



Institutional Strategic Planning Council

Minutes for Wednesday, November 18, 2020

1:00-3:00 p.m.

Committee Members Present (total 17):

Rex Beck, Quinton Bemiller, Samia Irfan for Angelica Calderon (ASNC Rep.), Michael Collins, Leona Crawford, Monica Esparza, Kevin Fleming, Monica Green (Administrative Co-Chair), Dominique Hitchcock, Ruth Leal (Classified Professional Co-Chair), Sam Lee, Virgil Lee (Faculty Co-Chair), Mark Lewis, Chis Poole, Suzie Schepler, Kaneesha Tarrant, Patty Worsham

Committee Members Absent (total 3)

Jethro Midgett, Andy Robles, Sigrid Williams

Advisors Present

Greg Aycock, Vivian Harris, Azadeh Iglesias, Daren Koch, Adam Martin

Advisors Absent

Tenisha James

Guests

Laura Adams, Andy Aldasoro, Charise Allingham, Justin Czerniak, Claudia Figueroa, Gustavo Ocegüera, Stan Tyler, Desiree Wagner, Caitlin Welch

Call to Order: 1:00pm

Recorder

Denise Terrazas

Meeting Minutes

1. Call to Order

- 1:03pm

2. Action Items

2.1 Approval of Agenda

2.2 Approval of November 4, 2020 Meeting Minutes

- MSC Lee/Lee

2.3 Conclusion

- Approved

2.2 Corrections	2.2 Task of	2.2 Due by
None		

3. Co-Chair Updates

Ruth Leal

- CSEA’s Classified Senate appointed Daren Koch as an ISPC Advisor representing classified professionals. Classified Professional Development Committee will present ‘Get to Know Counseling’ on Friday, November 20 as part of the Guided Pathway series. Classified Professional Development Committee representatives continue to participate in the Region 9 Classified Professionals Ambassador Network offered through the Chancellor’s Office. Norco College classified professionals are reviewing the Caring Campus model.

4. Information/Discussion Items

4.1 Annual Progress Report on EMP Goals – Greg Aycock

- The Educational Master Plan (EMP) consists of three strategic directions with 12 goals and 68 objectives. Annually, the College assesses 15 Key Performance Indicators (12 in *Strategic Direction 1: Student Transformation* and three in *Strategic Direction 2: Regional Transformation*). The EMP covers the 10-year period through 2030.
- Greg provided a presentation (attached) on our KPI progress, thus far. Today’s review is the first in the strategic planning period 2020-2025.
 - Question: Is there an explanation on the decrease in capture rates and could this coincide with a population decrease in the cities?
 - The decreased capture rates might have resulted from a population decrease in the cities serviced by the College, but we do not know if there was a corresponding population decrease within that age range of College students. There are several factors that could influence this number.

- Transfers: Used National Clearinghouse as the data source. Transfer students are defined as having at least 12 units within RCCD with the majority of units earned at Norco College.
 - Question: How does the transfer number compare to the increase in enrollment? It was noted that it seems ambitious to have targeted increases in our transfer rates beyond the targeted increases in student enrollment.
 - The transfer number in the EMP is aligned with the district goals. It was thought that the adoption of the Guided Pathways framework should result in increases in degree/certificate completions and decreases in accumulated units.
 - Question: What would happen if the EMP goals are not met?
 - Falling below the institutional set standard for two years in a row will prompt an immediate intervention/response.
 - Proportionality Index compares the percentage of a student subgroup in the college population to the percentage that that subgroup makes up in the outcome being reviewed. outcomes of the group that is being reviewed. The goal in the EMP is to reduce the gap between the college percentage and the outcome percentage if one exists. Question: Do we know how much we are undercounting our LGBTQ+ students?
 - Greg is not sure how get this information. It was noted that there is a portion of the students who choose 'decline to state' to the question on the application.
 - Question from chat: How can we capture what goes on with degrees? I agree that as transfer and AA-T increase, degree completion may decrease. Can we know how many students fail degree completion versus the ones that do not get a degree but do transfer?
 - Can this be reviewed by identifying students who have a goal to transfer?
- KPI 13 – the targets in the presentation do not match those in the SPGM. This is due to recent updates on the Student Success Dashboard. Charise will update the targets in the SPGM.

- KPI 14 – what are the 19-20 numbers? We will not have the numbers until the end of this month. A request was made to add a footnote on this slide as to when the data is expected.
 - Question: Is there a separation of data on men of color, compared to the prison population?
 - This separation is not included in the KPI; however, the students in the prison program are included as part of the student population.

4.2 ISPC Advisors Term Extension through Spring 2021

- As the college works through the SPGM, it is recommended that the term of the advisors be extended through Spring 2021. There was general consensus and support for this recommendation.

4.3 Acceptance of ISPC Committee Reports

- The reports were accepted and committee leads were invited to provide any additional feedback or comments.
 - Grants Committee is proposing to adopt a new process for grants, which would replace the Grants Committee. This item will come to ISPC at the December 9 meeting.
 - Also at the December 9 meeting, it was recommended that the Safety Committee bring its proposal to replace the Safety Committee with a working group.

4.4 Constituency Roles in Governance & Response to Classified Professionals SPGM Recommendations – Quinton Bemiller & Kevin Fleming

- The attached presentation was given, and it was noted that conversations on constituency roles in governance are taking place district-wide.
- Request for clarification on slide 37 showing ‘responsibility by constituent group’ to clearly state ‘for institutional planning and governance.’
- Concern was expressed by the classified professionals that there was not enough time to go through the response in detail to provide feedback by the November 20 deadline. Classified pros received the red-lined document on November 17 after work hours and will need time to go through and compare with the red-lined document as well as SPGM Draft II.

- Classified professionals requested page numbers for the sources cited on the PowerPoint presentation in order to review the referenced documents.
- Question: Will Classified Professionals receive the next draft of the SPGM with track changes?
 - Yes, the date was moved to November 30th.
- In response to concerns on the short timing of draft 2 and draft 3, the Council members were reminded that the first read of final draft will be the first week of December. Thus, members of the College community will have the entire winter break to propose changes to the final draft of the SPGM.

4.5 Committee of the Whole

- Tabled for the next meeting

5. Good of the Order

- There was a suggestion for further discussion on the use of the term classified professional college wide.

6. Future Agenda Topics

- Grants Committee Proposal
- Safety Committee Proposal
- Use of 'classified professional' terminology

7. Adjournment

- 3:02 p.m.

Next Meeting

Wednesday, December 9, 2020

1:00-3:00 p.m.

<https://cccconfer.zoom.us/j/96164905019>

Meeting ID: 961 6490 5019

EDUCATIONAL MASTER PLAN KPIs

BASELINE MEASURES FOR STRATEGIC PLAN 2020-2025

ISPC NOVEMBER 18, 2020

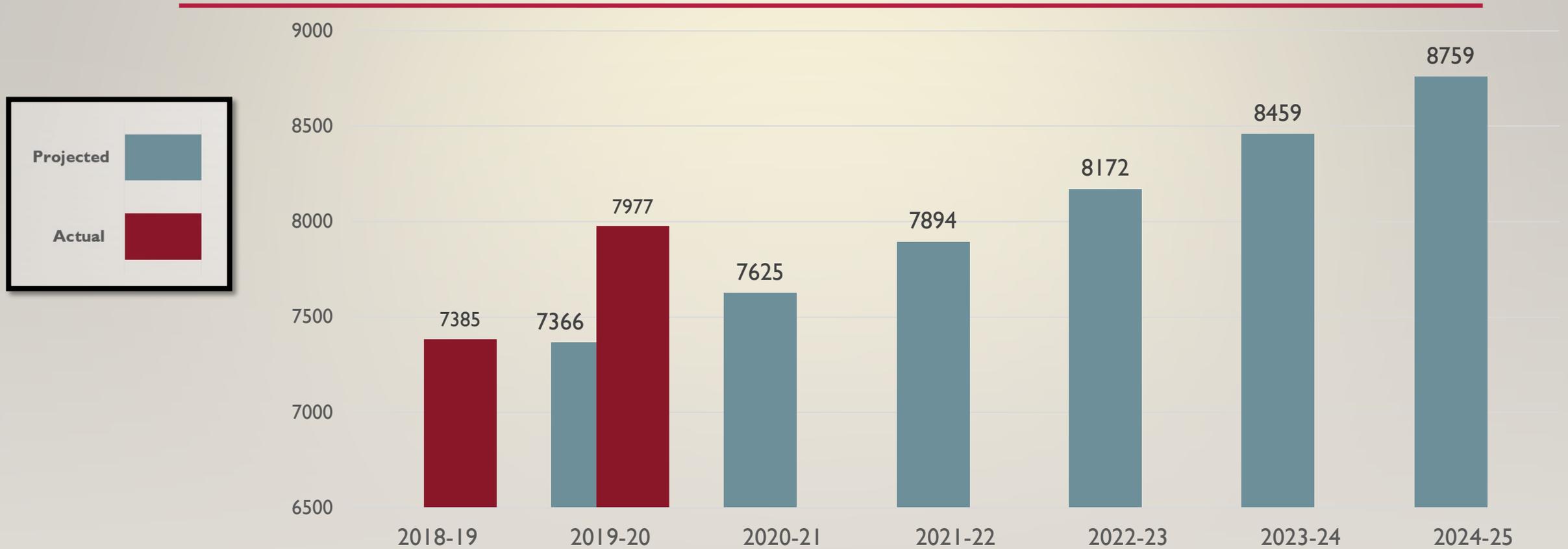
NORCO
COLLEGE



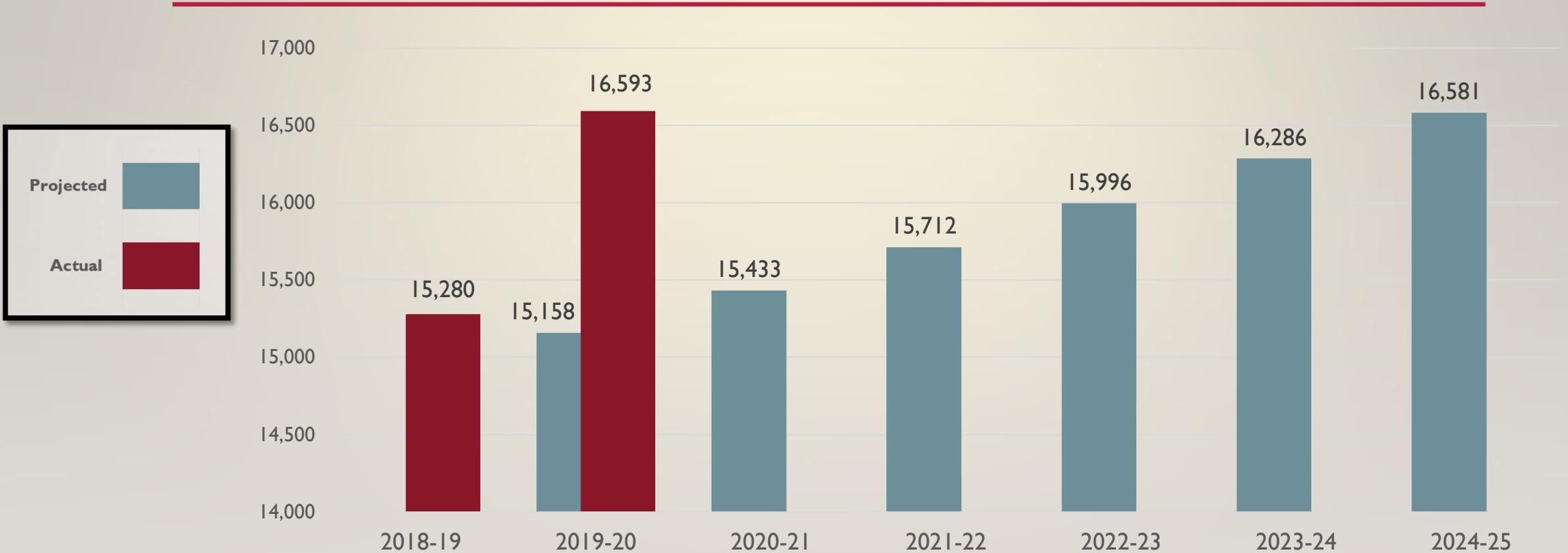
2030 GOAL I: ACCESS

EXPAND COLLEGE ACCESS BY INCREASING
BOTH HEADCOUNT AND FTES

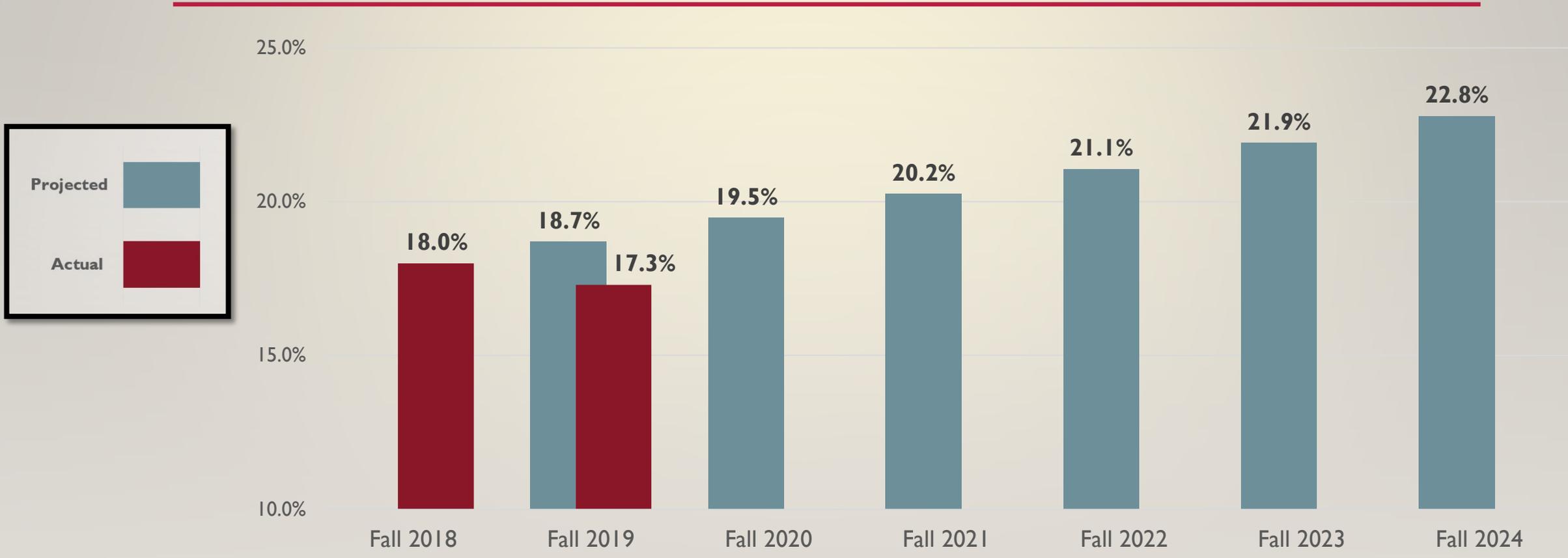
KPI #1 (OBJECTIVE 1.1): GO FROM 7,366 TO 8,759 FTES



KPI #2 (OBJECTIVE 1.2): GO FROM 14,624 HEADCOUNT TO 16,581 TOTAL HEADCOUNT



KPI #3 (OBJECTIVE 1.4): INCREASE CAPTURE RATES FROM FEEDER HIGH SCHOOLS BY 4% ANNUALLY

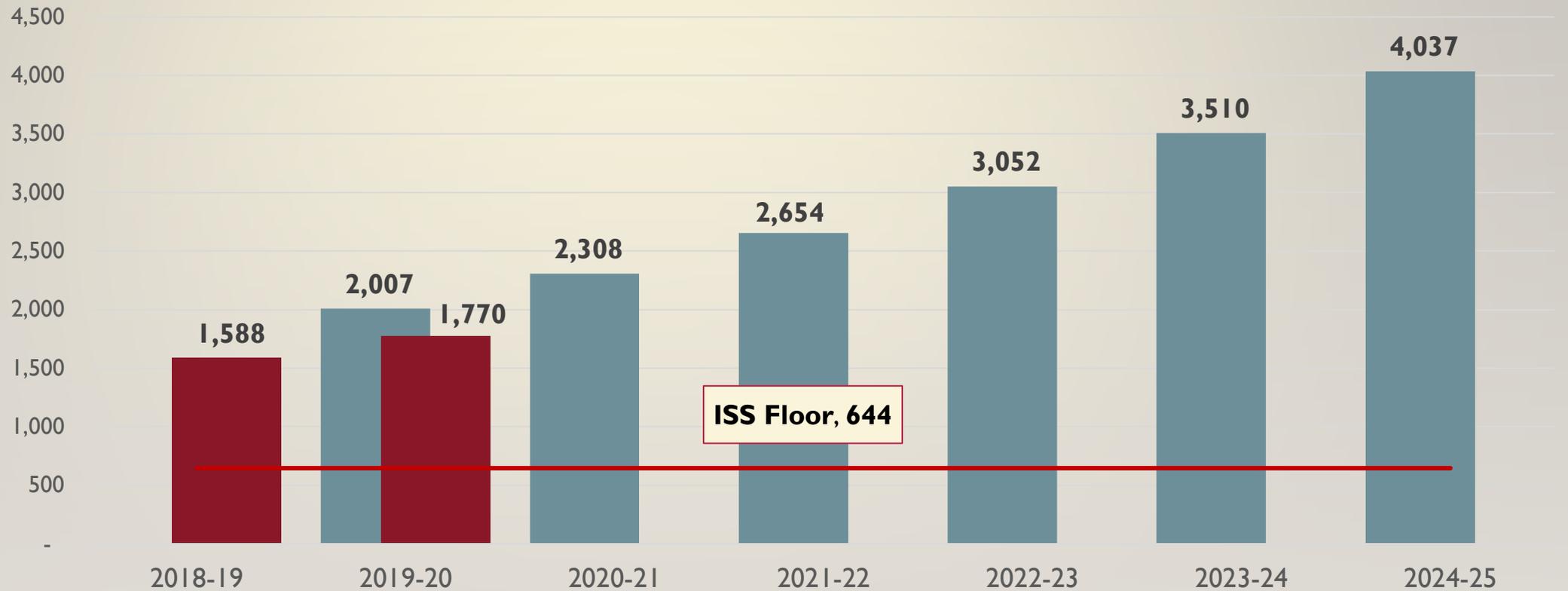


Source: CA School Dashboard and CCCCO MIS

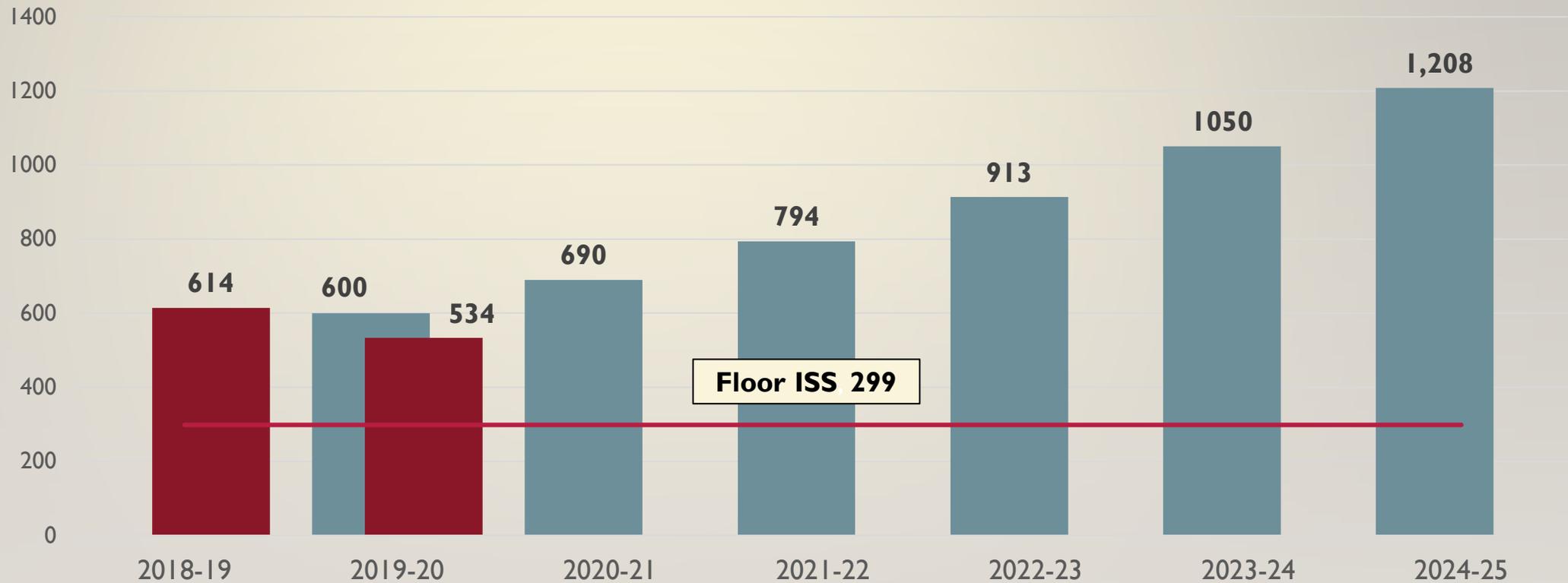
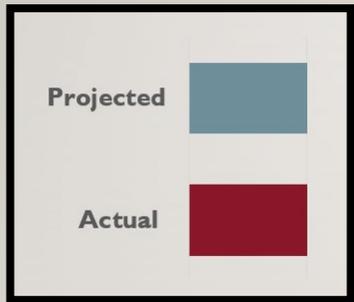
2030 GOAL 2: SUCCESS

IMPLEMENT GUIDED PATHWAYS
FRAMEWORK

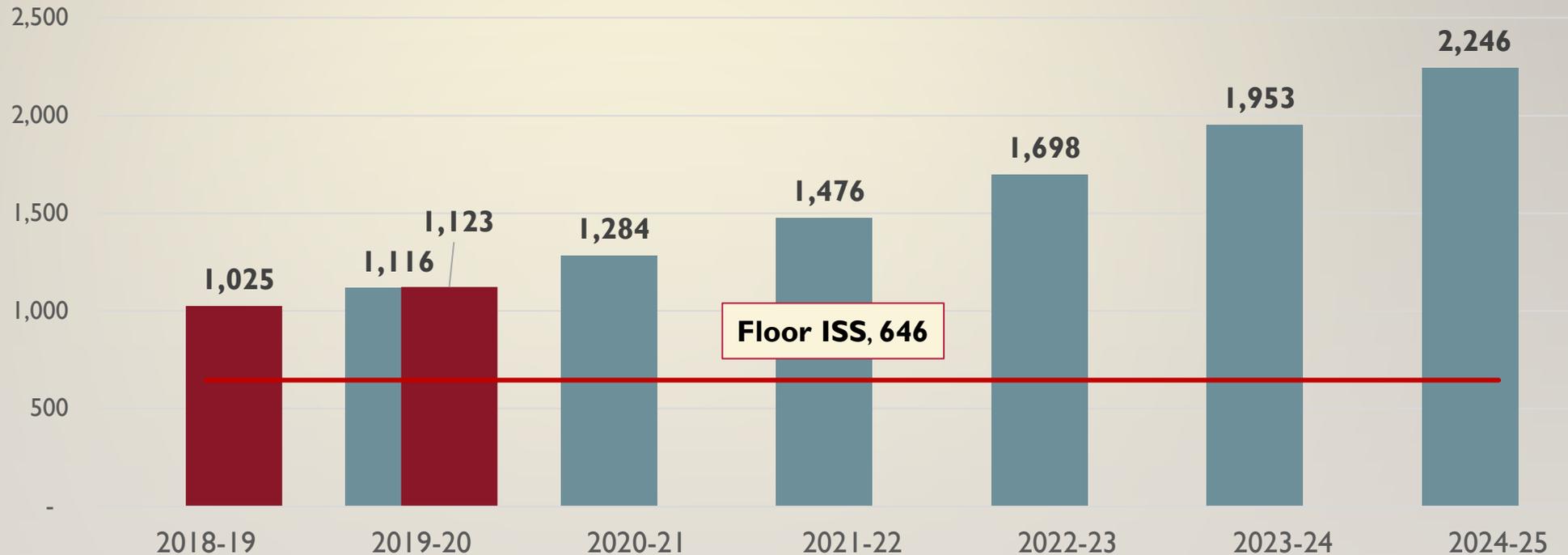
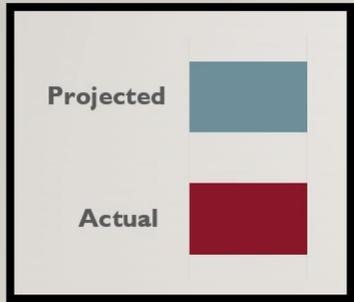
KPI #4 (OBJECTIVE 2.1): INCREASE NUMBER OF DEGREES COMPLETED BY 15% ANNUALLY



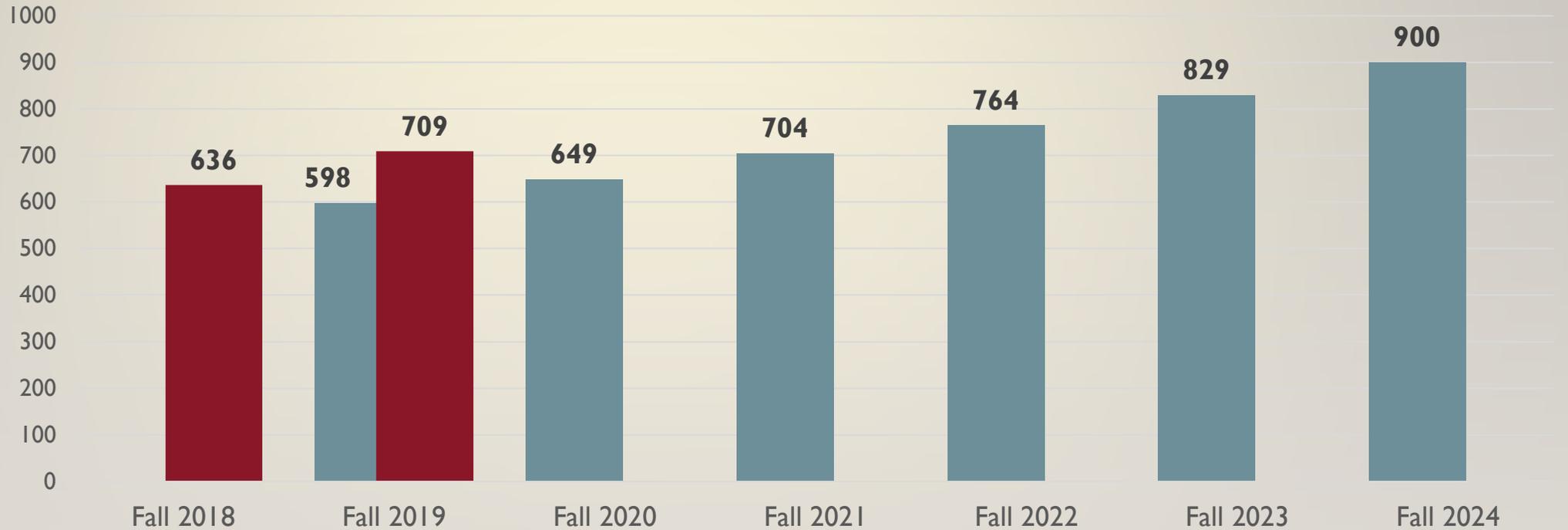
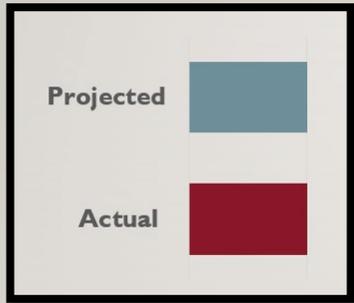
KPI #5 (OBJECTIVE 2.2): INCREASE NUMBER OF CERTIFICATES COMPLETED BY 15% ANNUALLY



KPI #6 (OBJECTIVE 2.4): INCREASE NUMBER OF TRANSFERS 15% ANNUALLY



KPI #7 (OBJECTIVE 2.5): INCREASE THE NUMBER OF FIRST-TIME FULL-TIME ENROLLED STUDENTS FROM 508 TO 900

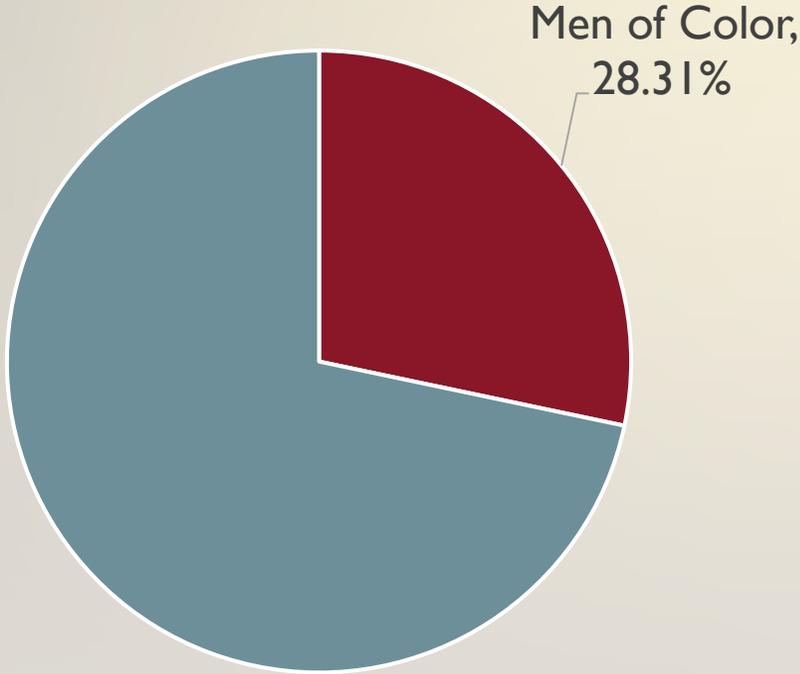


2030 GOAL 3: EQUITY

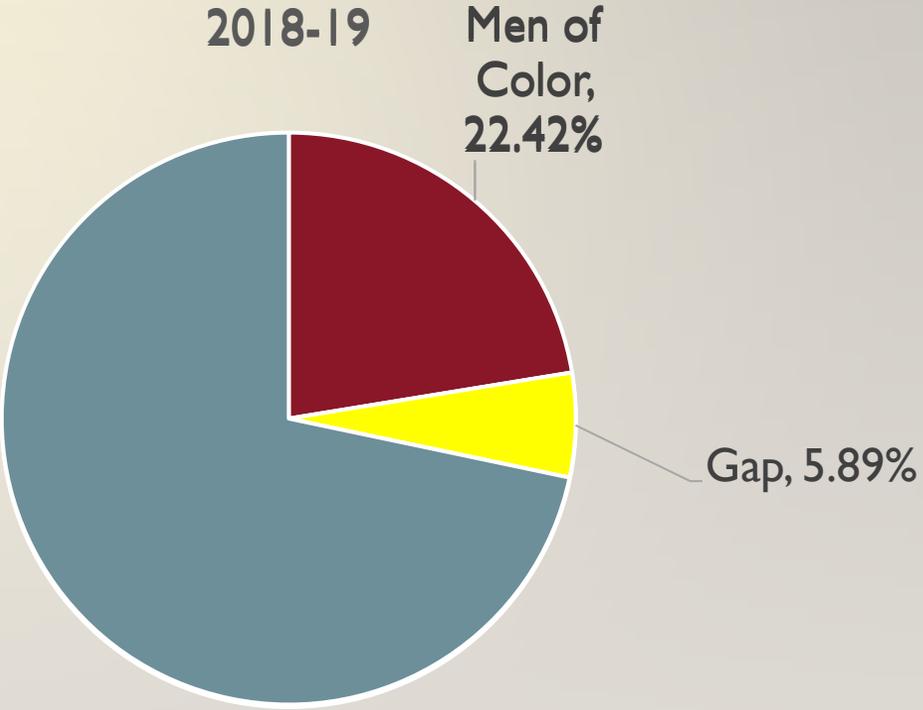
CLOSE ALL STUDENT EQUITY GAPS

EQUITY GAP –PROPORTIONALITY INDEX EXAMPLE FOR DEGREE COMPLETION OF MOC

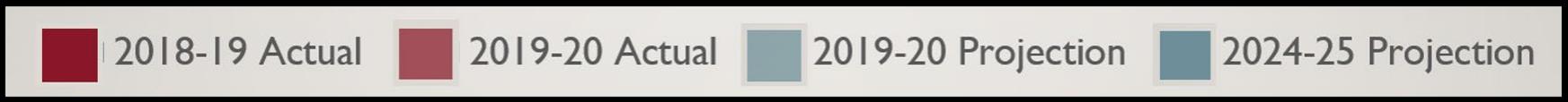
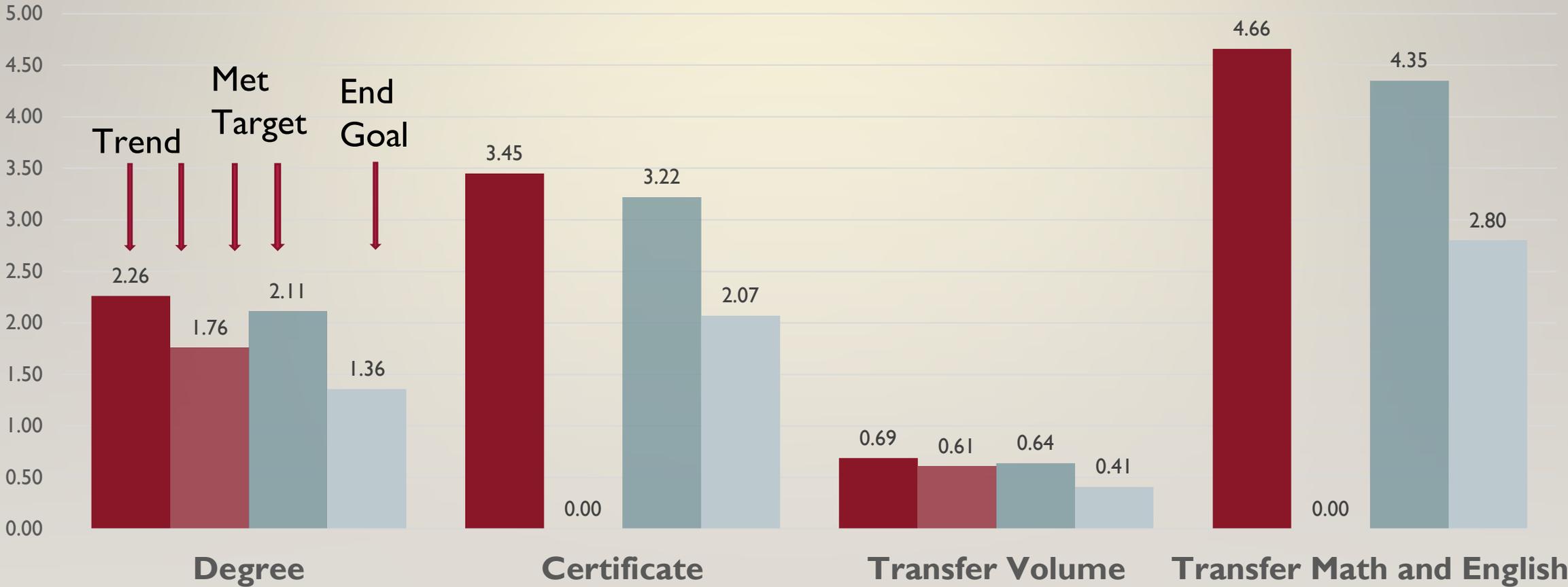
Headcount 2018-19



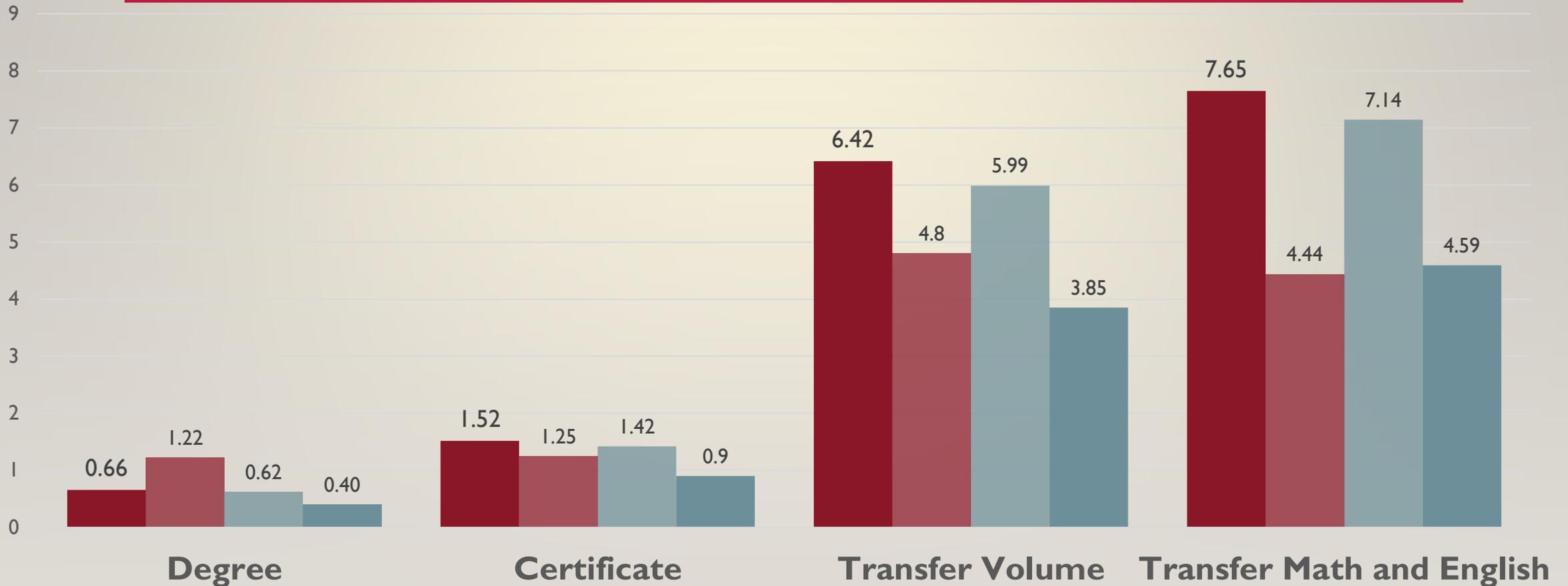
Degree 2018-19



KPI #8 (OBJECTIVE 3.1): REDUCE THE EQUITY GAP FOR AFRICAN AMERICAN STUDENTS BY 40%

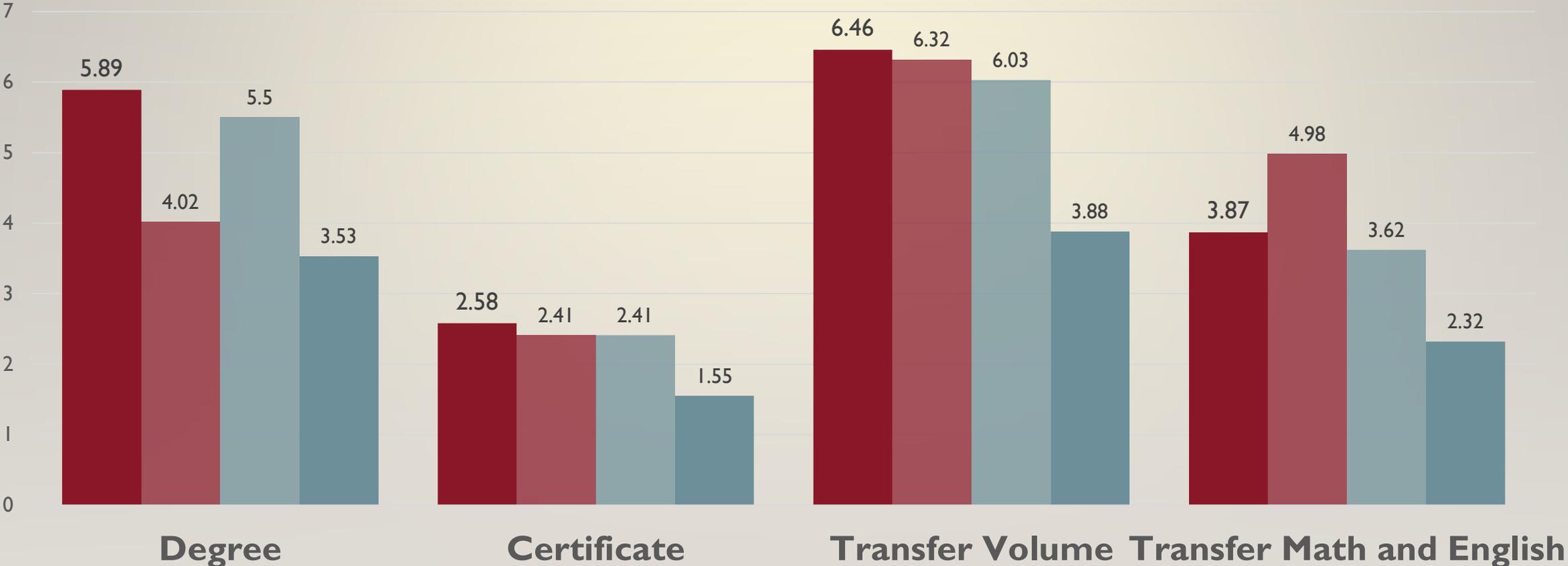


KPI #9 (OBJECTIVE 3.2): REDUCE THE EQUITY GAP FOR LATINX STUDENTS BY 40%.



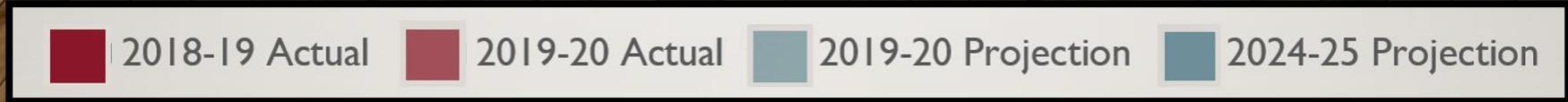
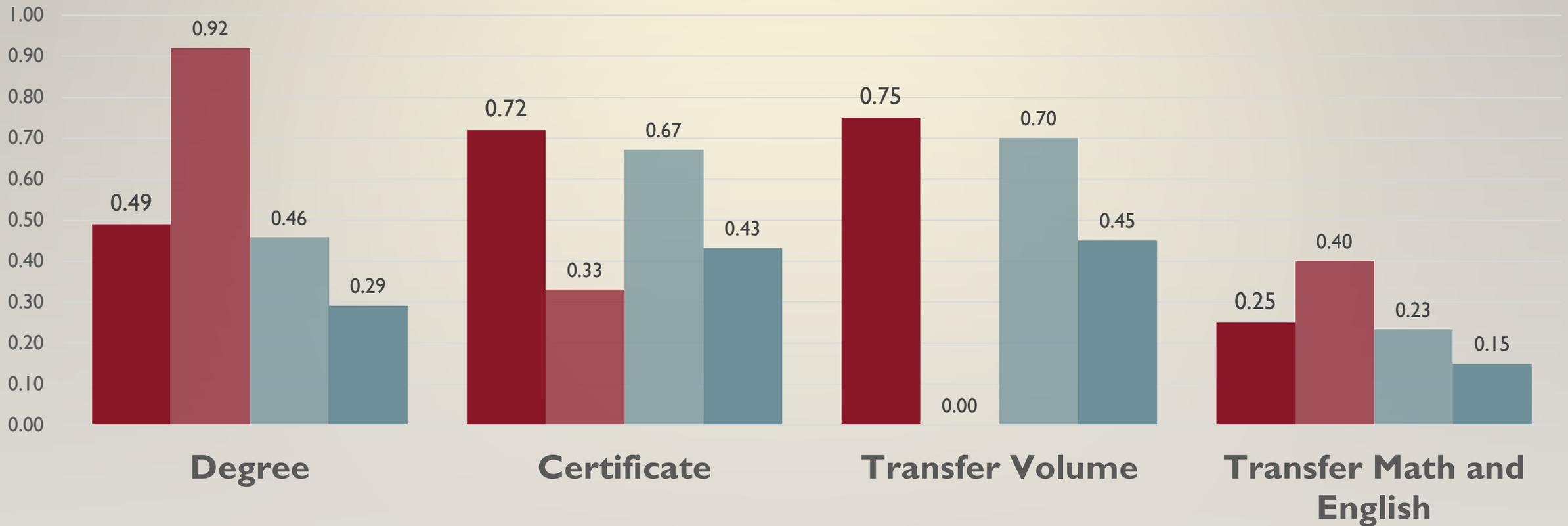
2018-19 Actual 2019-20 Actual 2019-20 Projection 2024-25 Projection

KPI #10 (OBJECTIVE 3.3): REDUCE THE EQUITY GAP FOR MEN OF COLOR BY 40%.

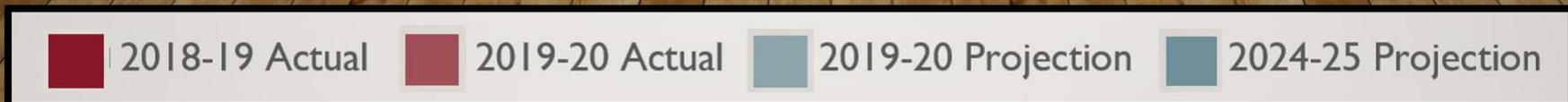


■ 2018-19 Actual ■ 2019-20 Actual ■ 2019-20 Projection ■ 2024-25 Projection

KPI #1 | OBJECTIVE 3.4: REDUCE THE EQUITY GAP FOR LGBTQ+ STUDENTS BY 40%.



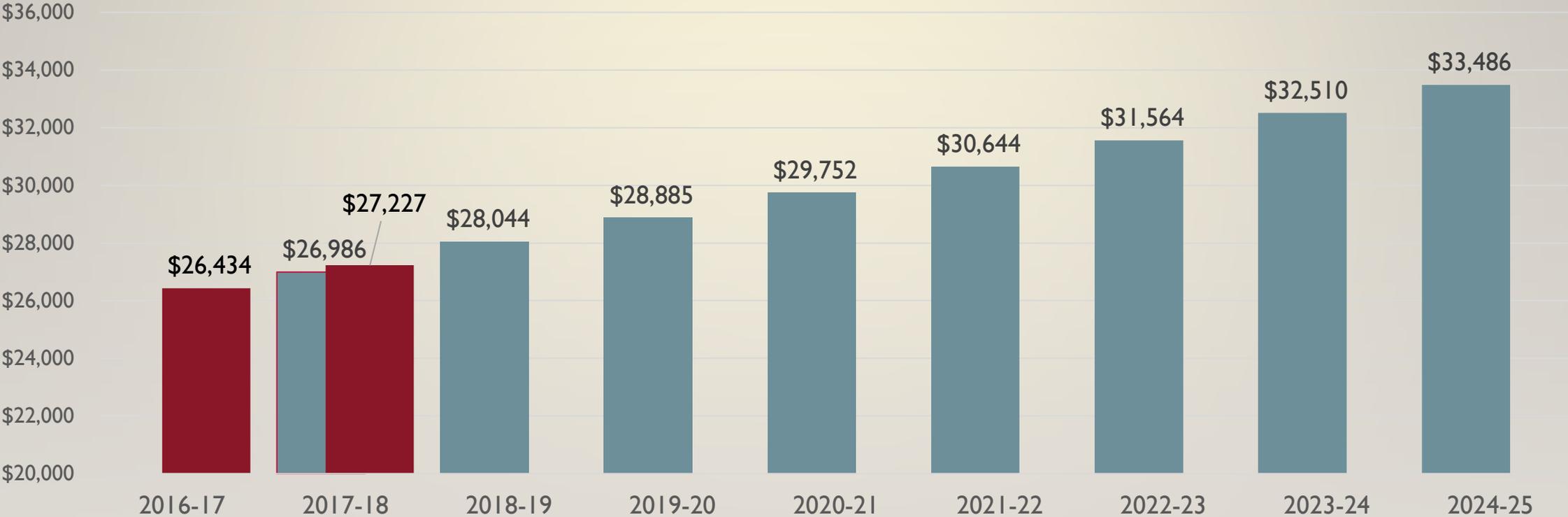
KPI #12 (OBJECTIVE 3.5): REDUCE THE EQUITY GAP FOR FOSTER YOUTH STUDENTS BY 40%.



2030 GOAL 5: WORKFORCE AND ECONOMIC DEVELOPMENT

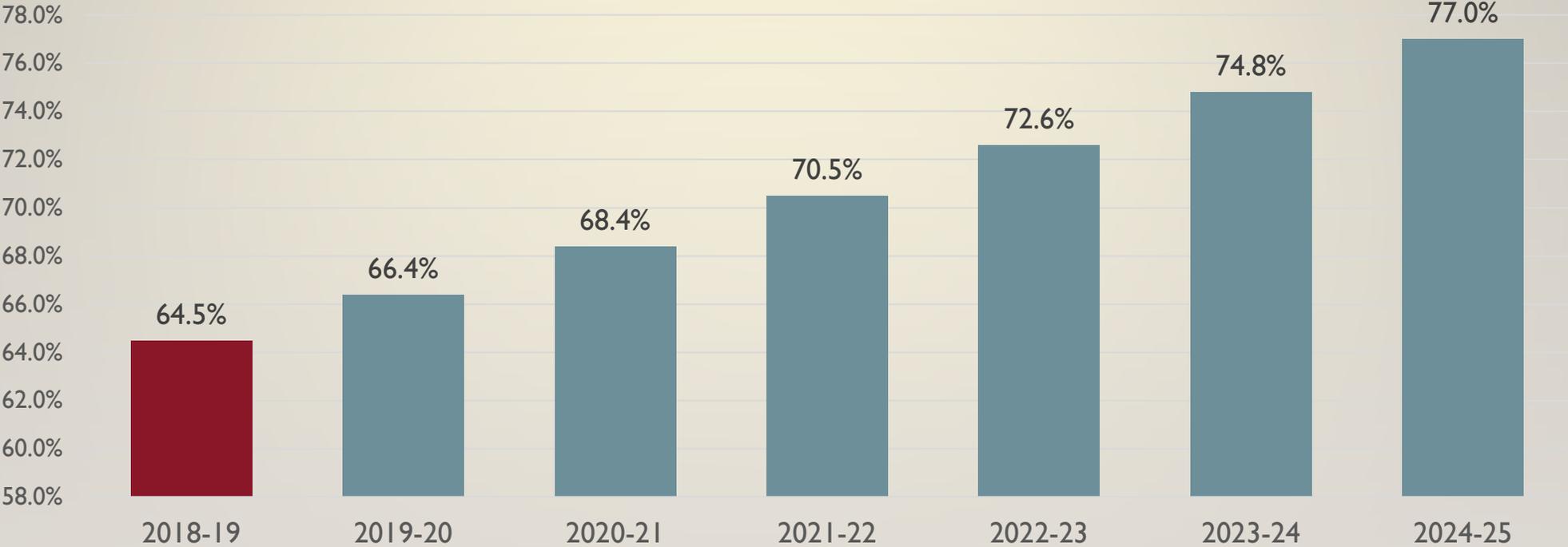
REDUCE WORKING POVERTY AND THE SKILLS GAP

KPI #13 (OBJECTIVE 5.1): INCREASE THE MEDIAN ANNUAL EARNINGS OF ALL STUDENTS



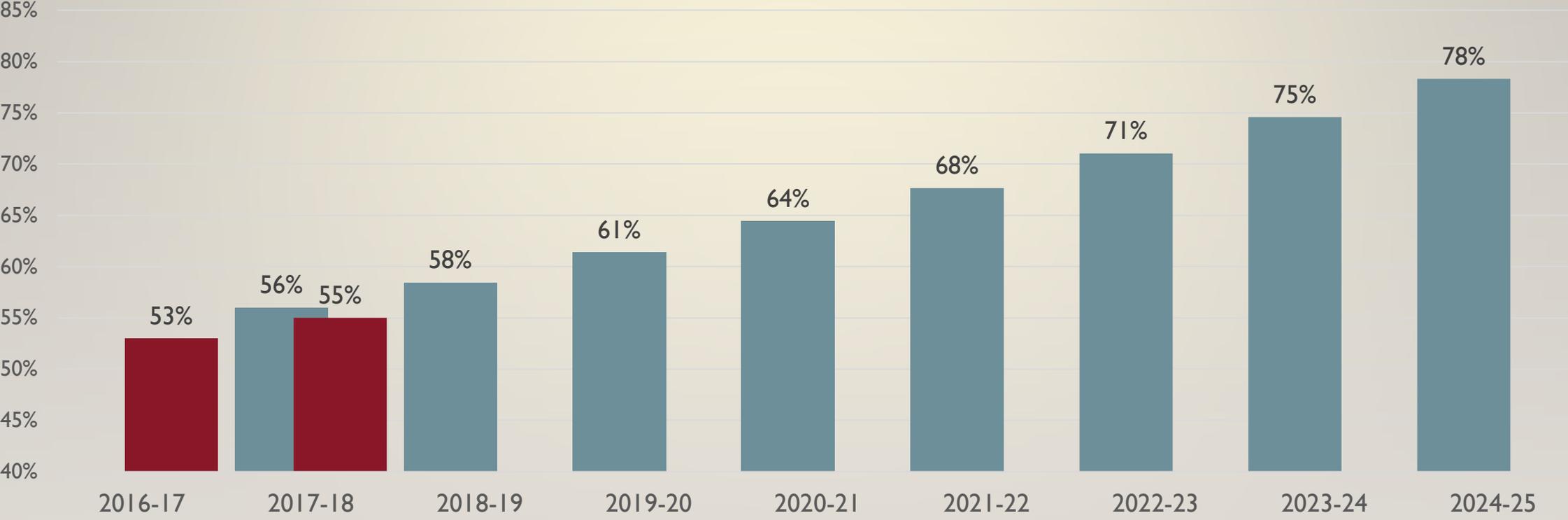
Source: Student Success Metrics Dashboard

KPI #14 (OBJECTIVE 5.2): INCREASE PERCENT OF CTE STUDENTS EMPLOYED IN THEIR FIELD OF STUDY BY 3% ANNUALLY



Source: CTE Outcomes Survey

KPI #15 (OBJECTIVE 5.3): INCREASE PERCENT OF ALL STUDENTS WHO ATTAIN A LIVABLE WAGE BY 5% ANNUALLY



Source: Student Success Metrics Dashboard

SUMMARY

- 15 KPIs to be assessed and reported annually each fall
- KPIs in alignment with district goals, SSM, VfS, ISS
- Questions?

November 16, 2020

Academic Senate Report to Institutional Strategic Planning Council Norco College

Purpose of Norco College Academic Senate (local senate)

Defining and Understanding the Role of the Academic Senate

The roles and responsibilities of the local senate and its faculty are spelled out in two State venues:

Education Code: These laws are a result of legislation—and can be modified only by subsequent legislative action.

California Code of Regulations, Title 5: The policies and regulations of the Board of Governors, and their interpretations and strategies for implementation of the Education Code, are contained within this collection. Title 5 regulations have the force of law, though they can be modified by action of the Board of Governors without legislative intervention.

California Education Code:

Section 70901 (B) (1) (e)

Governing Boards; Delegation

The board of governors shall establish minimum standards as required by law, including but not limited to, "Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

Section 70902 (B) (7)

Governing Boards; Delegation

Each community college district shall "Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

Section 87359 (B)

Waiver of Minimum Qualifications; Equivalency

The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senates. The process shall further require that the governing board provide the academic senates with an opportunity to present its views to the governing board before the board makes a determination.

Section 87360 (B)

Hiring Criteria

"Hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board." There is no qualification of the mandate, no specification of circumstances wherein it would be permissible for the governing board to circumvent the requirement to reach joint agreement with the academic senate.

Section 87458 (A)

Administrative Retreat Rights

The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senates. The process shall further require that the governing board provide the academic senates with an opportunity to present its views to the governing board before the board makes a determination.

Section 87610.1 (A)

Tenure Evaluation Procedures

The faculty's exclusive representative shall consult with the academic senates prior to engaging in collective bargaining regarding those procedures.

Section 87663 (F)

Evaluation Procedures

The faculty's exclusive representative shall consult with the academic senates prior to engaging in collective bargaining regarding those procedures.

Section 87743.2

Faculty Service Areas

The exclusive representative shall consult with the academic senates in developing its proposals with regards to faculty service areas.

Title 5:

Section 53200

Definitions

Academic Senate means an organization "whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters."

Academic and Professional Matters means the following policy development and implementation matters:

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

Consult Collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

1. Relying primarily upon the advice and judgment of the academic senate [i]
2. Agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, or policy of the governing board effectuating such recommendations. [ii]

Section 53203

Powers

- A. The governing board shall adopt policies for the appropriate delegation of authority and responsibility to its college academic senate.
- B. In adopting the policies described in section (a), the governing board or designees shall consult collegially with the academic senate.

- C. While consulting collegially, the academic senate shall retain the right to meet with or appear before the governing board with respect to its views and recommendations. In addition, after consultation with the administration, the academic senate may present its recommendation to the governing board.
- D. The governing board shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
 - 1. When the board elects to rely primarily upon the advice and judgment of the academic senate, the recommendation of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. [iii]
 - 2. When the board elects to provide for mutual agreement with the academic senate, and an agreement has not been reached, existing policy shall remain in effect unless such policy exposes the district to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
- E. An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board.
- F. The appointment of faculty members to serve on college committees shall be made, after consultation with the chief executive officer or designee, by the academic senate.

[i] See Section 53203 (D) (1) "Powers"

[ii] See Section 53203 (D) (2) "Powers"

[iii] "Participating Effectively in District and College Governance," a document written by a joint task force of representatives of the California Community College Trustees (CCT), the Chief Executive Officers of the California Community Colleges (CEOCCC) and the Academic Senate for California Community Colleges (ASCCC), makes the following point about these two concepts, "exceptional circumstances" and "compelling reasons": "These terms mean that... in instances where a recommendation is not accepted [...] the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context."

Purpose of Standing Committees of Norco College Academic Senate

“The Academic Senate shall create such standing committees as it deems necessary for the fulfillment of its role in the governance of the College. Standing committees shall be listed, their functions and their membership described, and their membership selection processes explained in the Academic Senate By-Laws” (Norco College Academic Senate Constitution, Article VI, Section 1).

Academic Planning Chairs (Formerly *Academic Planning Council*)

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

Assessment Committee

The Norco Assessment Committee (NAC) is a standing committee of the Academic Senate, comprised of representatives from all academic departments as well as administrators with a particular interest in or responsibility for learning outcomes assessment. The NAC formulates and helps to implement policy on all aspects of assessment at the college, including processes for gathering information on student learning and using data to improve courses, programs, and institution-wide learning outcomes.

Curriculum Committee

The curriculum committee, a sub-committee of the academic senate, has two primary purposes: to review and approve new curriculum including new courses, course modifications, new programs and program modifications, and to review and approve the curriculum approval process.

Distance Education Committee

The Distance Education Committee develops guidelines for distance education courses and recommends to the Senate policies and procedures for distance education training of faculty and students. The DE committee advises strategic planning committees on institutional needs and best practices for distance education.

LGBTQ+ Advocates

The LGBTQ+ Advocates committee supports, defends and serves as an advocate for lgbtq+ students, faculty and staff. This committee is responsible for making recommendations on academics, supportive measures, and training related to intersectionality (sexual orientation, gender identity, sex, race, ethnicity, etc.), lgbtq+ campus climate, student success and retention. Members of the committee also serve as points of contact on lgbtq+ issues.

Library & Learning Resource Center Advisory Committee (Formerly *Library Advisory Committee*)

The Library & Learning Resource Center Advisory Committee, a standing committee of the Academic Senate, serves as an active and collaborative forum to foster strategic planning, student success, and sustained continuous improvement of the academic support services in the Library and Learning Resource Center through recommendations, in order to uphold the overall mission of Norco College.

Faculty Professional Development Committee (Formerly *Professional Development Committee*)

The Norco Professional Development Committee offers ongoing opportunities to improve, develop, and expand the skills and practices of faculty and staff who promote students' ability to achieve their educational goals.

Program Review Committee

We establish guidelines, tools, and content requirements for the Program Review process at Norco College. We review and evaluate the program review and annual update unit reviews to facilitate intentional self-evaluation and planning in order to support program quality, improve

student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning.

Teaching & Learning Committee

The Teaching and Learning Committee (TLC) is a Standing Committee of the Academic Senate, comprised of Faculty representatives from all academic departments. The Teaching and Learning Committee fosters a culture of cross-disciplinary communication to support genuine exchange of successful pedagogy and scholarly research. It vows to protect respectful collaboration amongst faculty to ensure student success.

Educational Master Plan Objective Assignments (Ch. 5, SPGM)

Norco College Academic Senate

Recommendations to *add* objectives to the committee’s charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Recommendations to *remove* objectives to the committee’s charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Academic Planning Chairs (Formerly *Academic Planning Council*)

Recommendations to *add* objectives to the committee’s charge:

Objectives	Rationale	Other Comments
1.3 Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.)	N/A	N/A

Recommendations to *remove* objectives to the committee’s charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Assessment Committee

Recommendations to *add* objectives to the committee’s charge:

Objectives	Rationale	Other Comments
8.1 Make program, student, and effectiveness (including assessment) data available, usable, and clear so critical data is visible in real time.	N/A	N/A

Recommendations to *remove* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Curriculum Committee

Recommendations to *add* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Recommendations to *remove* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Distance Education Committee

Recommendations to *add* objectives to the committee's charge:

Objectives	Rationale	Other Comments
3.1-3.5	We believe it makes sense for us to be aligned with Goal 3 – to close equity gaps. Teaching on-line is an area where there needs to be more analysis of effectiveness at our college, especially in our more disenfranchised and disproportionately impacted students.	N/A

Recommendations to *remove* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

LGBTQ+ Advocates

Recommendations to *add* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Recommendations to *remove* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Library & Learning Resource Center Advisory Committee (Formerly *Library Advisory Committee*)

Recommendations to *add* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Recommendations to *remove* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Faculty Professional Development Committee (Formerly *Professional Development Committee*)

Recommendations to *add* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Recommendations to *remove* objectives to the committee's charge:

Objectives	Rationale	Other Comments
4.3 Increase percentage of faculty who complete Teaching Men of Color in the Community College certificate from 3% to 40% (125 out of 315 faculty)	Although we are happy to promote the Teaching Men of Color training, and continue to offer flex credit for this training, this should be directed by the Dean of Student Equity, whose office controls the licenses for this training.	N/A

Program Review Committee

Recommendations to *add* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Recommendations to *remove* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Teaching & Learning Committee

Recommendations to *add* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Recommendations to *remove* objectives to the committee's charge:

Objectives	Rationale	Other Comments
N/A	N/A	N/A

Fall 2020 Reports from Academic Senate Standing Committees

[Academic Planning Chairs](#)

[Assessment Committee](#)

[Curriculum Committee](#)

[Distance Education Committee](#)

[Faculty Professional Development Committee](#)

[LGBTQ+ Advocates](#)

[Library & Learning Resource Center Advisory Committee](#)

[Program Review Committee](#)

[Teaching & Learning Committee](#)

Diversity Equity & Inclusion Committee

FALL 2020

COMMITTEE STATEMENT OF PURPOSE

The Diversity Equity & Inclusion Committee is focused on advocating for people from all cultures, backgrounds, and experiences for the enrichment of our Norco College community. (Assigned to Obj 9.2)

EDUCATIONAL MASTER PLAN OBJECTIVE ASSIGNMENTS (CHAPTER 5)

Are there any objectives this committee recommends should be added to the committee's charge in DRAFT 1? N/A

Objective	Rationale	Other Comments

Are there any objectives this committee recommends should be removed from the committee's charge in DRAFT 1? N/A

Objective	Rationale	Other Comments

STANDING COMMITTEE DESCRIPTIONS (CHAPTER 9)

What changes are needed to your committee's statement of purpose, co-chairs, and membership? Please insert description from DRAFT 1 in left column and changes requested in the right column, if any.

Purpose as stated in DRAFT 1	Purpose Revision (if any) See below

Co-chairs as stated in DRAFT 1	Co-chairs Revision (if any) See below

Membership as stated in DRAFT 1	Membership Revision (if any)

COMMITTEE COMMENTS TO PROPOSED GOVERNANCE STRUCTURE (CHAPTERS 8 & 9):

Committee approved revised objectives on 11/3/20 (attached below)

Co-Chair Administrator: Director, DRC

Committee agrees with proposed governance structure and needs representation from Business Services & Strategic Development

Thank you for completing the committee report by November 10.

Diversity Equity & Inclusion Committee (Objectives)

REVISED on 11/3/20:

- To listen and respond to the concerns and needs of our students and employees
- To advocate and facilitate respectful interactions with an appreciation for diversity and equity
- To build a culture of practices that promote inclusiveness, dialogue, and harmony
- To celebrate the many dimensions and benefits of a multicultural environment
- To promote communication and advise the Student Support Council on matters related to diversity and equity
- Collaborate on college and district equity efforts
- Support and advocate the college's strategic plans for diversity, equity, and inclusiveness
- Coordinate activities to promote and address college-specific issues or concerns regarding diversity

NORCO COLLEGE

GRANTS ADVISORY PANEL PROPOSAL

Introduction

Now that Norco College has established a Strategic Development Unit with its own Grants Development Office, the current process of taking grant application requests through both the Grants Committee and the Institutional Strategic Planning Council is no longer meeting the needs of the College. In order to gather feedback from key stakeholders within the timeframe necessary for the College to develop competitive grant proposals, this new grants vetting process is being proposed to replace the existing Grants Committee, effective Spring, 2021.

Grants Advisory Panel

Given the number of grant applications we are submitting and the increasingly short deadlines given by funding agencies, the process of vetting grant opportunities and seeking approval from the President's office is not meeting the needs of the College. This new process establishes a Grants Advisory Panel (GAP) to address and vet grant proposals, much in the same way that an Institutional Research Board addresses research projects. The GAP will advise the Dean of Grants and the Office of the President on the feasibility of pursuing grant opportunities based on their alignment with the Colleges' strategic goals and required institutional commitments.

Process

The Dean of Grants will prepare a synopsis of each grant opportunity for panelists to review, as well as the link to the Request for Proposals (RFP). This information will be provided to panelists via email, or other means as is appropriate, to initiate and record dialogue between panelist about the grant opportunity. A minimum of five business days will be given to review grant opportunities but may vary, dependent upon the proximity of grant submission deadline. At the end of comment period, the panelist will be asked to provide written comments in a grant information document in SharePoint. The grant information document will be provided on a template that will, at a minimum, address 1) alignment with Norco College's strategic plan, 2) staff that will be included in the grant, 3) space considerations, 4) match requirements (which may or may not involve general funds) and 5) commitments that will be made in regard to institutionalization of personnel. In order to provide a review process that accommodates the unique work of applying for private foundation grants, the GAP will also review and provide comments on concept requests. These requests are distinctly different in that much will not be known about them at the time approval is requested, however, this will enable the college to move forward and not lose an opportunity if a funding offer is made and/or the College is invited to submit a full application. In such cases, additional information will be provided to panelists as it becomes available. The Dean of Grants will send the grant information document to the Office of the President for consideration. The President will approve or deny requests to pursue grant opportunities based on the information provided.

Alternate Approval Process

Although the establishment of the GAP should address the vast majority of grant application requests, there are sure to be rare instances where funding opportunities arise with such imminent deadlines that the new grants vetting process will not accommodate them. In such instances, the Strategic Development Office will seek Presidential approval. Approvals of this type will be kept to an absolute minimum and when they are given, the President will communicate her/his decision to the Dean of Grants. The Dean of grants will notify the GAP about the particulars of the funding opportunity and the President's decision.

Membership

GAP membership may be comprised of individuals who represent key instructional and non-instructional units often impacted by grants and external funding sources (e.g. Schools, academic departments, student services units, special funded programs, institutional effectiveness, business services). Individuals assigned to represent their unit may be managers, classified staff professionals, or faculty. On occasion, representatives of units not represented in the GAP regular membership, may be invited to participate in vetting grant opportunities that either 1.) will have a direct or indirect impact on their unit, or 2.) if they identify strongly with as subject matter experts. The Dean of Grants will facilitate the GAP activities and provide administrative support.

Reporting

The Dean of Grants will provide a verbal report on a monthly basis to the appropriate council, to inform them of the ongoing work of the GAP. A monthly grants and related activities report will be provided to council members and will also be posted for public viewing in the GAP website. Applications submitted on behalf of the college will also be highlighted in the Regular Update.

Meetings

The GAP may schedule face-to-face meetings, as the membership deems necessary, to assess its processes, membership needs, and training on how to vet grant opportunities.

Educational Master Plan Objective Assignment

Goal 12, Objective 12.4: Develop 30% of overall budget from non-general fund revenue sources.



**Marketing Committee
Fall 2020**

COMMITTEE STATEMENT OF PURPOSE:

As a standing committee of ISPC, the Norco College Marketing Committee collaborates to build a consistent and recognizable brand for Norco College that is representative of the college and community that we serve.

EDUCATIONAL MASTER PLAN OBJECTIVE ASSIGNMENTS (CHAPTER 5)

*Are there any objectives this committee recommends should be **added** to the committee's charge in DRAFT 1?*

Objective	Rationale	Other Comments

The Norco College Marketing Committee supports the college's mission and EMP goals by providing marketing assets and resources. In particular, the committee plays a key role in supporting objectives related to expanding college access by increasing both headcounts and FTES (Goal 1) through marketing and branding efforts as well as being integral to presenting the image of the institution through publications and marketing materials that build, embody, and reflect on the Norco College brand (Goal 6).

*Are there any objectives this committee recommends should be **removed** from the committee's charge in DRAFT 1?*

Objective	Rationale	Other Comments
5.2	The marketing committee would provide a supporting role	
6.2	The marketing committee would provide a supporting role	
6.6	The marketing committee would provide a supporting role	

STANDING COMMITTEE DESCRIPTIONS (CHAPTER 9)

What changes are needed to your committee's statement of purpose, co-chairs, and membership? Please insert description from DRAFT 1 in left column and changes requested in the right column, if any.

Purpose as stated in DRAFT	Purpose Revision (if any)
As a standing committee of ISPC, the Norco College Marketing Committee collaborates to	The Norco College Marketing Committee collaborates to build a consistent and

build a consistent and recognizable brand for Norco College that is representative of the college and community that we serve. Goals and Objectives: <ul style="list-style-type: none"> • Style Guide • Marketing Plan and Budget • Outreach Plan • Marketing and Outreach Campaigns 	recognizable brand for Norco College that is representative of the college and community that we serve. Goals and Objectives: <ul style="list-style-type: none"> • Style Guide • Marketing Plan and Budget • Marketing Campaigns
---	--

Co-Chairs as stated in DRAFT 1	Co-Chairs Revision (if any)

Membership as stated in DRAFT 1	Membership Revision (if any)

COMMITTEE COMMENTS TO PROPOSED GOVERNANCE STRUCTURE (CHAPTERS 8 & 9)

The committee feels there are connections between both the Institutional Effectiveness & Governance Council and Student Support Council. The Marketing Committee plays a role in both areas to achieve the goals by both councils.

The Institutional Effectiveness & Governance Council provides leadership around the college’s marketing and communications plans and advances student communication systems/structures with a guided pathways/equity lens.

The Student Support Council provides guidance and recommendations around enrollment management activities, including annual FTES targets, improving student access, success, and program completion.

Safety Committee

FALL 2020

COMMITTEE STATEMENT OF PURPOSE

The purpose of the Safety Committee is to develop and maintain a healthy and safe learning environment for students, faculty, staff, and visitors. As a problem-solving group, the committee will help identify and address security and health and safety concerns and make recommendations to the appropriate office or committee in order to maintain safe conditions.

EDUCATIONAL MASTER PLAN OBJECTIVE ASSIGNMENTS (CHAPTER 5)

Are there any objectives this committee recommends should be added to the committee's charge in DRAFT 1?

Objective	Rationale	Other Comments

Are there any objectives this committee recommends should be removed from the committee's charge in DRAFT 1?

Objective	Rationale	Other Comments

STANDING COMMITTEE DESCRIPTIONS (CHAPTER 9)

What changes are needed to your committee's statement of purpose, co-chairs, and membership? Please insert description from DRAFT 1 in left column and changes requested in the right column, if any.

Purpose as stated in DRAFT 1	Purpose Revision (if any)
<p>Drawn from a cross section of the college community, the mission of the Norco College Safety Committee is to develop and maintain a healthy and safe learning environment for students, staff, faculty and visitors. Acting as a problem solving group, the committee will help identify and resolve security issues, health and safety concerns and make recommendations to the appropriate office or committee in order to maintain safe conditions.</p>	<p>The purpose of the Safety Working Group's is to develop and maintain a healthy and safe learning environment for the students, faculty, staff, and visitors. As problem-solving group's, they will help identify promote and maintain issues and address security, health and safety concerns and take appropriate actions. They will uphold their moral responsibility and make recommendations to office's, committee's or council's in order to maintain safe conditions.</p>

Co-chairs as stated in DRAFT 1	Co-chairs Revision (if any)
<p>Justin Czerniak - College Safety and Emergency Planning Coordinator</p>	<p>Facilitators - not co-chairs that way, the workgroup can evolve and not be bound to a specific few. Changing to Facilitators will also</p>

Robert Kleveno, Sigrid Williams	allow for the subject matter expert on that safety aspect to facilitate the meeting
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Membership as stated in DRAFT 1	Membership Revision (if any)
Administrative Representatives Faculty Representatives Staff Representatives ASNC Student Representatives	Local Community Partners

COMMITTEE COMMENTS TO PROPOSED GOVERNANCE STRUCTURE

(CHAPTERS 8 & 9): please see the DRAFT Safety Working Group Operation Guidelines attached document below.

We are looking to take this action to be holistically in line with the new governance model across the district. We as a committee are consistently having issues of quorum without which we cannot be effective or efficient and safety cannot wait.

Safety Working Group Operation Guidelines Draft

Purpose

The purpose of the Safety Working Group’s is to develop and maintain a healthy and safe learning environment for the students, faculty, staff, and visitors. As problem-solving group’s, they will help identify promote and maintain issues and address security, health and safety concerns and take appropriate actions. They will uphold their moral responsibility and make recommendations to office’s, committee’s or council’s in order to maintain safe conditions.

Mission Draft

The Norco College Safety Working Group’s mission is to explore, recommend, and strategically develop policies, practices, and initiatives that meaningfully contribute to the achievement of objectives necessary in making our campus community safe. To educate through awareness and training activities that everyone is responsible for the prevention of workplace accidents.

Our Vision

In partnership with all who are aware of risks and are empowered to learn, discover and work in a manner that protects human health and the environment.

Our Values

Integrity

Exert leadership based on our ethical obligation to protect people and the environment.
Strive to be honest, fair and consistent. Be prudent stewards of Norco College resources.

Teamwork

Foster cooperation and collaboration. Encourage and support the professional growth of all employees.

Service

Provide high quality and easy-to-use services in a timely manner. Continuously improve our services and processes. Implement innovative safety solutions.

Attitude

Promote safety as everyone's responsibility. Possess and encourage a positive outlook. Maintain a strong work ethic by keeping our word and taking responsibility for our work and actions. The Little things matter.

Diversity

Be open to everyone's ideas and opinions. Understand the needs and situations of others. Treat all individuals equitably, professionally and with courtesy, dignity and respect. Strive to make our policies, procedures and training accessible and understandable.

How

The Safety Working Group is to regularly bring together everyone in a cooperative effort to communicate and promote occupational safety and health in the workplace. The Safety Working Group is visible and approachable for safety and health concerns, suggestions, and problem solving.

To be an effective Safety Working Group, there are many functions the Safety Working Group must provide:

- Increase and encourage safety awareness to all employees. Eliminate unsafe behavior and unsafe safe work conditions.
- Provide solutions to reduce frequency and severity of incidents, property, liability, and workers' compensation costs.
- Involve employees and management in a partnership to achieve a common goal of providing a safe and health work environment.
- Involve all levels of staff in decision-making process.
- Provide a communication system "designed to encourage employees to inform the employer of hazards at the workplace without fear of reprisal" it must be a two-way system of communication.

Functions

The Safety Working Group has four major functions:

- Responsibilities
- Members
- Process
- Goals and Objectives

Responsibilities

- Evaluate Safety Program – Make suggestions for program improvements.
- Safety Training – Identify training needs within the district to improve employee safety awareness.
- Communication – Provide a system for communicating with employees in a form readily understandable by all affected employees on matters relating to occupational safety and health (e.g., posters, department/site safety meetings, incentive programs).

Members

- Safety Working Group should be comprised of employees from all levels in the district and genuinely interested in the welfare of their co-workers as well as local community resources and those who would like to communicate suggestions.

- Membership should be voluntary to ensure that members are interested in achieving results and are dedicated to developing and maintaining a safe workplace culture. Members should have the following qualities:
 - Interested in safety issues
 - Receptive to new ideas
 - Ability to express thoughts and ideas
 - Willingness to participate in projects and meetings
 - Willingness to encourage employees to identify and report workplace health and safety hazards.
- Number of members of the working group may vary depending on need and should represent all departments/sites within the district.
- New members should receive training in working group functions, hazard identification, and incident investigation procedures.

Process

- Set schedule for regular meetings, at least quarterly. Ad hoc meetings are allowed to happen as the need arises.
- Agenda should be followed to increase productivity of the group.
 - Any recommendations or issues raised by employees should be submitted in advance to be placed on the agenda. These recommendations or issues may be submitted anonymously. These issues should be deliberated by the working group to determine severity, recurring unsafe acts or conditions, and immediate necessity to investigate exposure.
- Agenda should include:
 - Review minutes from last meeting, follow-up on any old business items
 - New Business including new safety related issues are discussed at this point.
 - Review of action plans created to reduce/eliminate hazards.
 - Review of facility safety inspections.
 - Test the safety and training to determine new training assignments based on incident frequency.
 - Adjourn meeting on time. Ensure each working group member clearly understands what the action items to complete are before the next meeting.
- Communication: A summary of the minutes of each working group meeting should be placed in a common area for all employees to review progress of the working group's undertakings, goals and objectives.

Goals and Objectives

- Goals should be measurable and have a direct impact on the safety of the employees.
- Working group objectives should be communicated to district employees at all levels to encourage employee participation in achieving safety goals.
- Goals and objectives should target:
 - Reduction in unsafe behaviors
 - Fewer accidents
 - Increased safety awareness among and training employees
 - Increased management support for Safety Working Group activities
 - Motivation for a strong Safety Working Group
 - Increased Safety Working Group involvement throughout the district

Communications

Communications must be in a form readily understandable by all on matters relating to occupational safety and health, including provisions designed to encourage employees to inform the employer of hazards at the worksite without fear of reprisal.

Technology Committee

FALL 2020

COMMITTEE STATEMENT OF PURPOSE

The Norco College Technology Committee provides strategic planning, guidelines, assessment, and recommendations for the direction, implementation, and sustainability of technology resources throughout the college to support student learning, programs, services, and improve institutional effectiveness consistent with the college's mission.

EDUCATIONAL MASTER PLAN OBJECTIVE ASSIGNMENTS (CHAPTER 5)

Are there any objectives this committee recommends should be added to the committee's charge in DRAFT 1?

Objective	Rationale	Other Comments
N/A		

While the Technology Committee is not directly responsible for coordination and assessing progress for any specific Objectives as outlined in the Education Master Plan, the committee provides an important role in supporting technology needs for student learning, programs, and services. In particular, the Technology Committee plays a key role in supporting objectives related to closing all student equity gaps (Goal 3) through conducting needs assessments and making recommendations to ensure that all student groups have access to computers, internet, and other technologies necessary for academic success.

Furthermore, EMP Goal 11 (*Implement professional, intuitive, and technology-enhanced systems*), which is currently limited to only two objectives related to student onboarding and implementing a CRM system, should probably be re-evaluated and expanded to include objectives associated with assessing and meeting technology needs, especially given the college's heavy reliance on technology.

Are there any objectives this committee recommends should be removed from the committee's charge in DRAFT 1?

Objective	Rationale	Other Comments
N/A		

STANDING COMMITTEE DESCRIPTIONS (CHAPTER 9)

What changes are needed to your committee's statement of purpose, co-chairs, and membership? Please insert description from DRAFT 1 in left column and changes requested in the right column, if any.

Purpose as stated in DRAFT 1	Purpose Revision (if any)
The Norco College Technology Committee provides recommendations for the strategic direction, implementation and sustainability of technology resources throughout the college to support student learning programs and services and improve institutional effectiveness consistent with the college's mission.	The Norco College Technology Committee provides strategic planning, guidelines, assessment, and recommendations for the direction, implementation, and sustainability of technology resources throughout the college to support student learning, programs, services, and improve institutional effectiveness consistent with the college's mission.

Co-chairs as stated in DRAFT 1	Co-chairs Revision (if any)
Dean of Technology and Learning Resources Faculty Representative Classified Staff Representative	Administrative Representative Faculty Representative Classified Professional Representative

Membership as stated in DRAFT 1	Membership Revision (if any)
Administrative Representatives Faculty Representatives Staff Representatives ASNC Student Representatives	Administrative Representatives Faculty Representatives Classified Professional Representatives ASNC Student Representatives

COMMITTEE COMMENTS TO PROPOSED GOVERNANCE STRUCTURE (CHAPTERS 8 & 9):

The Technology Committee agrees with its placement in the proposed governance structure of reporting to the Resources Council.

Thank you for completing the committee report by November 10.

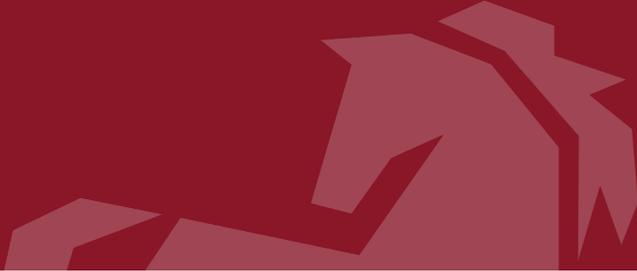


NORCO
COLLEGE

CONSTITUENCY ROLES IN PARTICIPATORY GOVERNANCE & RESPONSE TO CLASSIFIED PROFESSIONALS SPGM RECOMMENDATIONS

ISPC
NOV 18, 2020

Overall Approach



- We want Norco College to be the best it can be.
- We respect, hear, and value all voices.
- We are responding to the suggestions and recommendations from Classified Professionals.
- There is a natural, human response to want to support all recommendations offered, but we need to pause and define our given roles.
- We uphold the roles that we all signed up for.

SPGM Draft I Feedback Received & Appreciated

- **Terminology**
 - Staff vs Classified Professionals
- **Amendment Process**
 - Added into evaluation cycle (procedure #6) and into IEGC scope

Amending the SPGM

Evaluation of the Planning & Decision-Making Process.

Procedure #6:

Assessment of the Evaluation Procedures & Governance Structure: Every odd year in spring, the Institutional Effectiveness & Governance Council shall assess and review the aforementioned five evaluation procedures and associated processes (e.g. chartering process, KPI metrics, governance structure, and EMP objective assignments) to determine if any improvements or changes are necessary in order to improve effectiveness. This includes edits/enhancement suggestions to the Strategic Planning & Governance Manual itself.

It was also added into the IEGC's Scope/Goals:

“Coordinate the development, review and evaluation of the Strategic Plan and Governance Manual, Student Equity Plan, marketing and communications plans. Evaluate and recommend updates/amendments to the SPGM.”

Additional amendment language is also being added into Chapter 1 of the SPGM

SPGM Draft I Feedback Received & Appreciated

- Terminology
 - Staff vs Classified Professionals
- Amendment Process
 - Added into evaluation cycle (procedure #6) and into IEGC scope
- Appeals Process

Appeals Process of Committee/Council Decisions

(2013 procedure updated and added into SPGM Chapter 7)

The Appeals process is used in a situation in which a faculty, staff, or administrator believes that the strategic process was not followed in arriving at a decision.

1. An ad hoc committee of the College Council co-chairs convenes. If one of the co-chairs was involved in the governance entity in question, a designee will be appointed by another co-chair to serve on the appeals committee. The appeals committee will be comprised of one administrator, one faculty, and one classified professional.
2. The petitioner provides a report to the co-chairs (or their designee(s)) with a written document outlining their appeal of the process.
3. Co-Chairs of the Council/Committee in question provide a (rebuttal) report to chairs of College Council outlining the process used in making the decision and the reasoning for the decision made.
4. The Co-Chairs of College Council will review the process that was followed in the course of the council/committee's decision and make a determination for a resolution and report back to both parties.
5. If a petitioner submits an appeal pertaining to a decision made by the College Council, the president shall appoint three co-chairs (staff, faculty, and administrator) from three separate and unrelated councils/committees to implement the process noted above.
6. The final determination/recommendation will be given to the President for a final decision.

Note: The appeals process reviews the process of the council/committee during the course of its evaluation of a proposal. It does not re-evaluate the content of the proposal itself. Council/committee decisions will only be overturned on the bases of errors in the process. Content appeals should be directed to the respective council/committee.

SPGM Draft I Feedback Received & Appreciated

- Terminology
 - Staff vs Classified Professionals
- Amendment Process
 - Added into evaluation cycle (procedure #6) and into IEGC scope
- Appeals Process
- Operational vs. strategic section completely rewritten – We shall add additional examples also
- Clarification of exclusive representation



CLARIFICATION of EXCLUSIVE REPRESENTATION

The regulations address participation of staff on shared governance committees at 5 Cal.Code Regs. § 51023.5(a)(7) as follows:

The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups **that the governing board has officially recognized** in its policies and procedures for staff participation. In all other instances, the selection shall either be made by, or in consultation with, such staff groups. In all cases, representatives shall be selected from the category that they represent.

SB 235 added Section 70901.2 to the Education Code effective January 1, 2002. It provides, in relevant part, as follows:

(a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. **The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding.** A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining.

SPGM Draft I Feedback Received & Appreciated

- Terminology
 - Staff vs Classified Professionals
- Amendment Process
 - Added into evaluation cycle (procedure #6) and into IEGC scope
- Appeals Process
- Operational vs. Strategic section completely rewritten – We shall add additional examples also
- Clarification of exclusive representation
- **Crosswalk with Core Commitments**

SPGM Crosswalk with Core Commitments

Norco College Strategic Planning and Governance Manual Core Commitments Alignment

Access: Providing open admissions and comprehensive educational opportunities for all students.

- Educational Master Plan-2030 Goal 1: (Access) Expand college access by increasing both headcount and FTES.

- College Plan Alignment
 - EMP Objective Alignment
 - Academic Council Goal
 - Student Support Council Goal
- Provide and protect access to the educational
 - Internal Scan
 - Analysis of Key Performance Indicators and T

Equity: Engineering and sustaining an environment where proportionate outcomes.

- Educational Master Plan-2030 Goal 3: (Equity)
 - College Plan Alignment
 - Environmental Scan
 - Internal Scan
- Analysis of Key Performance Indicators and T
- ISER Quality Focus Essay (QFE) Projects

Student Success: Being an institution that places high value in and outside of the classroom and where meeting student programs and services.

- Educational Master Plan 2030 Goal 2: (Success)
 - Internal Scan
 - State Goal Alignment
 - Analysis of Key Performance Indicators and T
 - ISER Quality Focus Essay (QFE) Projects
 - Program Review and resource allocation pro

Expertise: Committing to ongoing improvement of teaching and institutional effectiveness and integrated planning and ongoing development and continuous improvement

- Educational Master Plan 2030 Goal 8: (Effectiveness) Assignments of EMP objectives to specific college
- Roles of College Constituencies
- College Councils / Committees
 - membership
- Participation on workgroups, project teams, e

Mutual Respect: Belief in the personal dignity and full potential of every individual and in fostering positive human values in the classroom and in all interactions.

- Educational Master Plan 2030 Goal 9: (Workplace/Employees) Expand workforce to support comprehensive college and develop/sustain excellent workplace culture.
- Use of the term Classified Professionals throughout
- Protect human dignity and freedom of expression assure that all are respected as individuals.
- Background and Framework of Governance
 - Ground Rules for Civility
- Principles for Ethical Behavior in Decision-Ma
- Decision-making processes will be made by d
- Chartering Template – expectations for Chair

Collegiality: Being a supportive community that is distinguished by respect, humor and enjoyment of work are expected

- Educational Master Plan 2030 Goal 9: (Work) comprehensive college and develop/sustain credit for accomplishments.
- Use care and integrity in managing confidential
- Facilitate a climate of collegiality, transparency
- Background and Framework of Governance
- Explanation of, and respect for, the Roles of C
- Decision-making processes by consensus where

Inclusiveness: Embracing diversity in all its forms — global that encourages a variety of perspectives and opinions

- Encourage open dialogue and positive contributions to participate in the governance process.
- Provide accurate, objective, and clear information interests of students, employees, Norco Colle
- Background and Framework of Governance
- Principles for Governance
- Co-Chairs in college councils/ committees (ex
- College councils and committee's membership
- Decision-Making Process includes participative
- Appeals Process of Committee/Council Decis
- College meetings calendared during college h
- constituencies including students.

Integrity: Maintaining an open, honest, and ethical environment

- Principles for Ethical Behavior in Decision-Ma
- Background and Framework of Governance

Quality: Achieving excellence in the broad range of academic programs and services provided to students and to the community, fostering an environment of inquiry, learning and culture, and providing professional development opportunities for faculty and staff.

- Roles of College Constituencies
 - Foster openness and courtesy by encouraging and maintaining communication consistent with Norco College's organizational and administrative protocols.
 - Strategic Planning entities to post charters online visibly & transparently
 - Evaluation of the Planning and Decision-Making Process
- Educational Master Plan 2030 Goal 4: (Professional Development) Implement Professional Development around Guided Path- ways and equity framework; foster a culture of ongoing improvement.
 - Educational Master Plans 2030 Goal 7: (Programs) Become the regional college of choice by offering a comprehensive range of programs that prepare students for the future and meet employer workforce needs.
 - Abide by established college and district policies and procedures and act within applicable laws, codes, regulations (cited throughout SPGM), and Roberts Rules of Order procedures.
 - Environmental Scan
 - ISER Improvement Plans
 - ISER Quality Focus Essay (QFE) Projects
 - EMP goal alignment with other college, district, and state plans
 - Program Review process which includes goal-setting and focus on student learning

Environmental Stewardship: Being mindful of the impact we have on the environment, as individuals and community, and fostering environmental responsibility among our students.

- Environmental Scan
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Educational Master Plan 2030 Goal 10: (Facilities) Build a comprehensive and inspiring campus integrated into the region that serves as a destination for education, commerce, life, and t

Innovation: Valuing creative solutions and continuing to seek inventive ways to improve instruction and to students and to the community.

- Educational Master Plan 2030 Goal 8: (Effectiveness, Planning, and Governance) Develop institutional effectiveness and integrated planning systems and governance structures to ongoing development and continuous improvement as we become a comprehensive college
- Educational Master Plan 2030 Goal 11: (Operations) Implement professional, intuitive, technology enhanced systems.
- Educational Master Plan 2030 Goal 12: (Resources) Develop innovative and diversified build and sustain a comprehensive college and achieve our visionary goals.

SPGM Draft I Feedback Received & Appreciated

- Terminology
 - Staff vs Classified Professionals
- Amendment Process
 - Added into evaluation cycle (procedure #6) and into IEGC scope
- Appeals Process
- Operational vs. Strategic section completely rewritten – We shall add additional examples also
- Clarification of exclusive representation
- Crosswalk with Core Commitments
- **Over 90% of redline edits in SPGM Draft I provided by Classified Professionals added and incorporated**
(Including CSEA's Committee Appointment Process, additional citations and clarifications; terminology changes, language re: roles of constituencies, excluding recognition of a Classified Senate.)



NORCO
COLLEGE

“SHARED” VS. “PARTICIPATORY” GOVERNANCE



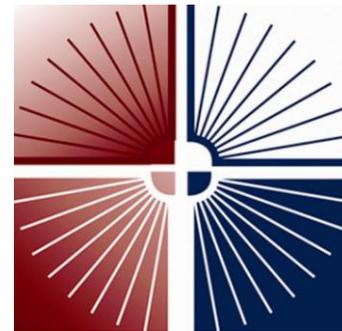
Participating Effectively in District and College Governance

The Law, Regulation and Guidelines



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

ACADEMIC SENATE
for California Community Colleges

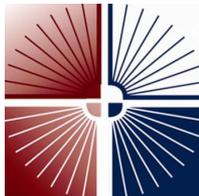


Community College League
OF CALIFORNIA

Definition

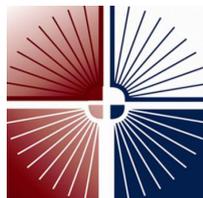
Participating effectively in district and college governance is shared involvement in the decision-making process.

- It does not imply total agreement;
- The same level of involvement by all is not required; and
- Final decisions rest with the board or designee (President).



Value of Participatory Governance

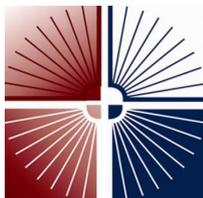
- Expertise and analytical skills of many
- Understanding of objective/decisions
- Commitment to implementation
- Leadership opportunities
- Promotion of trust and cooperation
- Opportunities for conflict resolution
- Less dissent



Participatory Governance

“ The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance.”

CCCT/CEOCCC Policy Paper, December 1989

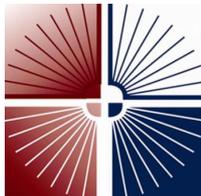


The Law

Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure:

- Faculty, staff and students the right to participate effectively in district and college governance and
- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

[Education Code Sections 70901 and 70902](#)

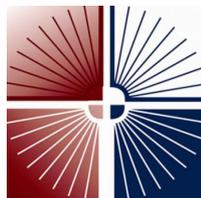


Regulation: Academic Senates

(a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.

...providing at a minimum the governing board or its designees consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.

[Title 5 §53203](#)

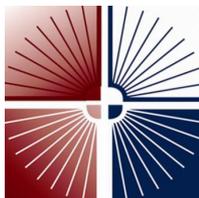


Regulation: Academic Senates

Academic and professional matters means the following policy development and implementation matters:

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

Title 5 §53200-53206 and [RCCD Board Policy 2005](#)



Regulation: Academic Senates

"Consult collegially" means:

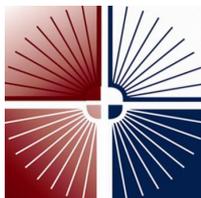
Relying primarily upon the advice and judgment of the academic senate; or

Reaching mutual agreement between the governing board/designee and representatives of the academic senate.

[Title 5 §53203](#) and RCCD [BP2005](#)



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

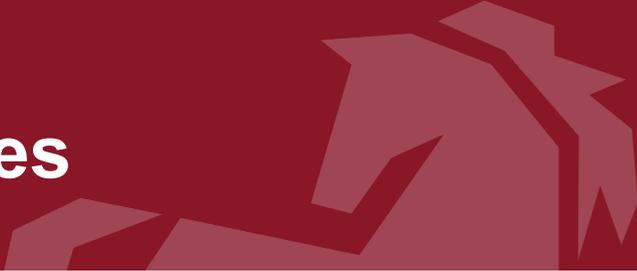


Regulation: Academic Senates

In our district, the Board of Trustees have identified items 1-5 and 8 as “**primarily rely**” and 6-7 and 9-11 as “**mutually agree**” ([BP2005](#)). “Primarily rely” items are generally accepted by the Board of Trustees without discussion, whereas “mutually agree” items require ongoing dialog. The Board of Trustees is the ultimate governing body of the District, and their decisions are final.

Primarily Rely	Mutually Agree
• Curriculum	• Governance structures
• Degree and certificates	• Accreditation
• Grading	• Program review
• Program development	• Institutional planning and budget
• Student preparation and success	• Other academic and professional matters
• Professional development	

Regulation: Academic Senates



“Examples of ‘institutional planning and budget development’ include: development of educational master plan and college planning structures, development of institutional budget priorities, policies for how the budget will be developed. Note that this item involves the policies for budget and planning, not line-item budget allocation.”

- ASCCC Training Course for Participatory Governance

“In this, it is clarified that the 10+1 item “processes for institutional planning and budget development” is for all institutional plans and governance. Thus, planning and governance is a 10+1 item.”

-Participating Effectively in District and College Governance

The Academic Senate for California Community Colleges and The Community College League of California

Adopted Fall 1998

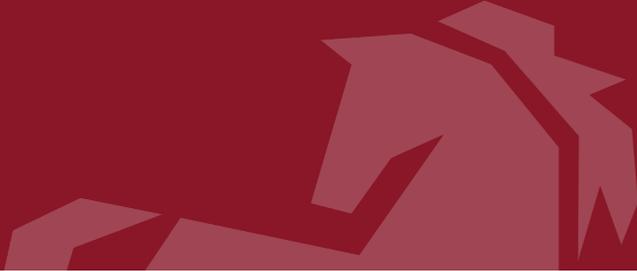
Regulation: Academic Senates



The 10+1 areas of "academic and professional matters" do not just happen within Academic Senate meetings nor solely within standing committees of the Academic Senate.

They happen here in ISPC also. Because we are an academic institution, the bulk of our institutional planning involves 10+1 areas.

Effective Participation



“Many board policies or regulations on district governance deal not just with the academic senate but also with the roles in consultation of staff and students under the heading of “shared governance.” Such an inclusive structure for a policy may be logical, as Education Code and Title 5 mandate that faculty, staff, and students all have a role in institutional decision-making. However, while all constituent groups are guaranteed under Education Code Section 70902 (b) (7) the rights to “express their opinions” and to “participate effectively,” the academic senate is provided a much stronger role and greater responsibilities that should not be compromised or diminished under board policy or district practice in the name of inclusivity. In this sense, **while the term “shared governance” has long been a favorite rallying cry of faculty, it may in some cases be used in ways detrimental to academic senate purview. Local academic senates must ensure that while all voices are respected and included, the roles and responsibilities granted to the academic senate under Education Code and Title 5 are appropriately respected.** Local policies and processes must indicate that when decisions are made regarding academic and professional matters, the voices of other constituent groups are considered but the final recommendation is developed by the academic senate or by the senate and the college or district administration as appropriate.”

The Legal Basis for Academic Senates and Collegial Consultation: Who We Are and What We Do

- John Stankas,
ASCCC President
- Dolores Davison,
ASCCC Vice President

**2019 Faculty
Leadership Institute**

**June 13-15,
Sacramento**



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

Shared Governance vs. Collegial Consultation

“Shared governance” is not a term that appears in law or regulation. Education Code §70902(b)(7) calls on the Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of **academic senates** to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”*

Consequently, the more precise terms call for the governing board to assure **effective participation** of staff and students** and to **consult collegially with academic senates**.

* From *Participating Effectively in District and College Governance*, ASCCC/CCLC, Fall 1998

** See Title 5 sections 51023.5 and 51023.7, respectively

Regulation: Administration

The College Administration is the primary constituent group for the formulation and development of college policies and procedures.

- [Education Code § 87002 \(b\)](#) gives educational administrators “**responsibility** for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district.”
- [Accreditation Standard IV.A.3](#) states that administrators, “through policy and procedures, have a **substantive and clearly defined role** in institutional governance and exercise a substantial voice in institutional policies, planning, and budget in their areas of responsibility and expertise.”
- [Accreditation Standard IV.A.4](#) states that academic administrators, “through policy and procedures, and through well-defined structures, have **responsibility** for recommendations about curriculum and student learning programs and services.”

Regulation: Staff

- Governing boards adopt policies and procedures that provide staff opportunity to **participate effectively** in district and college governance.
 - formulation and development of policies and procedures, and
 - processes for jointly developing recommendations that have or will have a significant effect on staff.
- Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every **reasonable consideration**.

[Title 5 §51023.5](#)

- When the staff has an established bargaining unit, such as the California School Employees Association (CSEA), it is given authority to select the members who will represent staff on committees.

[Education Code 70901.2\(a\)](#)

Shared Participatory Governance

A Position Paper
By

California Community Colleges Classified Senate (4CS)

What is shared governance? Specifically, Education Code Section 70901(b) required the Board of Governors to adopt regulations setting "...minimum standards governing procedures established by governing boards in community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that their opinions are given every reasonable consideration. ... shared governance, then, is a complex web of consultation and decision-making and responsibility that translates goals into district policy or action.

Currently it is widely agreed that the term "shared" governance is not truly descriptive of the process as the implementation intended. "Participatory" governance is more descriptive of the actual process. Ultimately liability continues to remain with the local governing board. Although the term "participatory" is replacing the term "shared" governance, we will, for clarity, use the original term in this position paper.

AB1725 (1988) and Title 5 of the California Education Code bring the force of law to the concept of shared governance. However, shared governance, as outlined in AB1725, is not a new concept. Title 5§53203 directs district boards to delegate authority and responsibility to district faculty through their academic senates, in the shared governance process as it relates to academic and professional matters, i.e. curriculum, degree/certificate requirements, grading policies. AB 1725 also defined a role for student participation in governance. Title V of the Education Code was amended to ensure that students would have the opportunity to participate in college governance and to make recommendations concerning college policies and procedures that would have significant effect on students. [See: §10723.] The 4CS applaud this action and strongly supports the role of student participation in governance.

In less detail, classified staff, referred to as "staff" are guaranteed the opportunity to provide input in all areas that affect staff. "... for staff participation in governance outside of the arena of collective bargaining." (Minimum Standards for Staff Participation in Governance, Board of Governors, California Community Colleges, September 13-14, 1990.) AB 1725 directs boards of faculty, provide opportunity for input, and ensure that the recommendations and opinions of faculty, students, and staff receive reasonable consideration. Moreover, it charges the faculty to assume a degree of responsibility and active participation in shared governance brings to institutions a total quality management model that includes all employees in the successful operation and accountability of that institution. This form of participatory government provides a unique model of governance that has resulted in the potential to serve institutions well.

Perhaps, in the beginning, the term "shared" governance created an atmosphere of expectation of greater control by all commitments. Perhaps it threatened those who had, up to that time, made unilateral decisions without adequate input and research. Whatever the case, in some institutions

Page 1 of 3

A Position Paper By California Community Colleges Classified Senate (4CS)

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Page 1 of 3

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“Shared governance has many definitions. There are a multitude of variations of governance structures and local policies. Each district has evolved individually in regards to shared governance. Some have evolved positively; some have stagnated, depending on their administration and leadership. There are also those districts that have struggled to understand and accept the participatory governance ideal or are struggling among their faculty, students, and staff to establish their roles. Shared governance has had its time to evolve - now it is time to revisit its successes and failures and to redefine and improve it. Using the term "participatory" rather than "shared" is a beginning step to clarify this difficult concept. ([p.2-3](#))

Regulation: Staff

Title 5 and California Education Code **do not** state that staff:

- 1) have an affirmative right to a particular form of direct, substantive participation in the construction of particular policy recommendations or
- 2) have the ability to determine the number of participants who may serve on the committees created to pursue these ends.

It is up to the administrative leads, in partnership with the leadership of the Academic Senate, to make these determinations, as they are the primary groups who formulate the policy recommendations.

Regulation: Students

- Governing boards adopt policies and procedures that provide students opportunity to **participate effectively** in district and college governance on formulation and development policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.
- Boards shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every **reasonable consideration**.

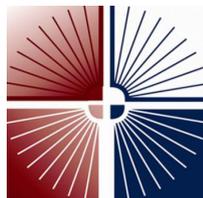
[Title 5 §51023.7](#)

- Student Associations (like ASNC) are empowered to select student members on committees/councils.

[Education Code Section 76060](#)



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

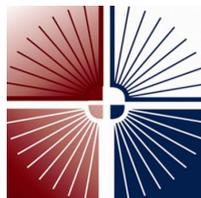


Regulation: Students

Polices and procedure that have a “significant effect on students” include:

- (1) grading polices
- (2) codes of student conduct
- (3) academic disciplinary policies
- (4) curriculum development
- (5) courses or programs which should be initiated or discontinued
- (6) processes for institutional planning and budget development
- (7) standards and polices regarding student preparation and success
- (8) student services planning and development
- (9) student fees within the authority of the district to adopt
- (10) any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students

Title 5 §51023.7



Staff & Students have the same Guarantee for Effective Participation

5 CCR § 51023.5

§ 51023.5. Staff.

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

(1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and nonmanagement positions or groups of positions shall be separately defined or categorized.

(2) Participation structures and procedures for the staff positions defined or categorized.

(3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

(4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

(5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

(6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

Staff & Students have the same Guarantee for Effective Participation

5 CCR § 51023.7

§ 51023.7. Students.

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

Different Roles Regarding Institutional Planning & Governance

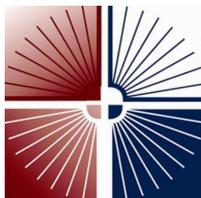
Faculty | Students | Staff | Administration

According to Law and Regulation

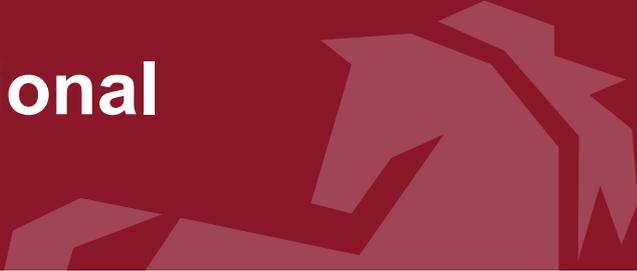
- ✓ Different *Levels* of Participation
- ✓ Different *Areas* of Participation
- ✓ Different *Consideration* of Recommendations



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES



Different roles regarding Institutional Planning and Governance



- Administrators have responsibility and accountability for Institutional Planning and Governance
(is in job descriptions and used in evaluations)
- Faculty have responsibility and accountability for Institutional Planning and Governance
(is in job descriptions, the faculty contract, and institutional service is included in evaluations which may include governance)
- Students are guaranteed the right to participate. *No responsibility nor accountability* for Institutional Planning and Governance.
(not in student handbook nor any impact on grades)
- Classified Professionals are guaranteed the right to participate. *No responsibility nor accountability* for Institutional Planning and Governance.
(not in job descriptions, not in contract, nor included in evaluations)

ACCJC Reinforces Law, Regulations, and Roles

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

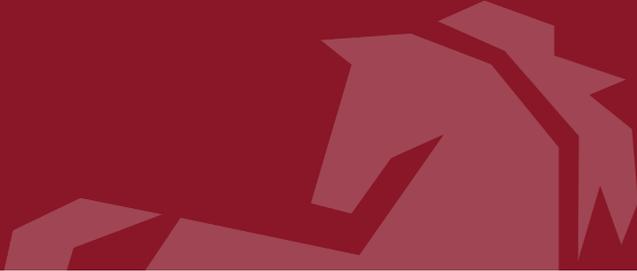
PARTICIPATING EFFECTIVELY



Participating effectively in District and College Governance:

- Grants faculty a louder voice through its academic senate
- Requires faculty to seek and consider the informed views of students and staff
- Requires policy makers to rely primarily on the recommendations of faculty senates or to reach mutual agreement with them
- Requires faculty senates and faculty unions to consult with one another on certain matters

Summary



Students and classified professionals are not afforded the same “primary responsibility” for institutional decision-making.

While students do not have the same rights as academic senates to reach mutual agreement or to be primarily relied upon in these areas, they do have a right to participate effectively and should be given an opportunity to provide input into governance decisions. They deserve to be heard, to have their concerns considered seriously, and their perspective should always be given fair and sincere consideration.

While classified professionals do not have the same rights as academic senates to reach mutual agreement or to be primarily relied upon in the area of “processes for institutional planning and budget development,” they do have a right to participate effectively and should be given an opportunity to provide input. They deserve to be heard, to have their concerns considered seriously, and their perspective should always be given fair and sincere consideration.

Council Membership

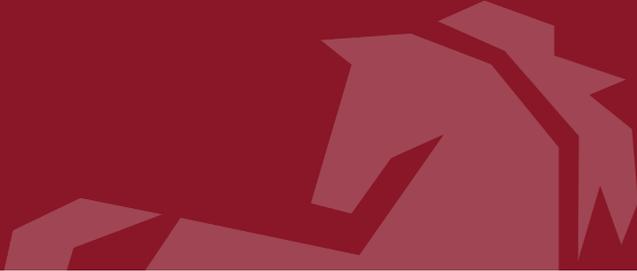
Classified Professionals recommend to have equal vote share with, or more members on governance committees than, faculty.

As Suggested by Classified Professionals (SPGM Drafts I & II):

Total DRAFT/Proposed membership (duplicated headcount highlighted)

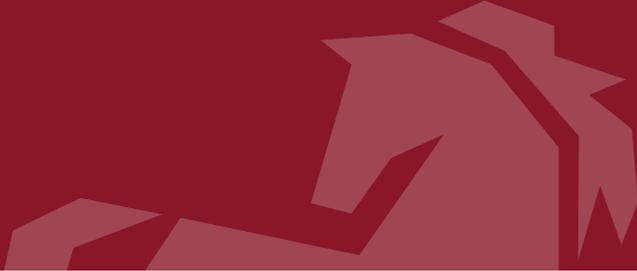
- 21 faculty (+5 duplicated) = 26
- 19 Administration (+5 duplicated) = 24
- ~~20~~ 24 Classified Professionals (+4 duplicated) = ~~24~~ 28
- 5 Students

Council Membership

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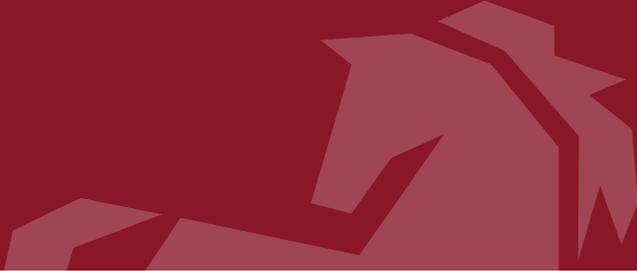
- We are too lean as a college to unnecessarily bloat the membership of our governance groups (across all constituencies). Representatives need to make sense.
- Administrators and Faculty serving on governance groups are very intentional and strategic based upon differing roles & perspectives (such as one faculty rep per department).
- Classified Professionals intentionally identified would similarly ensure differing roles and perspectives.
- Without recommended expertise for membership, surely 1-2 classified professionals could represent the body and bring a perspective forward.

Council Membership

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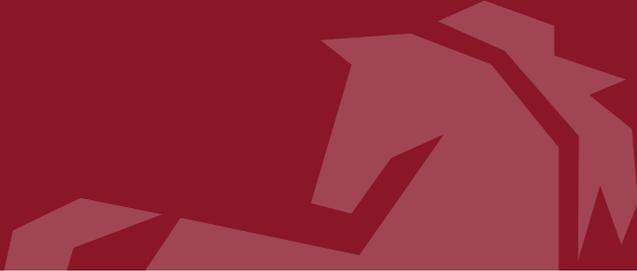
- There are 1-2 students that regularly attend Academic Senate. They always have a voice and are respected and valued. Their input carries great weight. Having 10 of them there would not increase their value (real or perceived).
- Analogously, more vote share on a council shall not increase the genuine value of the classified professional voice.

Council Membership

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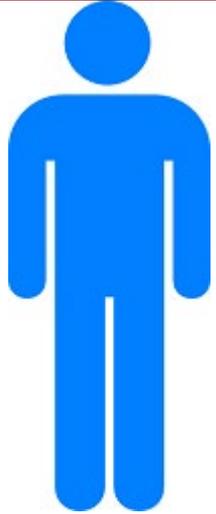
- We are an academic institution. As such, the bulk of our planning and efforts are squarely academic and professional matters.
- It is fundamentally inappropriate for students or staff to have a larger vote share than faculty on any strategic planning entity. However, depending on a specific charter/scope, it is completely reasonable that some entities (e.g. committees/planning teams) could have equal or more student and classified professional representation (including perhaps student co-chairs).
- Academic Senates have been given a formal responsibility and primacy role in planning...it would be irresponsible to shirk this responsibility for institutional planning upon other constituencies.

Terminology: Tri-Chairs

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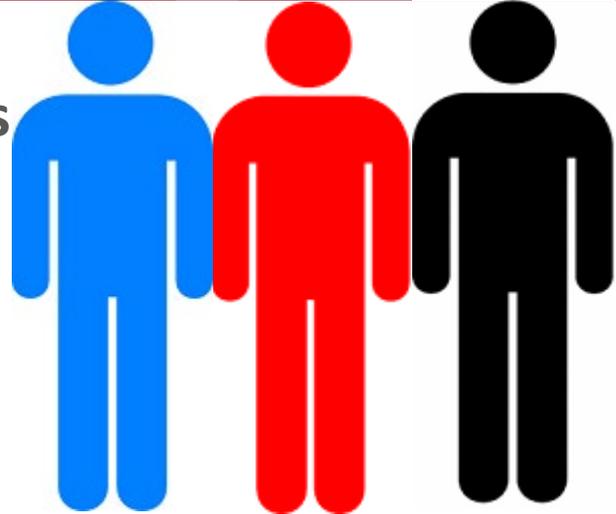
- The term “Tri-chairs” excludes students from the possibility of leadership roles and falsely implies that all constituencies have an equal role/responsibility in processes for institutional planning.
- Some governance entities may need one chair (e.g. Teaching and Learning Committee), some entities may warrant two (e.g. Program Review Committee), some may warrant three (Student Services Council) and some may warrant four co-chairs (Guided Pathways Project Teams).
- Each group’s charter should outline the needs and appropriate representation of the group’s membership/co-chairs.

Terminology: Tri-Chairs

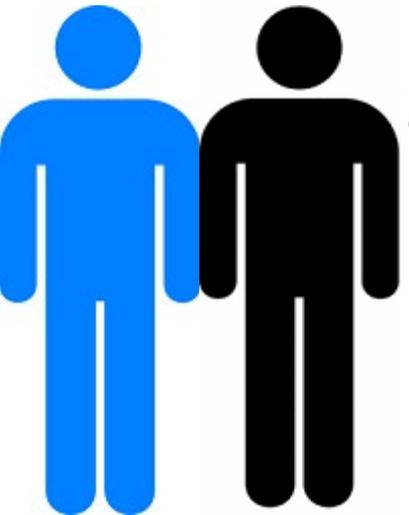


1 Chair

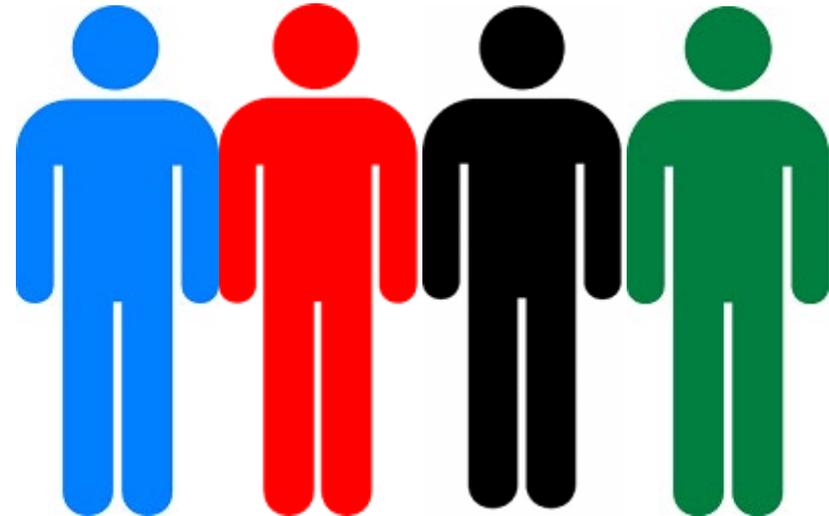
3 Co-Chairs



2 Co-Chairs



4 Co-Chairs



VOTES *versus* VALUE



- All voices have value and may participate.
- We all have roles and different lanes. Each is to be respected and valued, but they are not the same.
- Let us not conflate the institutional planning votes (measurable) versus the institutional value (immeasurable).
- The number of “seats” on a particular governance entity doesn’t diminish anyone’s importance or value.

Terminology: Classified Professionals vs. Staff

- Tone was perceived as defensive.
- Everyone at Norco College values the nature of work, level of competency, professionalism, experience, formal education, etc. provided by our classified professionals.
- Possible discussion: What is the root of this?



NORCO
COLLEGE

DISCUSSION

