>3. Provide intensive, individualized academic support by both K-12 and college faculty within an extended academic year or school day that enables students to progress through the program at their own pace;</li> <li>4. Offer students an opportunity to earn an associate of science degree, or an associate degree for transfer in a STEM field; and,</li> <li>5. Make a commitment to students who complete the program to be first in line for a job with the participating business partners following completion of the program.</li> </ol>
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development,	Higher Education: Essential responsibilities of higher education partners include:

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<p>activities, etc.)</p> <p>1. Identifying appropriate college courses to include in the program's scope and sequence, ensuring that students can earn an associate degree within six years of beginning the program;</p> <p>2. Identifying appropriate coursework and experiences to introduce students to college course work beginning no later than the 10<sup>th</sup> grade;</p> <p>3. Working with the high school to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two (and ensuring the appropriate college-level rigor of courses taught by adjunct faculty);</p> <p>4. Collaborating with high school faculty to ensure that course content will prepare students for college work;</p> <p>5. Collaborating with high school faculty to develop innovative approaches for early diagnosis and interventions for students who require additional academic assistance;</p> <p>6. Collaborating with business/employer partner(s) to align college coursework with relevant technical skills and workplace competencies, as defined by industry;</p> <p>7. Maintaining student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students;</p> <p>8. Committing to maximize available funding streams (in addition to the grant appropriation); and,</p> <p>9. Providing dedicated staff to work on the initiative, including a College Liaison who has the authority to coordinate with</p>	<ol style="list-style-type: none"><li>1. Forming a strong partnership, documented in a formal agreement, with the K-12 and business/employer partners and any other community partners;</li><li>2. Identifying appropriate college courses to include in the program's scope and sequence, ensuring that students can earn an associate degree within six years of beginning the program;</li><li>3. Identifying appropriate coursework and experiences to introduce students to college course work beginning no later than the 10<sup>th</sup> grade;</li><li>4. Working with the high school to determine which courses will be taught by college faculty, which by high school teachers with adjunct status, and which by a combination of the two (and ensuring the appropriate college-level rigor of courses taught by adjunct faculty);</li><li>5. Collaborating with high school faculty to ensure that course content will prepare students for college work;</li><li>6. Collaborating with high school faculty to develop innovative approaches for early diagnosis and interventions for students who require additional academic assistance;</li><li>7. Collaborating with business/employer partner(s) to align college coursework with relevant technical skills and workplace competencies, as defined by industry;</li><li>8. Maintaining student advisory resources and credit transfer policies that protect the pathway to degree completion for participating students;</li><li>9. Committing to maximize available funding streams (in addition to the grant appropriation); and,</li><li>10. Providing dedicated staff to work on the initiative, including a College Liaison who has the authority to coordinate with</li></ol>
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on the college/university behalf.	the school on the college/university partner's behalf.
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	It is the expectation that selected districts/colleges will sustain services and referral process during and beyond the grant period. The application must demonstrate how the college will sustain the program at the same or higher level after grant funds have expired at the end of the implementation period.
List titles of personnel needed to implement the grant and note if the positions are new or existing.	Project Director @ 50% Educational Advisor @ 50% Grants Administrative Specialist @ 50%
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	If awarded, this grant would support current staff, who would otherwise be unemployed when the CCPT grant ends.
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	No impact to facilities as staff already have workstations
List college and/or district strategic Initiatives that this proposal addresses.	Dual Enrollment
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	High school students
Does this grant require community or industry partners? If yes, list partner(s).	Yes, employers in the technology, manufacturing and/or healthcare sectors.
Is there a dollar match requirement? If yes, provide details.	A 4% match is required. We utilized unrecovered indirect and partial salary costs of faculty teaching in the dual enrollment program as match.
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	No. This funding supports our short and long term plans for Norco College's Dual Enrollment program, which already has widespread support.
What information is needed from Institutional Research and Effectiveness	N/A

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to complete the proposal?	
If approved, who will develop the proposal?	Maureen Sinclair and Colleen Molko
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	No
COMMITTEE APPROVAL	
<i>Date:</i>	
<i>Approvals:</i>	Co-Chair:  Co-Chair:
ISPC APPROVAL	
<i>Date:</i>	
<i>Approvals:</i>	Tri-Chair:  Tri-Chair:  Tri-Chair:

**NORCO COLLEGE GRANTS COMMITTEE**

**GRANT PROPOSAL INFORMATION FORM**

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Dr. Jessica Cobb
Email Address	<a href="mailto:Jessica.cobb@norcocollege.edu">Jessica.cobb@norcocollege.edu</a>
Phone Number	372-7124
Department	Academic Affairs
Proposal Name/ Title	RCCD Foundation Century Circle Priority Area Focus Grant
Please provide a brief description or an abstract of this proposal.	Supports the launch of a student organization to support students who have been impacted by their own incarceration or the incarceration of a loved one.
Funding Agency/ Source	RCCD Foundation
Annual Funding	N/A
Total Funding	\$4,999
Grant Duration (start and end dates)	1/1/19 – 12/31/19
Proposal Due Date	N/A
List grant Objectives	Support for and establishment of Liberated Scholars Student organization
List grant activities and/or requirements by the funding agency. (i.e. services to be provided, curriculum development, activities, etc.)	<ul style="list-style-type: none"> <li>• Student recruitment activities</li> <li>• Training and leadership development</li> <li>• Student mentors</li> </ul>
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	Establishment of Liberated Scholars student organization
List titles of personnel needed to implement the grant and note if the positions are new or existing.	Director, Next Phase
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	No.
Describe how many workstations, office space, and/or facilities will be needed to implement this grant?	No new workstations or office space.
List college and/or district strategic initiatives that this proposal addresses.	Next Phase/Prison Education
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high	Students who have been impacted by their own incarceration or the incarceration of a loved one

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school students, other)		
Does this grant require community or industry partners? If yes, list partner(s).	No	
Is there a dollar match requirement? If yes, provide details.	No	
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	No	
What information is needed from Institutional Research and Effectiveness to complete the proposal?	N/A	
If approved, who will develop the proposal?	N/A	
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	N/A	
<b>COMMITTEE APPROVAL</b>		
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<i>Approvals:</i>		Co-Chair:
		Co-Chair:
<b>ISPC APPROVAL</b>		
<i>Date:</i>		
<i>Approvals:</i>		Tri-Chair:
		Tri-Chair:
		Tri-Chair:

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**GRANT PROPOSAL INFORMATION FORM**

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Justin Czerniak
Email Address	<a href="mailto:Justin.czerniak@norcocollege.edu">Justin.czerniak@norcocollege.edu</a>
Phone Number	951-738-7798
Department	Safety and Emergency Preparedness (Business Services)
Proposal Name/Title (SHSP)	FY19 State Homeland Security Program (SHSP)
Please provide a brief description or an abstract of this proposal. For the purposes of the greatest risk to the security and resilience of the United States, and the greatest risks along the Nation's borders; <u>dedicated investments must have a terrorism-nexus.</u>	SHSP grant is to prevent, respond to, recover from acts of terrorism and to prepare the Nation for the threats and hazards that pose the greatest risk to the security and resilience of the United States, and the greatest risks along the Nation's borders; therefore, <b><u>SHSP funded investments must have a terrorism-nexus.</u></b>
Norco College / RCCD is a Special District and is combined total of 3 projects in Law, Fire, and Emergency Management. We are working with the County can submit up to 9 projects.	Norco College / RCCD is a Special District and is allowed to submit a combined total of 3 projects in any combination for Law, Fire, and Emergency Management. We are working with the County can submit up to 9 projects.
Funding Agency/ Source	Cal OES – DHS/FEMA
Annual Funding	
Total Funding (asking for a total of 3 projects)	No predetermined limits we are asking for a total of \$680,446 spread over 3 projects
Grant Duration (start and end dates) within 8 months of the award include the milestone dates	The grant is for PY2019 - Equipment purchases must be completed within 8 months of the award. The award letter will include the milestone dates and amounts.
Proposal Due Date	<b>October 25, 2017</b>
List grant Objectives	Critical infrastructure protection
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development activities, etc.) (for State Only)	The State's priorities are as follows: <ul style="list-style-type: none"> <li>• Strengthen the Capabilities of the State Threat Detection System (for Fusion Centers Only)</li> <li>• Protect Critical Infrastructure and Key Resources</li> <li>• Enhance Cybersecurity</li> <li>• Strengthen Communications Capabilities through Governance, Technology and Equipment</li> <li>• Improve Medical and Health Capabilities</li> <li>• Prevent Violent Extremism through Multi-Jurisdictional Collaboration and Coordination</li> <li>• Enhance Community Resilience, including volunteers and community based organizational programs</li> <li>• Strengthen Information Sharing and Collaboration</li> </ul>

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<p>Multi-Jurisdictional/Inter-Jurisdictional Incident Planning, Response &amp; Recovery Capabilities</p>	<ul style="list-style-type: none"> <li>Enhance Multi-Jurisdictional/Inter-Jurisdictional All Hazards Incident Planning, Response &amp; Recovery Capabilities</li> <li>Homeland Security Exercise, Evaluation and Training Programs</li> </ul>
<p>What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?</p> <p>Goal 1 "Increase Student Achievement and Success"</p> <p>Goal 2 "Improve the Quality of Student Life"</p> <p>Goal 4 "Create Effective Community Partnerships"</p> <p>Goal 6 "Demonstrate Effective Planning Processes"</p> <p>Goal 7: Strengthen our Commitment to our Employees</p>	<p>Norco College strategic Goals that could be addressed by this grant:</p> <p>Goal 1 "Increase Student Achievement and Success" and, Goal 2 "Improve the Quality of Student Life" by providing a safer campus for our students enabling them to be less stressed and perform better.</p> <p>Goal 4 "Create Effective Community Partnerships" by working in partnership with local law enforcement and the state to provide a safer more prepared college in the event of an emergency.</p> <p>Goal 6 "Demonstrate Effective Planning Processes" by providing additional safety and emergency preparedness planning goals for the facilities master plan and promoting a culture of safety at the college with the thought that talks about security and safety will allow students and parents to feel safer and boost enrollment vs other local college options.</p> <p>Goal 7: Strengthen our Commitment to our Employees providing a safer and better prepared campus.</p>
<p>List titles of personnel needed to implement the grant and note if the positions are new or existing.</p>	<p>Everyone that attends and works at Norco College.</p>
<p>Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?</p>	<p>District grant staff to help with paperwork</p>
<p>Describe how many workstations, office space, and/or facilities will be needed to implement this grant?</p>	<p>Undetermined no evidence of match at this time</p>
<p>List college and/or district strategic initiatives that this proposal addresses.</p>	<p>Undetermined no evidence of other approvals at this time</p>
<p>Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)</p>	<p>Information on Norco college population and programs (FTES, FTE and information on outreach programs. Including any historical artifact preservation on site)</p>
<p>Does this grant require community or</p>	<p>N/A</p>

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industry partners? If yes, list partner(s).	
Is there a dollar match requirement? If yes, provide details.	Undetermined no anticipated need for additional staff
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	N/A
What information is needed from Institutional Research and Effectiveness to complete the proposal?	N/A
If approved, who will develop the proposal?	N/A
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	N/A

**COMMITTEE APPROVAL**

<i>Date:</i>		
<i>Approvals:</i>		Co-Chair:  Co-Chair:

**ISPC APPROVAL**

<i>Date:</i>		
<i>Approvals:</i>		Tri-Chair:  Tri-Chair:  Tri-Chair:

## NORCO COLLEGE GRANTS COMMITTEE

### GRANT PROPOSAL INFORMATION FORM

GRANT PROPOSAL INFORMATION	
Proposal Initiator	Charles Henkels
Email Address	<a href="mailto:Charles.henkels@norcocollege.edu">Charles.henkels@norcocollege.edu</a>
Phone Number	(951) 372-7208
Department	Strategic Development
Proposal Name/ Title	Workforce Accelerator Fund Innovation Impact Project (ECE Apprenticeship)
Please provide a brief description or an abstract of this proposal.	This grant provides planning funding for launching a collaborative apprenticeship pathway in the field of Early Childhood Education. Currently, there is no ECE apprenticeship pathway available to students in the Inland Empire. This grant provides the region with funding to work with a consultant who had developed ECE apprenticeships in other parts of the state.
Funding Agency/ Source	CA Workforce Development Board
Annual Funding	
Total Funding	\$200,000 (approximately \$40k to Norco College)
Grant Duration (start and end dates)	January 2019-June 2020
Proposal Due Date	December 10, 2018
List grant Objectives	<ol style="list-style-type: none"> <li>1) Develop employer relationship with Head Start programs in the Inland Empire</li> <li>2) Establish multi-institutional pathways in ECE Apprenticeships</li> <li>3) Launch ECE apprenticeships in Fall 2020</li> </ol>
List grant activities and/or requirements by the funding agency (i.e. services to be provided, curriculum development, activities, etc.)	This is a mostly a planning and development grant and the primary focus will be on establishing a framework for the program to launch in Fall 2020. ECE faculty and administrators will work together with the Project Advisor throughout the performance period of the grant with the goal of starting ECE apprenticeships at the end.
What are the short-term, and/or long-term requirements/obligations for the college if this proposal is funded?	This grant, like many of the apprenticeship grants, works to broaden access to apprenticeship style learning (earn and learn) across different sectors.
List titles of personnel needed to implement the grant and note if the positions are new or existing.	Apprenticeship Director (Existing) ECE Faculty (Dr. Burnett) Grants Administrative Assistant(Existing)
Will it be necessary to reassign existing faculty/staff to implement this grant? If yes, have you obtained approvals?	No.
Describe how many workstations, office	2-3 (None additional)

## NORCO COLLEGE GRANTS COMMITTEE

### GRANT PROPOSAL INFORMATION FORM

space, and/or facilities will be needed to implementation this grant?	
List college and/or district strategic Initiatives that this proposal addresses.	<p>Goal 1 – Increase Student Achievement and Success</p> <ul style="list-style-type: none"> <li>•89% of apprentices are employed after completing their programs.</li> <li>•On average, apprentices will earn \$300k more than other workers over their careers.</li> </ul> <p>Goal 3 – Increase Student Access</p> <ul style="list-style-type: none"> <li>•Incumbent worker training provides the college an opportunity to meet students where they are without disrupting their means of livelihood.</li> </ul> <p><input checked="" type="checkbox"/> Goal 4 – Create Effective Community Partnerships</p> <ul style="list-style-type: none"> <li>•Apprenticeships are direct partnerships with employers and community based organizations focused on workforce development.</li> </ul>
Who will benefit from this grant if funded and how? (College students, faculty, staff, administrators, high school students, other)	College and High School students will benefit from increased earn & learn opportunities
Does this grant require community or industry partners? If yes, list partner(s).	None required to start, but the activities will include securing industry partnerships and other stakeholders in workforce development.
Is there a dollar match requirement? If yes, provide details.	There is an in-kind match requirement.
Is it necessary to seek approval from academic/student services departments to implement the proposed activities? If yes, have you obtained the necessary approvals?	No.
What information is needed from Institutional Research and Effectiveness to complete the proposal?	None.
If approved, who will develop the proposal?	Charles Henkels
Will it be necessary to hire grant consultants to prepare this proposal? If yes, provide a cost estimate.	Yes, \$4k and will be paid by the Strategic Development unit.
<b>COMMITTEE APPROVAL</b>	
<i>Date:</i>	
<i>Approvals:</i>	Co-Chair:

*First Draft (020719)*

**Planning and Governance Manual**

A Big Us Plan for Norco College

**Commented [RB1]:** Greg Aycock

With some of this document inspired/lifted from the Saddleback document, please make sure we reference this somewhere in the document. We don't want to get accused of plagiarism.

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## Chapter 1: Introduction

### Overview of Purpose

The purpose of this manual is to provide an overview of the college's planning and decision-making processes. This document defines the roles and responsibilities of employees collaborating in efforts within participatory governance, the types of teams engaging in the planning and governance processes, and the college's planning processes.

*CollegeVision*

[Add]

*CollegeMission*

[Add]

*College Values*

[Add]

### Decision-Making Philosophy

We, the students, faculty, staff, and management at Norco College, are instrumental in providing an environment in which students can successfully achieve their educational goals, and in which employees can maximize their performance. Norco College embraces the core values of commitment, access, mutual respect, collegiality, inclusiveness equity, success, partnership, innovation, academic freedom, sustainability, inclusiveness, and global awareness. Norco College defines the ethical person as one who is consistently fair, honest, straightforward, trustworthy, objective, and unprejudiced. At Norco College, the ethical person models civility and concern for others, and is conspicuously unflinching in the exercise of integrity to sustain the credibility that is the expectation of public servants and scholars.

In enacting the college's core commitments, members of the Norco College community shall treat others with civility and respect, recognizing that disagreement and informed debate are pervasive in an academic setting. They shall not seek to abridge for any purpose the freedoms of employees, students, or the public, nor support retaliatory behavior for any reason.

The following statements are intended as principles for ethical behavior at Norco College:

- Provide and protect access to the educational resources of Norco College.
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Protect human dignity and freedom of expression in the academic and working environment, and assure that all are respected as individuals.
- Facilitate a climate of collegiality, independent decision-making, and the right to dissent.
- Encourage open dialogue and positive contributions to Norco College by inviting all constituencies to participate in the governance process.
- Use care and integrity in managing confidential information, fulfilling commitments, and sharing credit for

**Commented [RB2]:** Greg Aycok  
Replace these with the new Mission, Vision, and Values content

**First Draft (020719)**

accomplishments.

- Provide accurate, objective, and clear information so that decisions are made that are in the best interests of students, employees, Norco College, and the public.
- Foster openness and courtesy by encouraging and maintaining communication consistent with Norco College's organizational and administrative protocols.
- Abide by established college and district policies and procedures and act within applicable laws, codes, and regulations.

While these ethical principles apply to all members of the academic community, this document is not meant to be a comprehensive list of the ethical responsibilities of each member. Recognizing the different roles of members and the different levels of authority that come with them, we thus affirm that employees and students are expected to abide by the Institutional Code of Professional Ethics (BP 3050).

**Overview of Planning and Governance Structure**

We basically do our planning and governance through three processes [write text]

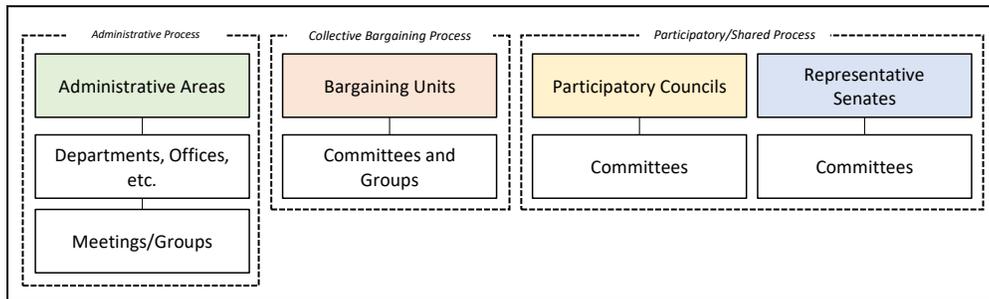
To move the Big Us Plans forward, we need to review our decision-making processes.

- Eliminate duplicate groups/deliberations
- Move operational discussions under administrative areas whenever possible
- Organize committees/groups around Big Us goals and objectives
- Ensure broad inclusion
- Document processes in new governance manual

**Commented [CP3]:** Do the order of these imply the order of importance? I would think so... even though they are not numbered I would place the most salient on top. Protect human dignity and freedom of expression first, for example. Keep district policies more towards the bottom :)

**Commented [AG4]:** Greg Aycock  
Replace these with the new Mission, Vision, and Values content

**Commented [RB5]:** Greg Aycock  
Rewrite this narrative



## Chapter 2: Administrative Processes for Planning and Governance

Most of our planning and governance related work takes place in administrative areas. we do (especially the operational planning we do, i[write text. This is NOT an org chart. Rather this is showing the committees, groups, organizations that are ]

- Most of the college work is done in administrative areas
- Meetings are generally run by managers
- Meetings have defined attendees and are not open to the general campus
- Agendas organize meetings but minutes are not published
- Brown Act does not apply to these meetings

Commented [RB6]: Greg Aycock  
Write this lead in narrative

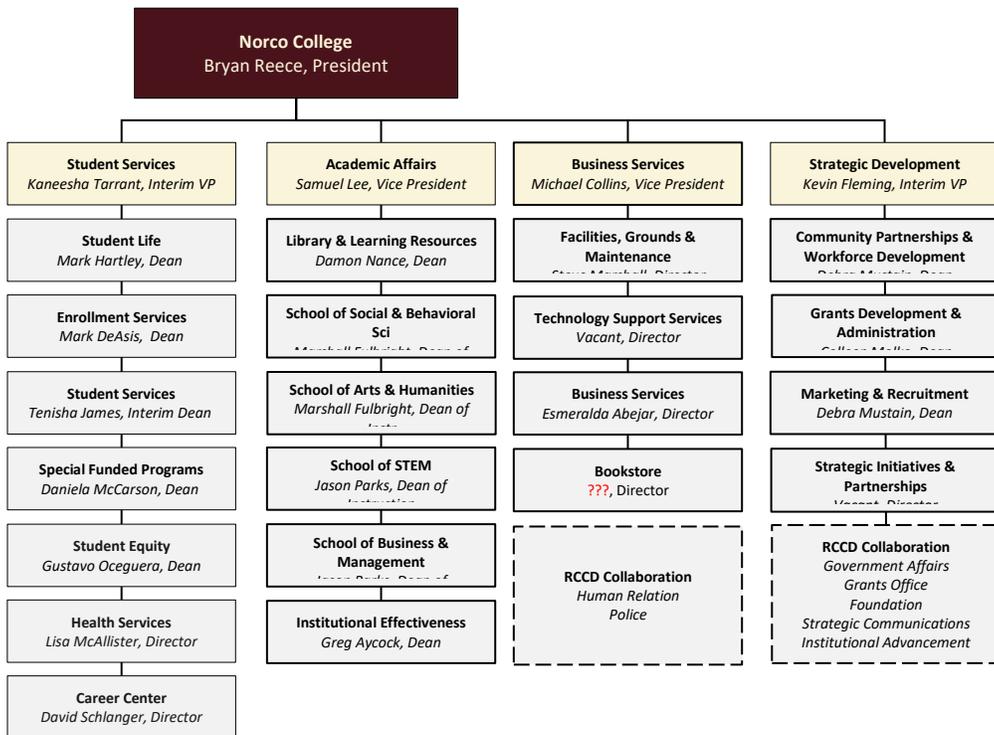
### College Organization Chart

[write text]

In 2018, Norco College completed an institutional reorganization. There were two basic goals driving the need for a reorg.

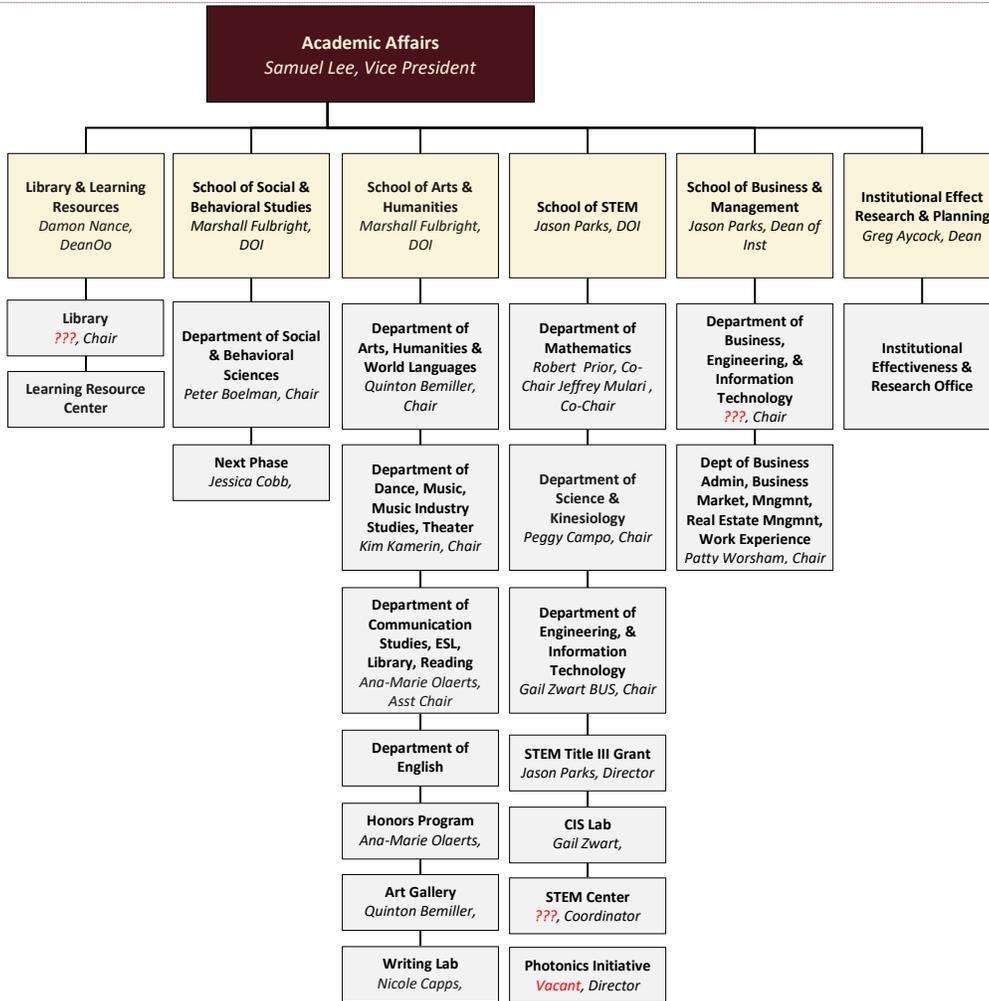
Commented [RB7]: Greg Aycock  
Write the narrative.

Commented [CP8]: What do you consider Dr Reece were the TWO basic goals driving the need for a reorganization? I can maybe come up with a few more than 2...



**Academic Affairs Organization Chart**

[write text]



**Commented [RB9]: Greg Aycock**  
Write this narrative. Probably a sentence or two.

**Commented [CP10]:** I have several comments regarding the actual organization of the Academic Affairs organization chart, but I am not permitted to make individual comments on the chart itself...

First: LRC-Although historically at NC the LRC has been housed under AA, is this the best and what is done at all other colleges? Would it not be best for students that it go under SS? I think it is an essential component of GP, together with counseling, career assessment, etc. Look at the 4 pillars, they all should be together, no?

Second: Why is Next Phase program/partnership left in AA? I understand Marshall's involvement in it, but we need to look at things structurally and not in function of people... I am not sure how to organize academic programs that rely heavily on services, like honros, Umoja, Puente, etc but shouldn't they all be housed together?? We need to talk about this more, like for example which classes/courses are chosen to teach as dual enrollment? This really does not have an established shared governance process right now and we need one. How do we decide which programs to create, who manages them, where to they get housed? All this is so in limbo! IRight now, if the programs don't have people like a Charles or Jessica or Maureen, they die, and that is no way to run a college...

Third: Why is PD in Student Services? Isn't that clearly an academic matter?? It clearly is a 10+1... I'll stop here for now.

**Student Services Organization Chart**

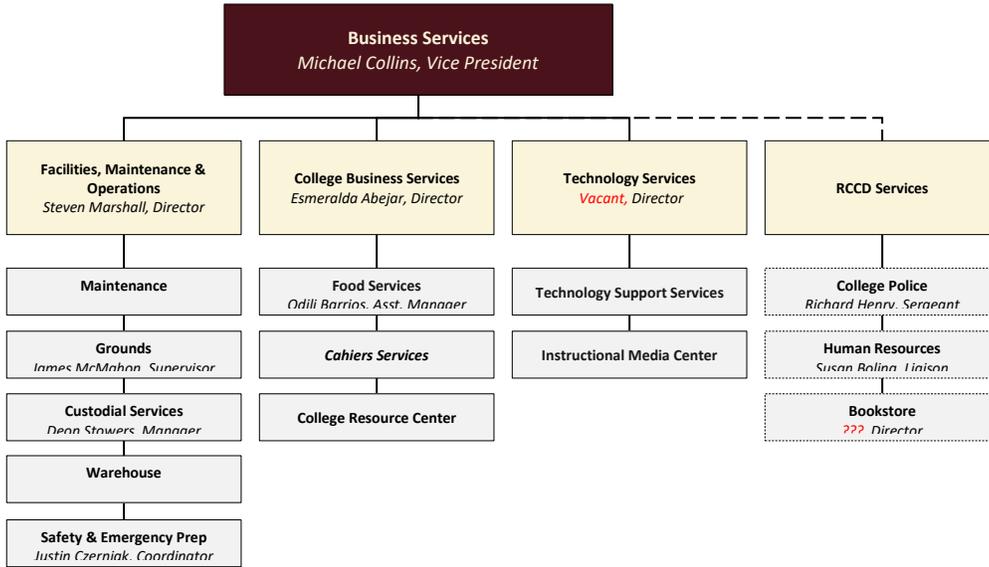
[write text]

**Commented [RB11]: Greg Aycock**  
Write this narrative. Probably a sentence or two.

**Business Services Organization Chart**

[write text]

Commented [RB12]: Greg Aycock  
Write this narrative. Probably a sentence or two.

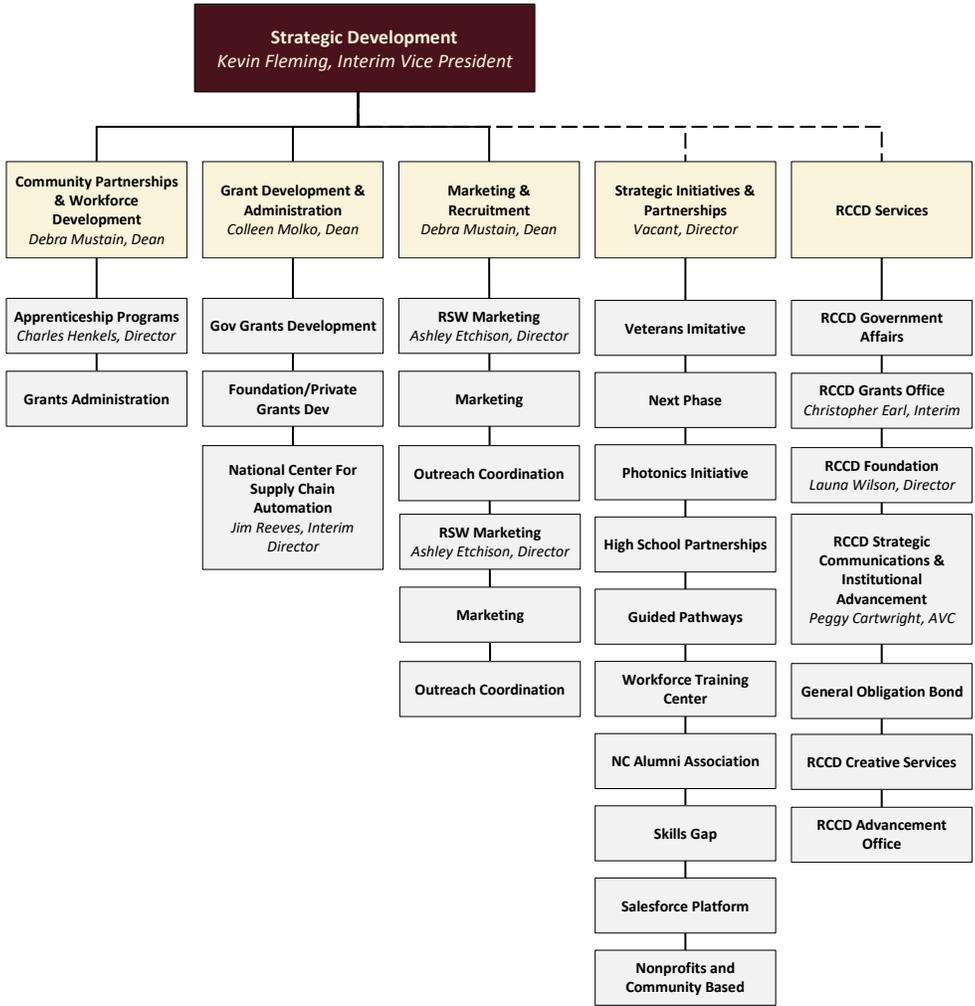


**Strategic Development Organization Chart**

[write text. Strategic Development—We needed to create a strategic development office to generate the additional resources the college will need to be successful. We currently do not have enough people or space to offer the quantity and quality of services/programs our service area deserves. To address this need, the college developed the area of Strategic Development, assigning this area the responsibility to coordinate marketing, recruitment & outreach, grants development, strategic initiatives, communications & media relations, workforce development, fundraising, community partnerships, and more.]

Commented [RB13]: Greg Aycock  
Write this narrative.

Commented [RB14]: Greg Aycock  
Write this narrative. Probably a sentence or two.



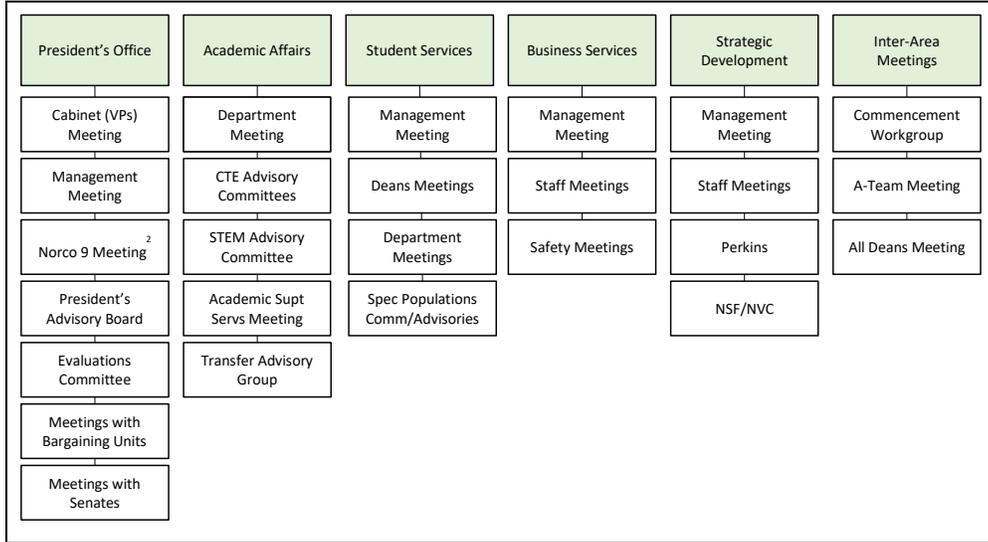
**Administrative Area Committees and Groups**

[write text]

Commented [RB15]: Greg Aycock  
Write this narrative. Probably a sentence or two.

Commented [CP16]: \$0.02 worth: I do believe there should be a distinction between the "decision making" or "strongly recommending making" groups and the strictly informational/organizational meetings

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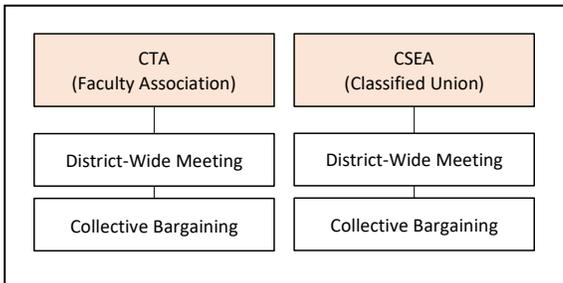


### Chapter 3: Collecting Bargaining Processes for Planning and Governance

[write text]

- Bargaining units contribute to decision-making by representing constituents on matters related to salary, benefits and working conditions
- Meetings are run by elected constituent leaders
- Units represent all members who pay union dues
- Meetings are not open to the general campus
- Agendas and minutes are not required to be published
- The Brown Act does not apply to bargaining units

Commented [RB17]: Greg Aycock  
Write this paragraph



**Chapter 4: Participatory/Shared Processes for Planning and Governance**

[write text]

**Commented [RB18]:** Greg Aycock  
Write lead in paragraph

**Participatory Councils**

[Comments and Characteristics]

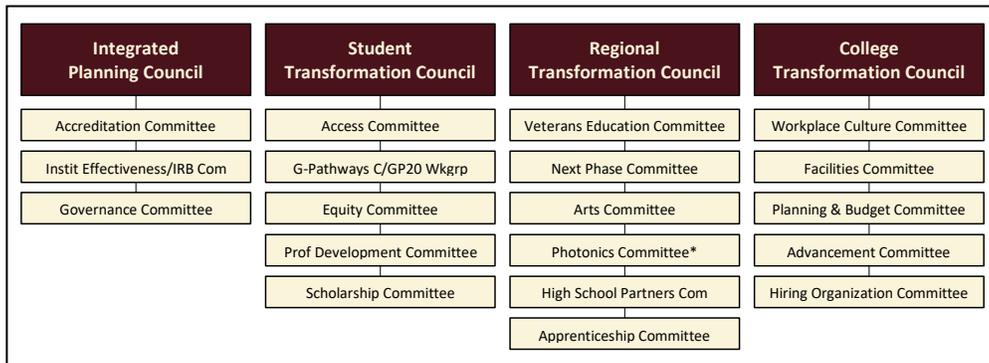
- Most participatory governance takes place here
- Meetings are run by co-chairs: 10+1-related = admin and faculty; others = admin and faculty/classified
- Membership reflects all constituent groups
- Meetings are open to the general campus
- Agendas and minutes are published
- The Brown Act does not apply to these meetings

[Challenges and Recommended Changes]

- 3 prof development committees need consolidation; other council
- Grants Committee expanded into Advancement Committee
- Safety C, Marketing C and Technology C retired (in administrative areas)
- ISPC converted to IPC
- Committee of the Whole replaced with College Forums
- BFPC, AAPC, and SSPC reconceived in different committees
- APC converted to Chairs Committee under Academic Senate
- Enrollment Management Workgroup folded into Access Committee
- Diversity, Equity and Inclusion Committee replaced with Equity Com
- \*Photonics Committee is pending affirmation of feasibility study
- Membership?

**Commented [CP19]:** We have done this in the past and it did not work for several reasons:  
1-you cannot have faculty in charge of staff or management PD; we do not understand your/their needs and vice versa. Or you cannot afford to train us to understand everyone's need. Too much for just one person to do well without the right compensation.  
2-need a tri-chair system where each chair is in charge of each one's PD; ends up working like 3 separate PD committees.  
3-need to look at the LFM work a go from there. If they say one large PD, sure let's try again, but I am fearful. You have to be willing to put in the \$...

**Commented [RB20]:** Greg Aycock  
Turn these notes into narrative.



**Representative Senates**

[Write]

Comments and Characteristics

- This is one of the ways faculty, classified, and student representation is integrated into our participatory governance
- Meetings are run by elected constituent leaders

**First Draft (020719)**

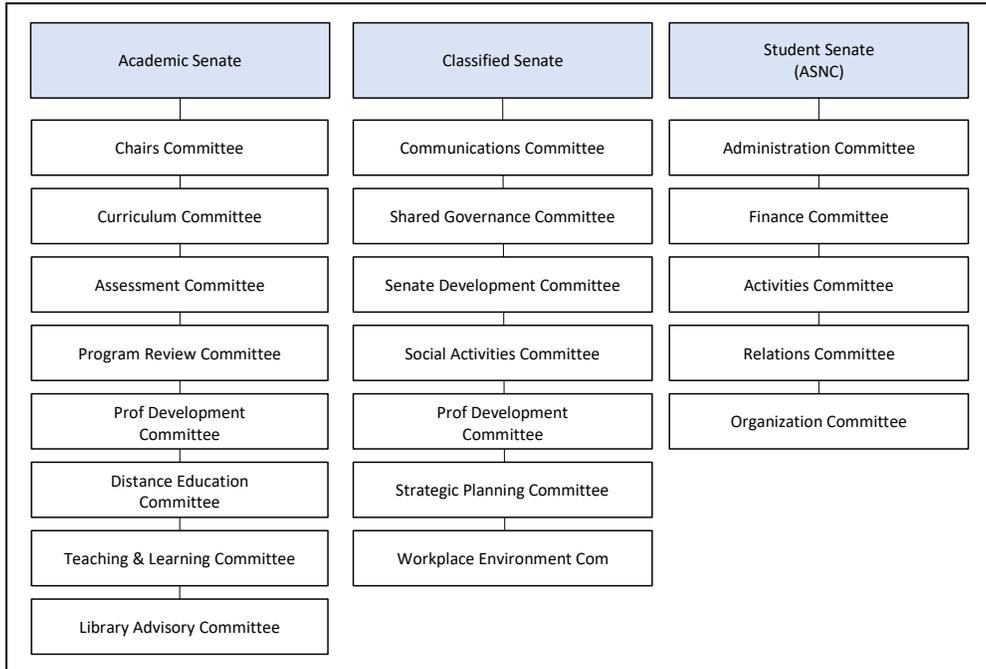
- Senates represent all members of their constituency
- Meetings are open to the general campus
- Agendas and minutes are published
- The Brown Act applies to the Academic Senate
- The “spirit of the Brown Act” applies to the Classified and Student Senates.

**Recommended Changes: Academic Senate**

- Eliminate Library Advisory Committee and move function into Library operations/administrative area
- Help establish one Professional Development Committee under IPC for entire college

**Recommended Changes: Classified Senate**

- Help establish one Professional Development Committee under IPC
- Fold Shared Governance Committee into Governance Committee under IPC
- Fold Strategic Planning Committee in into IPC
- Fold Workplace Environment Committee into Workplace Culture Committee under CTC



**Commented [CP21]:** All changes of academic senate committee structures require faculty approval. To change senate sub-committee structure we must follow the procedures established by senate by-laws. Will NOT give up faculty PD responsibilities under ANY circumstances since that is a clear 10+1 (#8) and saying it is no longer under academic senate is a precedent I will not accept under my leadership. Sorry, that's the law, slippery slope and all...so everyone can come under academic senate, not the other way around.

**Commented [RB22]:** 100% agree. Please start the conversation in Academic Senate some time this semester. We need to figure out how we keep a professional development committee under the Academic Senate AND have it collaborate with an institutional professional development committee that oversee other professional development topics/areas.

**Commented [RB23]:** Greg Aycock Thurn these notes into narrative.

## Chapter 5: Roles and Responsibilities

Representatives of the California Community College Trustees, Chief Executive Officers of the California Community Colleges, and the Academic Senate of the California Community Colleges recommended curtailing the use of the term “shared governance” in favor of the more precise terms defined by Education Code §70902 (b)(7), which requires the Board of Governors to enact regulations to “ensure faculty, staff, and students . . . the right to participate effectively in district and college governance.” Education Code §70902 (b)(7) further specifies “the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

The Board of Governors adopted Title 5, California Code of Regulations, which defines the right of the Academic Senate, the Classified Senate, and the Associated Student Government (ASNC) to participate effectively in District and College governance.

The meetings of the Academic Senate and ASNC are open meetings pursuant to Government Code §54950 et. seq. The meetings of the Classified Senate are also open meetings.

- Norco College and the Riverside Community College District constituent groups derive their roles and responsibilities through Government Code, California Education Code (E.C.), the California Code of Regulations (CCR) Title 5, board policy and accompanying administrative regulations.

### Board of Trustees

The Board of Trustees governs on behalf of the citizens of the Riverside Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. Per RCCD Board Policy 2200, the board’s commitment is to:

- Establish broad policies to guide the institution.
- Select a chief executive officer who serves as the Chancellor.
- Ensure the fiscal integrity of the institution by establishing the necessary policies needed for proper accounting of receipts and disbursements of District funds, including approving an annual budget and providing for an annual audit.
- Act upon recommendations of the Chancellor regarding utilization, development, maintenance, and repair of the physical plant including all buildings, grounds, and equipment.
- Approve educational programs and services and provide for the public dissemination of this information.
- Through appropriate Board policies, delegate power and authority
- to the Chancellor, so that he/she can effectively lead the District.
- Develop guidelines for negotiations of collective bargaining contracts of the employees of the District.
- Carefully review reports from the Chancellor on programs and
- conditions of the Colleges and District, to assure quality institutional
- planning and evaluation.
- Appoint or dismiss employees upon recommendation of the
- Chancellor in accordance with law.
- Serve as the board of final appeal for students and employees of
- the Riverside Community College District

### Chancellor

California Education Code Section 70902(d) and **Board Policy 2430** defines the board’s delegation of authority to

**Commented [RB24]:** Greg Aycock  
Review this section.

**Commented [CP25]:** Check this sentence...it seems truncated to me, because academic senate assumes primary responsibility (primarily relies) according to our board policies not only in curriculum and academic standards but on 1-6 of the 10+1, and we mutually agree on 7-11. BP4005.

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the chancellor. The board of trustees shall employ a qualified person as chancellor and chief administrative officer of the district. The chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the district.

The board of trustees specifically authorizes the chancellor to perform the following functions related to planning and governance:

- To hire academic and classified employees for the district, subject to ratification by the board.
- To authorize and direct employees of the district to incur travel expenses, including but not limited to mileage, to conduct district business, including conference travel, within the limits and budget requirements.
- To sign applications for funds and contracts (under \$90,200) for the district, subject to ratification by the board. In emergency situations, the chancellor may sign contracts over \$90,200, subject to ratification. The board hereby delegates to the chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the board when accepted in writing by the chancellor or his or her designee. If the resignation does not specify an effective date, the chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the board for ratification at the next regular meeting.
- To establish and maintain the district's purchasing procedure.
- The Chancellor is appointed by the Board of Trustees.
- The Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.
- The Chancellor may delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of the District and colleges), but will be specifically responsible to the Board for the execution of such delegated powers and duties.
- The Chancellor is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board of Trustees. It is the duty of the Chancellor to inform the Board of such action and to recommend written Board Policy if one is required.
- The Chancellor is expected to perform the duties contained in the Chancellor job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description shall be developed by the Board of Trustees. The goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Chancellor.
- The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.
- The Chancellor shall make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Chancellor, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be provided to all Board members.
- The Chancellor shall act as the professional advisor to the Board of Trustees in policy formation.

**Commented [RB26]:** Greg Aycock

Condense the list below to include only items salient to planning and governance

**College President**

As stated in Board Policy 2430 regarding delegation of authority to the college president, authority flows from the Board of Trustees through the Chancellor to the College Presidents. Each College President is responsible for carrying out the district policies. Each College President's administrative organization shall be the established authority on campus. The College President is the final authority at the college level.

According to the RCCD job description, the college president is the chief executive officer of the college, with

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leadership and management responsibility for the effective operation of the college, including the educational programs, student support services, personnel, annual budgets, facilities, community and external relations, planning, evaluation, and special projects related to the mission of the college.

It is the role and responsibility of the President to provide leadership of campus level discussion and the shared governance process. The President leads decision making at the college level which directly affects the operation of the college. It is the responsibility of the President to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. It is further the responsibility of the President to promptly communicate college and District decisions to all staff. The specific duties of the President are described in the President's job description, which is on file in the Department of Diversity and Human Resources.

Specific Duties of the President Include related to planning and governance include:

- Reports and is directly responsible to the district Chancellor.
- Exercises supervision over the administration, faculty, and classified staff of the college.
- Discharges responsibilities in accordance with the policies, procedures, and approved plans of the district and the Board of Trustees, as well as state and national requirements.
- Provides leadership for the educational programs of the college, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.
- Provides leadership for student support services necessary to ensure student access to college programs and services, student success in educational programs, and student development.
- Directs all aspects of college personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, professional development activities, contract administration, and disciplinary actions when necessary.
- Directs the development and management of annual college budgets, in accordance with accepted governance and accountability standards.
- Provides leadership to ensure that campus facilities are well planned and well maintained.
- Maintains an effective administrative organization and delegates appropriate responsibilities to the college administrative staff.
- Provides leadership for the development of the college's long-range plans, annual goals, and short-term objectives.
- Is responsible for the safety and well-being of college staff and students.
  
- Implements a college governance program which is participative, accountable, and effective.
- Promotes effective communication within the college, with the district, and with the Board of Trustees.
- Represents the college to the community, schools, four-year colleges and universities, state and national agencies, professional organizations and other public entities.
- Assists the College Foundation in its efforts to develop resources for the college.
- Attends meetings of the district and Board of Trustees.
- Performs additional duties as assigned by the Chancellor and the Board of Trustees

Commented [RB27]: Greg Aycock

Condense the list below to include only items salient to planning and governance

### Administrative Areas

Consisting of college administrators and managers, the Management Team is led by the college president and provides an opportunity to discuss issues pertinent to college managers and administrators, such as accreditation, strategic planning, budget, policies, and governance. The scope of administrators and managers in making decisions is determined by the scope of responsibility and authority delegated to them in job descriptions for administrator and manager positions (RCCD District-wide Planning and Decision-Making Manual

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2016-2021). The Management Team has discussion with and makes recommendations to the president. This management staff meeting is open by invitation only and does not post agendas and minutes.

**Commented [AC28]:** Does this exist?

*Cabinet*

[write text]

**Commented [RB29]:** Greg Aycock  
Write a paragraph or so on the role of the Cabinet.

**Bargaining Units**

*CTA*

[write text]

**Commented [RB30]:** Greg Aycock  
Write 1-2 paragraphs

*California School Employees Association (CSEA)*

The California School Employees Association is the exclusive union representing classified school employees in the Riverside Community College District. All permanent classified employees are members represented by CSEA. Because Classified Senates do not exist at every community college in California, CSEA is entitled by regulation to provide representation on any college or district task force, committee, or other governance group where there is only one appointment to represent classified employees. If there are two classified representatives, the Classified Senate provides the second (Board Policy 4056; Title 5, section 51023.5, California Education Code Section 70901.2(a) and 70902; Government Code Sections 3540 et. seq., 2543.2).

Only CSEA may represent members on matters related to mandatory subjects of bargaining, as these are outside of the scope of participatory governance. Specifically, mandatory subjects of bargaining, include wages, hours, and other terms and conditions of employment.

At Norco College and RCCD, CSEA appoints classified representatives to all participatory governance committees. The CSEA appoints representatives to serve as a member of college’s Consultation Council and other governance committees.

**Participatory Councils**

[write text]

**Commented [RB31]:** Greg Aycock  
Write 1-2 paragraphs

**Representative Senates**

*Academic Senate*

Pursuant to Title 5 of the Administrative Code of California, Section 53200, the Academic Senate is a faculty organization whose primary function is to make recommendations with respect to academic and professional matters as it relates, in particular, to the following areas:

1. Curriculum, including establishing prerequisites and places courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes,

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- including self-study and annual reports;
- 8. Policies for faculty professional development activities;
- 9. Processes for program review;
- 10. Processes for institutional planning and budget development;
- 11. Other academic and professional matters as mutually agreed upon.

According to Education Code, the Academic Senate is also responsible for jointly developing with the District policies and procedures related to faculty hiring (section 87360B) and administrative retreat rights (section 87458A).

The Norco College Academic Senate is a representative body, with each instructional area receiving a senator for every ten full-time faculty members or portion thereof, to a maximum of four. Members of Academic Senate are represented on the college's strategic planning committees and consultation council. Academic Senate has a right to participate effectively in decision-making and planning-related efforts toward academic and professional matters (Title 5, California Code of Regulations, Section 53203).

*Classified Senate*

The Classified Senate represents the classified employees of Norco College with regard to governance and decision-making on matters that are not related to collective bargaining and contract negotiations (BP-4056).

The purpose of Classified Senate is to support the professionalism of all classified professionals; to encourage individual leadership, contribution, and development among the members of the Classified Senate; to provide informed member representatives to serve on the college and district decision-making committees; to provide a centralized method of communication among classified professionals, and between classified professionals, and other college and district constituencies; and to represent the collective interests of classified professionals in all matters before any appropriate policy-making committee that are not the mandatory subjects of collective bargaining (Classified Senate By-Laws).

Each administrative unit service area shall select one senator per every ten permanent classified professionals. Senators shall attend and actively participate in all General Classified Senate meetings. Senators shall be the communication link between the Classified Senate and their representational area (Classified Senate By-Laws).

The Classified Senate Executive Board consists of elected Senators who are responsible for the management and planning of Classified Senate meetings, activities, and organization of the group. Members of Classified Senate have seats on all college and district governance committees and are represented on the college's strategic planning and consultation council committees (Board Policy 4056, Title 5 Section 51023.5, and California Education Code Section 70902).

*Student Senate*

The Associated Student Government (ASNC) plans, organizes, promotes, sponsors and finances a comprehensive program of activities and services for all Norco College students. ASNC, along with numerous campus clubs, participate in the planning and execution of special events such as: Blood Drives, Club Fairs, Homecoming, Earth Day, Multicultural Day, Campus-Wide BBQs and many more.

ASNC Members are also actively involved in various campus committees such as the Budget Committee, Food & Beverage Committee, and President's Council, to name a few.

**Commented [AG32]:** Is this the case for Norco?

**Commented [CP33]:** No, this is not correct for Norco College. We have one senator and one alternate per academic department and one for part-time faculty. Large departments and small departments are represented equally, hence academic senate and not academic house of representatives...but I don't study politics! Every college does this differently. I inherited this structure. I believe our sister colleges do the same, and I have not wanted to change this for fear that they would want to change it at the district and it would no longer be one college one vote at the district academic senate... sorry. who cares. I will write up a blurb for this here and upload it hopefully soon.

**Commented [AC34]:** We don't have a Board Policy for Classified Senate

**Commented [AG35]:** We could not find anything written on Classified Senate.

ASNC appointed members serve on governance committees such as Consultation Council so that students' voices can be represented through the planning process. Board policy 5627 (Student Participation and Governance) and Title 5, define students' right to participate in community college governance.

**Norco 9**

[Text]

**Committees**

The college participates in decision-making through associations, councils, committees, and work groups that provide opportunities for representation from all constituent groups in order to create a structure for widespread engagement. District-wide administration, district services and college constituent groups additionally participate in district-wide decision making through a representative model.

College administrators are included on all district-level councils. Representatives of the Academic Senates, classified staff, and representatives of the exclusive bargaining representatives are included on appropriate college councils. In addition, the college has a number of opportunities for participation through committees and work groups. Unless otherwise noted, the term committee is used throughout this document to include all councils, committees and work groups below.

*Work Groups*

A work group is composed of a variety of individuals such as administrators, managers, students, faculty and staff representatives. This group is created to address a specific college project and meets until its charge has been completed. A work group is usually short-term in nature and the group becomes inactive upon conclusion of the work.

*Co-Chairs*

The co-chairs of each college committee share responsibility for setting meetings and agendas that conform to each committee's purpose (charge); to manage the meetings; to work with the recorder in posting agendas, minutes, and handouts on the college website and/or the committee SharePoint site; to clearly identify committee recommendations/decisions and action items for the committee; to work in the spirit of collegiality through consensus; and ensure that the decision-making process is clear and transparent. The chair forwards the actions and recommendations/decision of the committee to the appropriate person or committee. When the committee cannot come to consensus, it is the chair's responsibility to follow the process identified in the committee charge to resolve the issue.

*Committee Members*

Committee members will be active participants who represent their constituencies, vote on their behalf, and communicate committee activities to their constituent groups. Each committee member is expected to be an active communicator on behalf of the committee. Each committee member has a responsibility to communicate committee information and decisions to their constituency group through appropriate methods, both formally and informally, so that activities are clear, transparent and widely known.

*Student Committee Members*

**Commented [RB36]:** Write a paragraph or two on this. If this is going to act as a traditional college steering committee, it needs to have regular meeting, open to the public with agendas, etc.

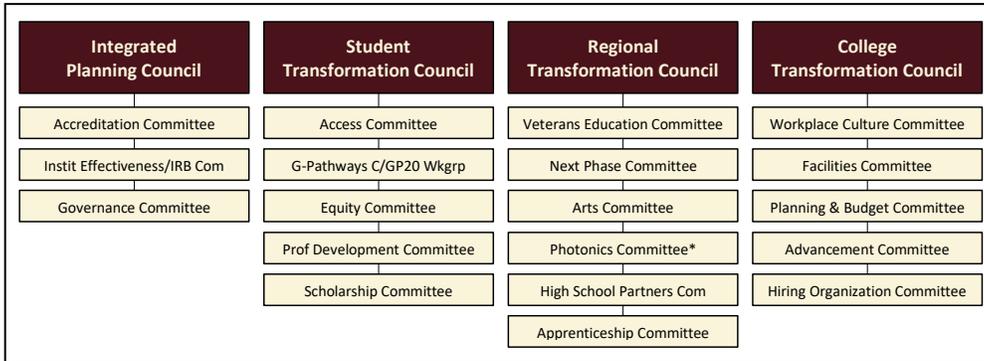
***First Draft (020719)***

Each committee should be comprised of at least one student who will be appointed by the ASNC. The purpose of the student member is to convey the perspective of students in the conversations or issues being discussed. Each student will serve a term for the duration of the academic year unless they leave the college before their year has ended. Student members have the same voting rights as any other member of the committee.

**Chapter 6: Charge for Participatory Councils and Committees**

**Commented [RB37]: ISPC**  
This committee will need to fill all of these in

The councils and corresponding committees are where most of the participatory governance takes place at Norco College. Each has a specific charge, defined members, committee leaders, meeting times, etc.



Integrated Planning Council	
Charge	The Council oversees institutional planning and assessment. The Council helps coordinate all planning processes and assists with integration of the plans. The Council organizes College Forums as needed. Committees to the Council include: <ul style="list-style-type: none"> <li>• Accreditation Committee</li> <li>• Institutional Effectiveness/IRB Committee</li> <li>• Governance Committee</li> <li>• College Forums</li> </ul>
Members	TBD
Responsibilities of Members	TBD
Selection of Members	TBD
Membership Terms	TBD
Co-chairs	TBD
Responsibilities of Co-Chairs:	TBD
Selection of Co-Chairs and Terms	TBD
Co-Chair Terms	TBD
Meeting Times and Locations	TBD
Decision-making Process	TBD

Accreditation Committee	
Charge	The Committee is responsible for organizing all accreditation requirements.
Members	TBD

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Responsibilities of Members	TBD
Selection of Members	TBD
Membership Terms	TBD
Co-chairs	TBD
Responsibilities of Co-Chairs:	TBD
Selection of Co-Chairs and Terms	TBD
Co-Chair Terms	TBD
Meeting Times and Locations	TBD
Decision-making Process	TBD

Institutional Effectiveness/IRB Committee	
Charge	The Committee is responsible for organizing all accreditation requirements. The committee assists with accreditation work.
Members	TBD
Responsibilities of Members	TBD
Selection of Members	TBD
Membership Terms	TBD
Co-chairs	TBD
Responsibilities of Co-Chairs:	TBD
Selection of Co-Chairs and Terms	TBD
Co-Chair Terms	TBD
Meeting Times and Locations	TBD
Decision-making Process	TBD

Governance Committee	
Charge	The Committee oversees the participatory/shared governance process. The Committee trains all committee members, conducts evaluation of each committee and makes sure all committees are complying with their guiding principles.
Members	TBD
Responsibilities of Members	TBD
Selection of Members	TBD
Membership Terms	TBD
Co-chairs	TBD

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Responsibilities of Co-Chairs:	TBD
Selection of Co-Chairs and Terms	TBD
Co-Chair Terms	TBD
Meeting Times and Locations	TBD
Decision-making Process	TBD

Student Transformation Council	
Charge	The Council is responsible for implementing Strategic Priority 1 in the 2030 Educational Master Plan and 5-Year Strategic Plan.
Members	TBD
Responsibilities of Members	TBD
Selection of Members	TBD
Membership Terms	TBD
Co-chairs	TBD
Responsibilities of Co-Chairs:	TBD
Selection of Co-Chairs and Terms	TBD
Co-Chair Terms	TBD
Meeting Times and Locations	TBD
Decision-making Process	TBD

Access Committee	
Charge	The Committee is responsible for implementing the Access goal in the 2030 Educational Master Plan and 5-Year Strategic Plan.
Members	TBD
Responsibilities of Members	TBD
Selection of Members	TBD
Membership Terms	TBD
Co-chairs	TBD
Responsibilities of Co-Chairs:	TBD
Selection of Co-Chairs and Terms	TBD
Co-Chair Terms	TBD
Meeting Times and Locations	TBD

**First Draft (020719)**

Decision-making Process	TBD
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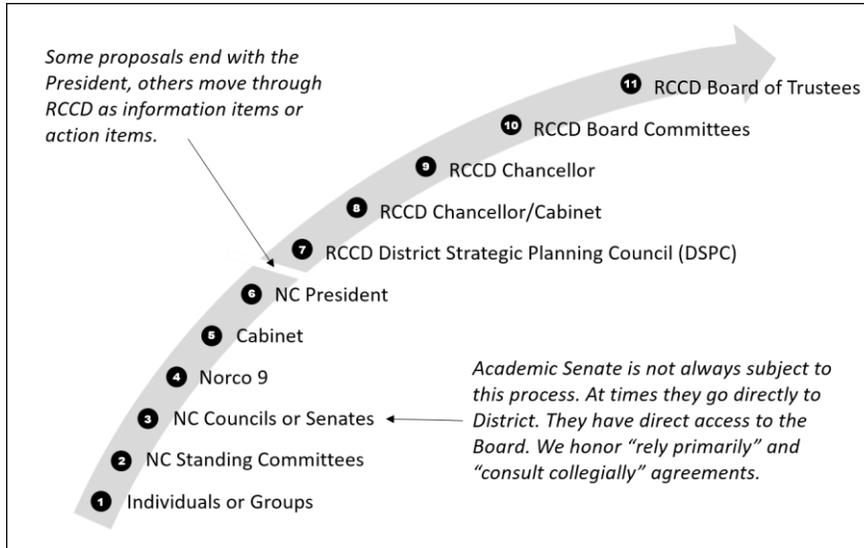
Guided Pathways Committee	
Charge	The Committee is responsible for implementing the Guided Pathways goal in the 2030 Educational Master Plan and 5-Year Strategic Plan.
Members	TBD
Responsibilities of Members	TBD
Selection of Members	TBD
Membership Terms	TBD
Co-chairs	TBD
Responsibilities of Co-Chairs:	TBD
Selection of Co-Chairs and Terms	TBD
Co-Chair Terms	TBD
Meeting Times and Locations	TBD
Decision-making Process	TBD

Continue with one chart for each committee

**Commented [RB38]:** ISPC  
Write this.

## Chapter 7: Decision-making Processes for Ideas Procedures and Practices

To make decisions for new ideas, procedure, practices or anything along these lines, the following process is followed.

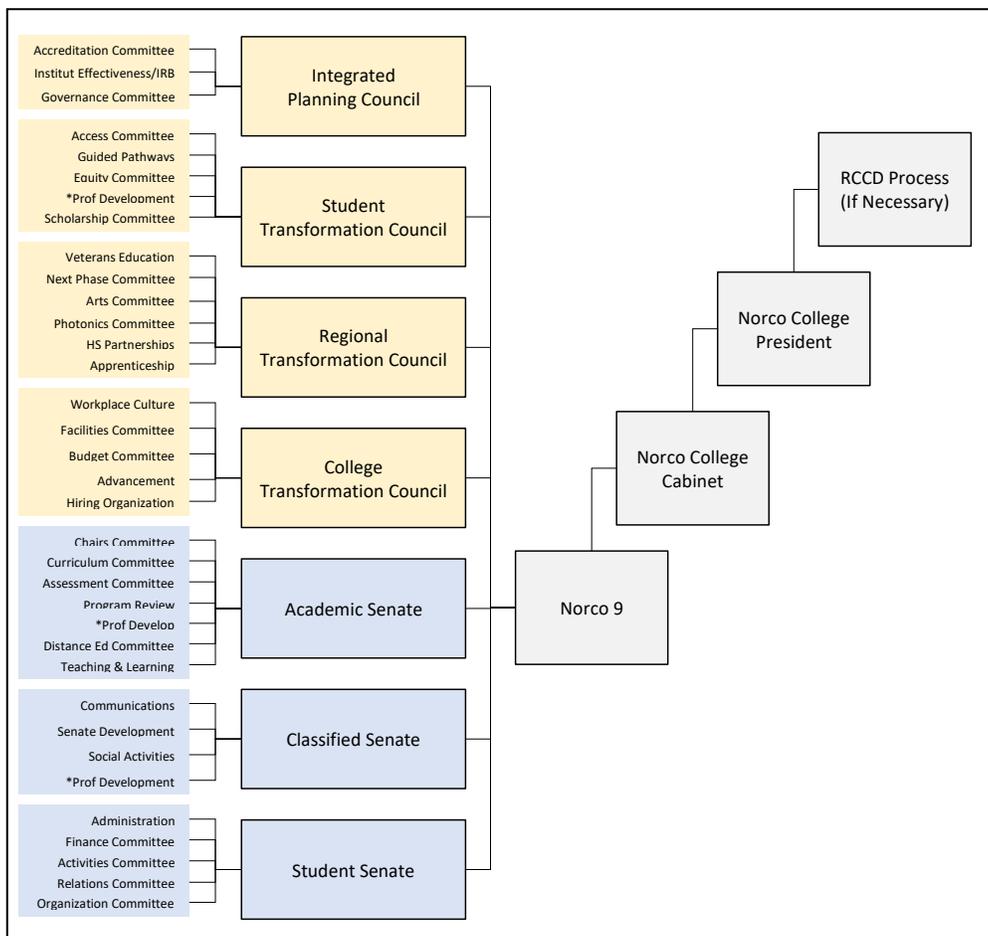


1. Individuals or Groups:
  - Develop proposals
  - Submit proposals any standing committee
  - Attend and participate in any committee, council or senate
2. Standing Committees:
  - May develop proposals
  - Receive proposals from **individuals** or groups
  - Deliberate; consider proposals; collect ideas from other groups
  - Recommend/submit proposal to their corresponding council/ senate
3. Councils/Senates:
  - Develop proposals
  - Receive proposals from their corresponding standing committees
  - Deliberate; consider proposals; collect ideas from other groups
  - Recommend/submit proposal to Norco 9
4. Norco 9
  - Receive proposals from councils/senates
  - Deliberates and considers proposals
  - Recommends/submits proposal to the NC Cabinet
5. NC Cabinet:

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- Receive proposals from councils/senates
  - Deliberates and considers proposals
  - Recommends/submits proposal to the NC President
6. NC President:
- Receives proposals from Norco 9
  - Approves proposals
  - Guides proposal through RCCD process when necessary

The reporting structure is summarized in the chart below.



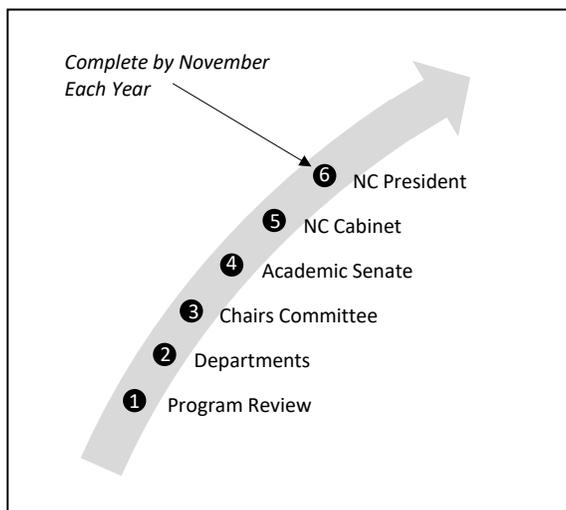
## Chapter 8: Resource and Personnel Prioritization Process

Each year, we go through a process of prioritizing which fulltime positions (if any) will be flown for hiring and resources that will be purchased. This is often referred to as the “prioritization process.” There are several processes that we follow which are similar but have subtle differences. The processes include the following:

- Annual FT faculty position prioritization
- Annual FT classified/management position prioritization
- Annual resource prioritization
- Dynamic employee position prioritization
- Retiree replacement

### Annual Fulltime Faculty Position Prioritization Process

The process we use to prioritize which FT faculty position will be flown for hiring is as follows:

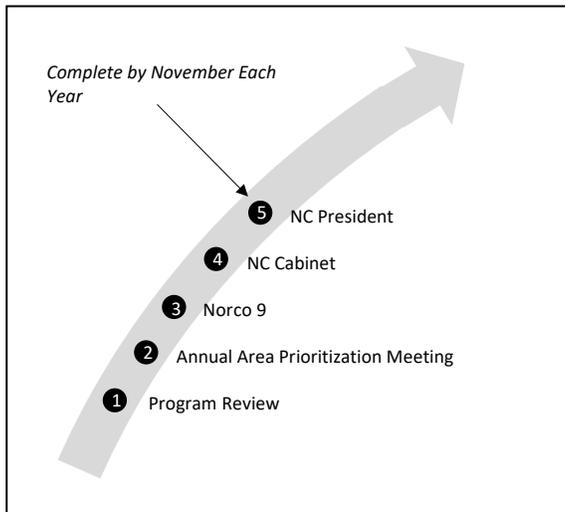


- 1. Program Review:**
  - Programs present argument for hiring needs
- 2. Departments:**
  - Review all program reviews in department
  - Deliberates and develop department prioritization list
  - Submit prioritization list to Chairs Committee
- 3. Chairs Committee:**
  - Receives proposed prioritization lists from Departments
  - Deliberates and develops single prioritization list for college
  - Recommends/submits prioritization list to Academic Senate

4. Academic Senate:
  - Receives proposed prioritization list from Chairs Committee
  - Deliberates and develops single prioritization list for college
  - Recommends/submits prioritization list to NC Cabinet
5. NC Cabinet
  - Receives proposed prioritization list from Academic Senate
  - Deliberates and develops single prioritization list for college
  - Recommends/submits prioritization list to NC President
6. NC President:
  - Receives proposals from NC Cabinet
  - Approves final prioritization list

**Annual Fulltime Classified/Management Position Prioritization Process**

The process for prioritizing fulltime classified/management positions is as follows.



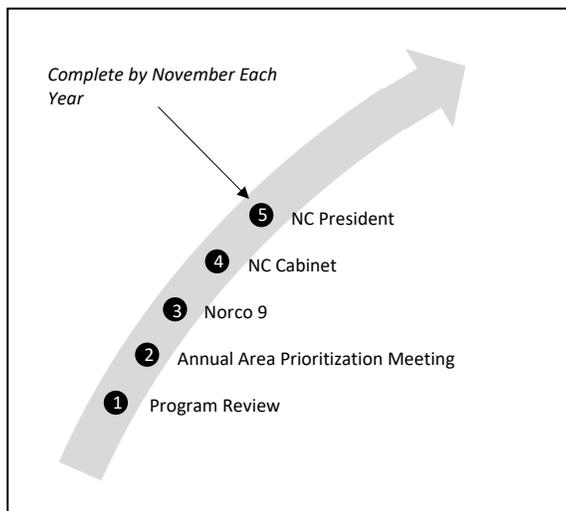
1. Program Review:
  - Programs present argument for hiring needs
2. Annual Area Prioritization Meeting:
  - Review all program reviews from area
  - Deliberates and develops prioritization list
  - Submits prioritization list to Norco 9
3. Norco 9:
  - Receives prioritization lists from Annual Area Meetings

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- Reviews and deliberates on each list
  - Recommends/submits comments to NC Cabinet
4. NC Cabinet:
- Receives comments from Norco 9
  - Deliberates and develops single prioritization list for College
  - Recommends/submits prioritization list to NC President
5. NC President:
- Receives proposals/recommendations from NC Cabinet
  - Approves final prioritization list

**Annual Resource ("Stuff") Prioritization Process**

Each year we have potential money left in our budget or funds that have been given to the college for purchasing resources. The process we use to determine how these funds will be spent is as follows.



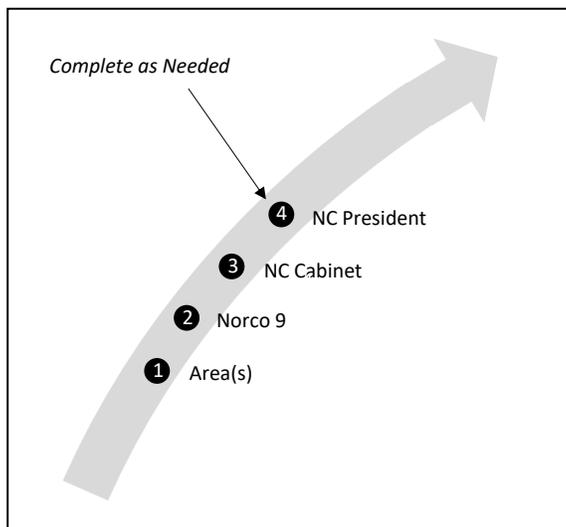
1. Program Review:
- Programs present argument for hiring needs
2. Annual Area Prioritization Meeting:
- Review all program reviews from area
  - Deliberates and develops prioritization list
  - Submits prioritization list to Norco 9
3. Norco 9:
- Receives prioritization lists from Annual Area Meetings
  - Reviews and deliberates on each list

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- Recommends/submits comments to NC Cabinet
4. NC Cabinet:
    - Receives comments from Norco 9
    - Deliberates and develops single prioritization list for College
    - Recommends/submits prioritization list to NC President
  5. NC President:
    - Receives proposals/recommendations from NC Cabinet
    - Approves final prioritization list

**Dynamic Fulltime Employee Prioritization Process**

Norco College often receives funding on schedules that do not coincide with the annual rhythm of apportionment funding. Grants, apportionments, gifts, etc. come in a different time and can require prioritization decisions that fall outside the annual cycle. When this occurs, the process we use is as follows.



1. Area(s):
  - Ongoing implementation of previously approved categorical and grant initiatives
  - Deliberates and develops prioritization list of additional/changed resource needs
  - Submits change of scope proposals, budget changes, and/or prioritization list(s) to Norco 9
2. Norco 9:
  - Receives and reviews change of scope proposals, budget changes, and/or prioritization list(s)
  - Recommends/submits comments to NC Cabinet
3. NC Cabinet:

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- Receives comments from Norco 9
  - Deliberates & ensures alignment with College plans/priorities
  - Recommends action to NC President
4. NC President:
- Receives recommendation from NC Cabinet
  - Approves or denies dynamic hires and purchases

**Prioritization Process for Ending Employment when Soft Funds Expire**

TBD

**Commented [RB39]:** Write a first draft

## Chapter 9: Hiring Process

Every year, Norco College goes through some kind of hiring process. The selection of who works at the college is important to the overall success of our students and the college. The processes we use to hiring employees is as follows.

### FT Faculty Hiring Process

#### *Job Description Approval and Initial Processing*

[Text]

**Commented [RB40]:** Susan Boling  
Describe how this process works

#### *Job Posting and Advertising*

[Text]

**Commented [RB41]:** Susan Boling  
Describe how this process works

#### *First Round Committee*

[Text]

**Commented [RB42]:** Susan Boling  
Describe how this process works. Describe the committee membership.

#### *Final Round Committee*

[Text]

**Commented [RB43]:** Susan Boling  
Describe how this process works. Describe the committee membership.

### FT Classified Hiring Process

#### *Job Description Approval and Initial Processing*

[Text]

**Commented [RB44]:** Susan Boling  
Describe how this process works

#### *Job Posting and Advertising*

[Text]

**Commented [RB45]:** Susan Boling  
Describe how this process works

#### *First Round Committee*

[Text]

**Commented [RB46]:** Susan Boling  
Describe how this process works. Describe the committee membership.

#### *Final Round Committee*

[Text]

**Commented [RB47]:** Susan Boling  
Describe how this process works. Describe the committee membership.

### FT Manager Hiring Process

#### *Job Description Approval and Initial Processing*

[Text]

**Commented [RB48]:** Susan Boling  
Describe how this process works

#### *Job Posting and Advertising*

**First Draft (020719)**

[Text]

*First Round Committee*

**Commented [RB49]: Susan Boling**  
Describe how this process works

[Text]

*Final Round Committee*

**Commented [RB50]: Susan Boling**  
Describe how this process works. Describe the committee membership.

[Text]

**PT Faculty Hiring Process**

**Commented [RB51]: Susan Boling**  
Describe how this process works. Describe the committee membership.

[Text]

**PT, Short-Term, Interim Hiring Process for Classified**

**Commented [RB52]: Susan Boling**  
Describe how this process works

[Text]

**PT, Short-Term, Interim Hiring Process for Managers**

**Commented [RB53]: Susan Boling**  
Describe how this process works

[Text]

**Commented [RB54]: Susan Boling**  
Describe how this process works

*First Draft (020719)*

## Chapter 10: New Program Development Process

[Text]

**Commented [RB55]: Sam Lee**  
Please write this out. Describe the process using a chart similar to the ones used above.

*First Draft (020719)*

## Chapter 11: Program Discontinuance Process

[Text]

**Commented [RB56]:** Sam Lee

Please write this out. Describe the process using a chart similar to the ones used above.

*First Draft (020719)*

## Chapter 12: Resource Development Process

[Text]

**Commented [RB57]: Kevin Fleming**  
Please write this out. Describe the process using a chart similar to the ones used above.

## Chapter 13: Governance Communications and Publications

[[Text]]

**Commented [RB58]: Greg Aycock**  
Write the intro paragraph/sentence

### Campus Communications

[[Text]]

**Commented [RB59]: Greg Aycock**  
Basically state that all councils and senates are expected to communicate via Nor-All. Committee related "stuff" can stay on an email to committee members, but significant communications go through Nor-All

### Website Publishing

[[Text]]

**Commented [RB60]: Greg Aycock**  
Write this section. Must use NC website.

### Minutes

[[Text]]

**Commented [RB61]: Greg Aycock**  
Write the section. What should be in minutes. They should be published on the website.

### Agendas

[[Text]]

**Commented [RB62]: Greg Aycock**  
Write the section. How should agenda be structured? They should be published on the website.

**Chapter 14: Assessment of Planning and Governance**

[Text]

**Commented [RB63]:** Governance Committee  
The Governance Committee needs to develop a proposed process.