

Riverside City College Academic Senate

Agenda

Monday 12 May 2025 • 3:00 - 5:00 PM

Meeting Location: The RCC Hall of Fame Room

YouTube link for viewing:

<https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured>

- 3:00 I. **Call to Order**
- 3:05 II. **Approval of the Agenda**
- 3:05 III. **Approval of the Minutes** April 21 (May 5 tabled)
- 3:08 IV. **Public Comments**
- 3:18 V. **Liaison Reports**
- A. RCCD Faculty Association
 - B. College President or designee
 - C. ASRCC Representative
- 3:30 VI. **Committee or Council Updates and Reports**
- A. RCC Assessment Committee faculty co-chair Denise Kruizenga-Muro will report back about the GE SLO #1 revision document, with possible additional time requested to consider minor suggested revision for clarity (second read + possible action)
 - B. Curriculum faculty co-chair Kelly Douglass end of semester update including information about the RCCD Lifelong Learning and Self-Development Descriptor (information)
 - C. DEMC faculty representative, Kirsten Gerdes, will provide an update on district enrollment management (information)
 - D. EPOC faculty co-chair Wendy McKeen, classified co-chair Natalie Halsell, and/or VP of Planning and Development Kristi Woods or designee(s) will present the draft of the strategic plan (first read)
- 4:00 VII. **Ongoing Business**
- A. Vice President Taylor will sunshine faculty nominees for RCCD Committees, with senate vote to be June 9 (information)
 - B. Secretary Treasurer Bottoms will sunshine the revised faculty handbook to go “live” by end of spring (information)
 - C. VP of Business Services, Kristi DiMemmo will present an update about the Budget Allocation Model (BAM), with information about a series of upcoming 2025-26 workshops (information + discussion)
- 4:20 VIII. **New Business**
- A. School of Nursing Dean, Tammy VantHul, will introduce the Nursing discipline’s plan to submit an application for a Bachelor’s Degree for the Anesthesia Technology program (information + possible action)
 - B. RCCD Dean of DE, Shawna Bushell, will share DE supports currently offered by the district (information)
 - C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
 - a. Faculty Co-Chair for SAS
- 4:35 IX. **Officer Reports**
- A. President
 - B. Vice-President
 - C. Secretary-Treasurer
- 4:45 X. **Open Hearing**
- 4:55 XI. **Learn, Share, Do**
- 5:00 XII. **Adjourn**

Next RCCAS Meeting: Monday 9 June 2025

Agenda items due by Tuesday 3 June 2025 at noon

Title 5 §53200 and RCCD Board Policy 2005 Academic Senate “10+1” Purview Areas

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

* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate

**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

Consistent with Executive Order N-29-20 and Government Code sections 54953.2, 54954.1, 54954.2, and 54957.5, the Riverside City College Academic Senate will swiftly provide to individuals with disabilities reasonable modification or accommodation including an alternate, accessible version of all meeting materials. To request an accommodation, please contact Office of Diversity, Equity, & Compliance at 951-222-8039.

Riverside City College Academic Senate
April 21, 2025 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:00 pm, quorum met

Roll Call

Academic Senate Officers (Term ending 2026)

President: Jo Scott-Coe

Vice President: Star Taylor

Secretary-Treasurer: Megan Bottoms

Department Senators (Term ending 2025)

Applied Technology: Patrick Scullin

Behavioral Science: Eddie Perez (absent)

Business, Law & CIS: Skip Berry

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Daniel Borses

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell

Mathematics: Evan Enright (absent)

Music: Steve Mahpar

World Languages: Araceli Calderón

Department Senators (Term ending 2026)

Art: Will Kim

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Jason Buuck (absent)

Economics/Geography/Political Science: Kendralyn Webber (absent)

Kinesiology: Jim Elton

Nursing Education: Lee Nelson

Physical Science: James Cheney

School of Education & Teacher Preparation: Emily Philippsen (absent)

Associate Faculty Senator

Lindsay Weiler (absent)

Ex-Officio Senators

TLLC: Lashonda Carter

ASC: Jacquie Lesch

EPOC: Wendy McKeen

GEMQLC: Wendy McKeen

RDASLC: Patrick Scullin

SAS LC: Vacant

Curriculum: Kelly Douglass (not present)

Parliamentarian: Sal Soto

RCCD Faculty Association Emily Philippsen (not present)

Administrative Representatives

College President: Claire Oliveros

VP Academic Affairs: Lynn Wright

VP Business Services: Kristine DiMemmo (not present)

VP Planning and Development: Kristi Woods (interim)

VP Student Services: Thomas Cruz-Soto (interim) (not present)

ASRCC Representative

Vacant

Recorder of Minutes

Sydney Minter

Guests

- Corey Timberlake- Umoja Coordinator/Counselor
- Shari Yates- CTE Dean

3:0 II. Approval of the Agenda

- M/S/C: (Sandoval/Borses) approved by consensus

3:0 III. Approval of the Minutes

- M/S/C: (Tabled until the May 5th meeting)

3:0 IV. Public Comments

- No public comments
-

3:0 V. Liaison Reports

A. RCCD Faculty Association

- The Faculty Association will have a closed session meeting related to faculty feedback on articles to open for contract negotiation.
- Please remember to read the Faculty Association minutes every week.

B. College President

- Welcome back from spring break
- The State Chancellor's office has the Chancellor's Climate Fellows program application and there is still time to apply. Deadline to apply is April 30th.
- Class schedules for summer and fall of 2025 are available online in My Portal and EduNav. Registration dates will be available on Monday, April 28th. Registration begins May 5th.
- The campus Free speech procedure group is re- convening on Wednesday afternoon to go through campus procedures and protocols for when there are unplanned or unregistered groups on campus.
- The President's Office is hosting The Black Student Success Hour Monday through Friday from 12pm-1pm in Kane building. Light refreshments will be provided.
- The President's Office also supported the Watch Party and they registered for the LGBTQ+2 Summit last week and supported the Rainbow Engagement Center effort for

the watch party. The focus is on closing equity gaps for Black and Brown students in particular. The hope is to work with leadership to advance and complement each other's work to avoid duplication or overstepping.

C. ASRCC—No report

VI. Committee or Council Updates -- None

VII. Ongoing Business

- A. President Scott-Coe or designee will distribute the Security Audit Report for Senate review in advance of VP Business Services Kristi DiMemmo's safety and facilities update to RCCAS on May 5 (information)
- Dr. DiMemmo will provide some insight about the executive summary on May 5 and she will be taking some questions back. The focus of her presentation will be an update on safety and facilities.
 - Faculty who requested a hard copy of the document, please bring questions back for Dr. DiMemmo.
- B. President Scott-Coe will review ongoing suggested clarification edits to the RCCAS bylaws with proposed timeline for approving these updates and any other adjustments this academic year (first read)
- Any changes from committees that would affect our bylaws need to be in by mid-May so that we can approve of them before we close our business at the end of the year.
 - For Article I. Number 3 President Scott-Coe recommends clarification of why RCCAS has space for public comments (reference to the Brown Act).
 - Article I, fourth bullet: Recommendation from General Counsel Dobyns: the reference to Robert's Rules of order was un-needed in this item.
 - On page 3 of the document, now Article II number 10, Senator Weiler brought it to our attention last year that the term for the part time/associate faculty representative was unclear. The language appearing here now is drawn directly from our constitution. We will consult with Senator Weiler.
 - In Article II number 11, regarding ballots and election results on file in senate office. Needs to be updated as we vote for officers electronically now.
 - On page 8 Article III Section: 3 Standing Committees: underneath Department Leadership Committee, there is space to add information to the newly revived and defined Enrollment Management Committee. We will clarify.
 - On page 14 Article III Section: 5 permanent workgroups are not consistent with the Brown Act because "permanent workgroups" basically become standing committees. We need to remove this section.
 - In Article III Section: 6 Under Temporary workgroups: Academic Senate –in addition to strategic planning councils or committees--might have an initiative where they need to call workgroups. So RCCAS is added there.
 - We will be voting on changes to close bylaws for this year at June meeting, so please get any additional updates in before the May 12 meeting.
- C. President Scott-Coe, VP Taylor, and Secretary-Treasurer Bottoms will facilitate continued Senate discussion of the ASCCC Position Paper, "Protecting the Future of

Academic Freedom During a Time of Significant Change,” with a focus on the distinction between freedom of speech and academic freedom, and brainstorming practical, proactive faculty steps to address misinformation (discussion)

- There are some concerns about safety when guests or speakers come to campus that intersect with what can faculty actively do to support their students.
- Collaboration with the Faculty Association and collaboration across disciplines is desired to address concerns that may arise.
- We need to have conversations about how to protect our students because lack of clarity about academic freedom policies and practices leaves knowledge, teaching, learning, and our students at risk from outside forces.
- Together, faculty identified many key topics and questions for further discussion:
- What are we lacking in our language and in our policies to help us prevent people from profiteering on misinformation? Is there something that can be done at the district level to aid us in defending academic freedom?
- How do faculty make the distinction between freedom of speech versus academic freedom in relation to faculty work in the classroom?
- Currently there are no trainings being offered. What trainings or workshops on the difference(s) between freedom of speech and academic freedom might be most constructive?
- According to the ASCCC paper (2020), 93% of CC faculty in the state of California reported never having training on academic freedom.
- The constraint with academic freedom is largely the course outline of record and within reason faculty have the freedom to teach their courses outline of record.
- Regarding free speech: Guest and visitors on our campus are protected by time, place, and manner. The district has laid out time, place, and manner clarifications: 8am-5pm Monday through Friday, along Terracina Avenue from the parking structure to the bookstore promenade. Time place, and manner specifies that visitors/guests cannot interrupt the educational process. Visitors cannot go into offices and they cannot stand out in the quad with megaphones.
- The legal definition for visitors and guests on campus is that they cannot harass students; no physical touching, pushing or name calling is allowed. According to the penal code, whoever is feeling a certain level of harassment is the individual who needs to file the complaint.
- Verbal harassment is an individual determination.
- What is police/law enforcement role? How are vulnerable populations treated when their concerns about micro-aggressions or harassment are ignored or minimized?
- What are future plans at the college when we have outside groups on campus?
- The recommendation is to have trainings for students and faculty on how to address visitors to campus.
- Can a mass email be sent out to inform the college about visitors on campus?
- Do we want to have a work group or training session before the fiscal year ends? Online format recommended. Invite classified professional cause they are the ones students are going to with their concerns as well.
- This conversation needs to continue informally as well as in organized sessions.

VIII. New Business

- A. VP Taylor will preview resolutions for ASCCC Spring Plenary and remind departments about our process for gathering feedback on items as needed from division, department, and/or discipline experts (information + discussion)
- Reminder VP Taylor and President Scott-Coe will be at Spring Plenary Thursday through Saturday in Irvine. The resolutions were not released in time to be put in our agenda packet but they are available online.
 - Watch your emails for outreach on any resolutions so that your input can be heard and considered.
- B. VP Taylor or designee(s) will provide information about hosted webinars April 21-24 for Black Student Success Week as well as an update about new Umoja evening counseling hours (information)
- Dr. Corey Timberlake serves as a counselor for the Umoja Program that provides additional support and services to our students of color.
 - April 21st marks the first day of black student success week and the program will be hosting a “Black Hour” everyday in the Umoja Engagement Center from 12pm-1pm. They will also have village talk discussions from 1pm-2pm debriefing on items that were discussed in the “Black Hour”.
 - April 22nd topic of discussion will be on Black Serving Ness to maintain our voice in action, so please stop by and engage with our students.
 - To provide additional support the Umoja Engagement Center will have evening hours available. Every Tuesday and Thursday from 6pm-8pm until the end of the term.
- C. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
- a. Final faculty nominees for ASCCC CCN Convenings in June
 - We have 2 representatives as faculty nominees in time to be submitted to ASCCC:
 - Amber Lappin- Early Childhood Education
 - Valerie Merrill- Mathematics

(M/S/C: Elton/Calderon) to approve the 2 faculty nominations- approved unanimously
 - b. Senate representative for spring commencement committee (Secretary-Treasurer Megan Bottoms)
(M/S/C: Sandoval/Berry) to approve Megan Bottoms as the Academic Senate representative for spring commencement- approved unanimously
 - c. Faculty Co-Chair for SAS (pending)

IX. Officer Reports

- A. Vice President
- The national Association of Student Personnel Administrators (NASPA) is hosting their annual student success in higher education conference in Denver, Colorado. The conference is June 27-30th and registrations are now open. The fee for NASPA members is \$595, non-members is \$795, and students are \$245. More information is available on the NASPA website.

- Vice President Taylor encourages faculty to support our affinity spaces; Umoja, La Casa and other locations on campus to stand in solidarity with our students in light of what is going on nationally.
- May 2nd is the accreditation workshop at 10:30am. We need all hands on deck across faculty disciplines and departments to be in support of this important work.

B. Secretary

- Our new Secretary- Treasurer, Megan thanks the committee for allowing her to participate on the Academic Senate committee.
- The Bunny Hop was a huge success. There were about 300 kids that came out and enjoyed the festivities. Trustee Alcalá brought the Bunny Hop up at the Board of Trustees meeting and it was a great way to integrate our community to the campus.
- The Student of Distinction for your department or discipline is due to your department chair by Tuesday, 4/22/25. The final deadline is May 13th so please get those names into your departments. An awards ceremony will take place in the Quad Courtyard on Thursday June 5th at 12:30pm.
- Commencement planning and graduation logistics are beginning to take shape. There will be 4 ceremonies to help accommodate families that want to join us. Food truck vendors will be available after the graduation ceremony.
- ASRCC elections are next week. Senator Bottoms will be getting more involved with students to get more representation from our various engagement centers, affinity groups, and academic programs across campus.

C. President

- Shouting out tenure achievements of our faculty: this is a huge milestone: Daniel Eini- Automotive Technology, Amber Lappin- Early Childhood Education, Lisa Martin- Counseling, Doris Namala- History, Christy Scott- Biology, and Dr. Corey Timberlake-Counseling and Umoja.
- In addition, Patrick Scullin just gained title of Full Professor and Dr. Ajené Wilcoxson was just granted the title of Distinguished Professor for the Distinction.
- May 1st will be a first faculty forum on IETTC in the Bradshaw Heritage room from 12:50-1:50pm. Dr. Eric Bishop will be there to hear our concerns. We would like CTE and strategic planning leads, as well as curriculum experts and operational leadership, to advocate for faculty's place at the table in these discussions.
- Some disciplines participate in Educational Assistants, where students apply to the program to do work. This information and the forms will come from District Academic Senate. The form is being updated and we are working on a rubric for evaluating, too, and these should be in place by early May. Ideally, we should get this process started in March—hopefully with the forms revised, we will be in a better place to do that next year.
- Department and division elections are happening; let's get those finished soon, this month if possible.
- The RCC Senate Spotlight presentation will be at the Board of Trustees (BOT) meeting on May 20th. It is going to be a mentorship community project that is

meant to connect part-time and full-time faculty together in a community rather than on-on-one.

- Remember that in May we have back-to-back meetings. May 5th and May 12th. It should already be on your calendars. There are three meeting left for the spring term. The two in May and one last meeting in June to finish out the semester.

X. Open Hearing

- How can faculty continue to strengthen our relationship with classified professionals? This needs to be talked about in our departments.
- Tiger Con is happening this Thursday, 4/24/25 on campus in the library from 9am-2pm. It is a collaboration by many departments. One of our own Alumni will be included in the panel. Professor John Jennings from UCR is leading the panel on the black comic artist as part of the black student success week. Daren, fc, the creator of Star Versus the Forces of Evil on Disney TV will also be on the panel. All three panelist will be in the library on Thursday from 9am-2pm. Many students will be showcasing their art, comics, and prints. We encourage you all to stop by and invite your students to attend Tiger Con.
- The library faculty are concerned and frustrated with the technology plan because they are not able to adequately support their students with their academic endeavors. The technology plan states that the library can make purchases out of their departmental budget, however their request for a new Chromebook was kicked out. The library is requesting to see what mechanism they have in weighing in on the technology plan and making it suit the needs of our students.

XI. Learn, Share, Do

- Tiger Con is happening on Thursday, 4/24/25.
- Summer and Fall 2025 registration begins on Monday, April 28th.
- May 1st is the IETTC meeting during college hour in the Bradshaw Heritage room.
- May 2nd is the accreditation workshop
- Umoja has evening hours Tuesdays and Thursday from 6pm-8pm.
- What can we do to make sure that we have a rapid response to protect our and our students' free speech? Look into counter narrative responses, for faculty as well as students.
- Plenary session coming up for ASCCC
- Student of Distinction: due dates soon
- The last mile scholarship sponsored by Microsoft for Cyber Security students. They are giving away over \$40,000 to our students, no strings attached.
- Attend webinars and watch parties for Black Student Success Week
- Respond to Plenary resolutions as needed
- Show up as faculty to support students in spaces that they occupy.

XII. Adjourn at 4:42pm (M/S/C: Calderon/Rose) approved unanimously

Current GE SLO #1: Critical Thinking

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

Suggested Revision

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses

Revision 2.0

Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions and/or approaches are possible, and propose solutions. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.

Revision 3.0

Students will be able to demonstrate higher order thinking skills about issues, explanations, and problems for which multiple solutions exist, and, where possible, solve them. Students will be able to construct sound arguments and develop, test, and evaluate rival hypotheses.

RCCD Lifelong Learning and Self-Development Descriptor

Courses in Lifelong Learning and Self-Development provide the opportunity to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

ASCCC has expressed support for a local requirement in lifelong learning and self-development fulfilled by courses that promote physical and mental health and well-being and that affect the building blocks of academic success, noting that the absence of this course requirement would “exacerbate inequities and health disparities that contribute to the success gaps [among] disproportionately impacted students.” They note that such courses may come from a variety of disciplines, but specifically identify kinesiology, health and health education, physical education, dance, and nutrition.

These course types and those that help students develop tools for future independent learning strategies and academic success all align with past and current lifelong learning options at RCCD.

Students completing one or more courses in Area 7 will

1. Further their own critical self-understanding and acquire the knowledge, skills, and attitudes necessary to engage and reflect in learning and self-development practices and strategies for academic success; and/or
2. Develop strategies to be integrated physiological, social, and psychological beings to promote physical and mental health strategies/knowledge for use throughout their lives; and/or
3. Actively apply and participate in developing a lifelong commitment to health for both personal well-being and societal responsibility.

Riverside City College Strategic Plan 2025-2030

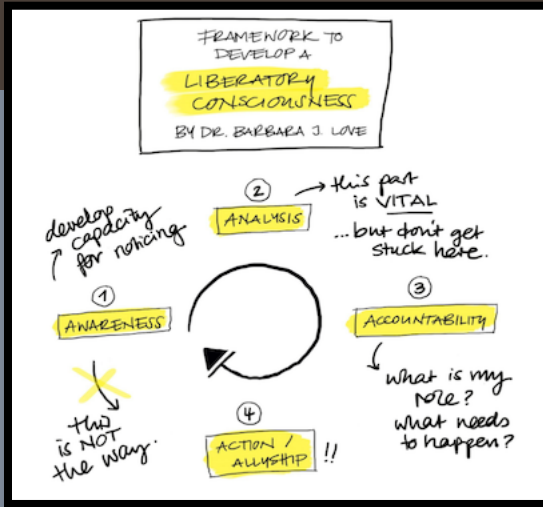
Build. Engage. Serve. Treasure.





Build. Engage. Serve. Treasure. Guided by equity-minded practices at every momentum point—from application to graduation—this 2025–2030 Strategic Plan positions Riverside City College as a beacon of hope and excellence. Rooted in Liberatory Consciousness with a deep commitment to Servingness, this plan positions the college as a leader in equity-focused education and innovation and envisions a vibrant community of scholars and leaders where individual dreams for academic achievement, career readiness, and economic mobility are not only supported, but fully realized. By integrating holistic student support, RCC will elevate enrollment and success for local high school graduates and returning learners while empowering them to thrive as technologically skilled, community-conscious global citizens of the 21st century.

Frameworks



Servingness

- HSI- Servingness: Multidimensional and conceptual methods to move from simply enrolling to serving Hispanic students. Indicators of serving also include nonacademic outcomes, such as the development of academic self-concept, leadership identity, racial identity, critical consciousness, graduate school aspirations, and civic engagement.
- Gina Garcia
- ESCALA Seal of Excelencia

Liberatory Consciousness

- Awareness, Analysis, Action, Allyship
- Liberatory Consciousness is a framework used to maintain an awareness of the causes and resulting dynamics of inequities from which to begin to practice intentionality about changing these systems.
- Barbara Love
- BSI Designation

Ask

Conventional Practice

Academic and career exploration assistance is mainly limited to information on websites, self-directed search, and summer bridge programs that don't capture every incoming student.

Elevating our Practice

Every RCC student is asked about their interests, strengths, and aspirations and *is guided throughout their journey to programs and people at the college with similar interests.*

Connect

Conventional Practice

Students are expected to forge relationships in their field independently.

Elevating our Practice

From the start, RCC organizes opportunities for all students to meet with faculty, students, alumni, and employers in fields of interest to them.

Inspire

Conventional Practice

Students spend the first term/ year completing developmental and/or general education prerequisites.

Elevating our Practice

Every RCC student takes at least one course in their first term on topics of interest that “light their fire” for learning.

Plan

Conventional Practice

Some students are helped to develop first-semester schedules, followed by self-guided navigation.

Elevating our Practice

RCC helps every student to develop a comprehensive ed plan used to schedule classes and monitor progress.

Section I

B.E.S.T. Goals



**Goal 1: Build
[Relationships]:**
**From
Application to
Enrollment**

**ACIP Focus:
Ask | Liberatory
Consciousness:
Awareness +
Analysis**

To build is to begin—with care, intention, and inquiry. This stage initiates the student's journey by forming authentic connections rooted in their identities, goals, and lived experiences. Through equity-centered onboarding, RCC asks the right questions and becomes aware of systemic barriers that impact access. We analyze how institutional practices shape student engagement and intentionally co-create supportive entry points. Building meaningful relationships early ensures every student is seen, heard, and equipped to pursue their path.

BUILD STRATEGIES

Strategy 1: Provide clear onboarding and academic guidance.

- Ensure all students complete a comprehensive Ed Plan.
- Launch onboarding workshops focused on learning pathway and career selection.
- Use Student Success Teams to contact every student at least twice per semester.
- Promote full-time enrollment and help students understand financial and academic benefits.
- Train onboarding classified professionals and mentors in understanding structural enrollment barriers affecting marginalized students.

Strategy 2: Simplify and support the enrollment process.

- Update a user-friendly student portal for application, orientation, and registration.
- Digitize key processes and offer extended tech support during peak periods.
- Use peer mentors and targeted outreach to support applicants through enrollment.
- Conduct equity audits of onboarding and enrollment processes and revise based on disaggregated student feedback.

Goal 2: Engage [Connecting to the College]: First- Year Experience

ACIP Focus:
Connect |
Liberatory
Consciousness:
Awareness +
Action

Engagement is the heartbeat of belonging. RCC fosters dynamic student connections with peers, mentors, college employees, and programs and services through a reimagined first-year experience. We remain aware of the isolation often faced by historically excluded students and take intentional action to build bridges of trust and solidarity. Engagement at RCC is about cultivating identity, sparking curiosity, and laying the foundation for long-term academic and personal success through culturally-responsive, community-driven practices.

ENGAGE STRATEGIES

Strategy 3: Create a connected first-year experience.

- **Assign student success teams (peer mentors, educational resource advisors, counselors, faculty advising and student support coordinator) to all first-year students.**
- **Routinize Standard of Care practices for communication with students regarding advising, tutoring, instruction, peer mentor interactions at high-impact moments throughout each term (e.g., midterms, career, transfer, registration).**
- **Operationalize Learning Pathways by linking students with faculty, alumni, and employers.**
- **Develop enriching and identity-affirming mentoring programs and launch restorative healing practices.**

Strategy 4: Foster a sense of belonging and support.

- **Expand culturally responsive support for students.**
- **Use Engagement Centers to host monthly themed events tied to student identity and success.**
- **Increase professional learning for faculty and student peer mentors, tutors, and study group leaders to create inclusive, student-centered classrooms.**

**Goal 3: Serve [Key
Momentum Points]:**
**24+ Units Through
Completion**

**ACIP Focus: Plan |
Liberatory
Consciousness:
Analysis + Action**

To serve is to honor student journeys through responsive planning and continuous support. At this stage, RCC recognizes how systemic inequities can derail student progress and actively analyzes where those barriers lie. In response, we take action by aligning resources, refining structures, and removing friction from the student experience. By co-creating liberatory learning environments, RCC ensures students not only persist but thrive on their way to degree completion, transfer, and career success.

SERVE STRATEGIES

Strategy 5: Support student momentum and completion.

- Ensure every student has a program map and regular Ed Plan updates.
- Build a student-centered class schedule that supports full-time progress.
- Increase 1st-year Math and English completion through learning communities, co-requisite support, and quality teaching.
- Analyze disaggregated student data to identify systemic barriers to progress, particularly for Black/African American students.

Strategy 6: Provide real-world learning opportunities.

- Expand career-relevant experiential learning opportunities into each Learning Pathway.
- Institutionalize coordination of internships, student employment, and employer partnerships.
- Ensure paid roles exist for students to research institutional equity gaps and propose liberatory solutions.

Goal 4: Treasure [the Experience]:

**Transformative,
Inclusive, Celebrated**

**ACIP Focus: Inspire |
Liberatory
Consciousness:
Accountability +
Allyship**

Treasure represents the culmination of transformation—where equity, excellence, and joy intersect. RCC affirms student identity, celebrates lived experience, and upholds a standard of care that reflects deep institutional accountability. Through liberatory teaching, holistic support, and visible recognition of achievement, we foster a campus culture where students and employees feel valued and inspired. To treasure is to lead with love, allyship, and the conviction that every student’s journey matters.

Strategy 7: Deliver engaging, contextualized learning.

- * Implement a student success course in each Learning Pathway.
- * Pair courses into learning communities to promote deeper learning.
- * Support faculty through Professional Development from the Center for Teaching & Learning with a focus on implementing liberatory outcomes in courses.
- * Launch a "Liberatory Teaching & Service Certificate" for faculty and classified professionals focused on anti-oppressive pedagogy and identity-affirming practices.

Strategy 8: Care for the whole student.

- Actively communicate access to housing, food, transportation, and emergency grants.
- Extend student service hours into evenings and weekends.
- Launch family engagement and celebration events that affirm student identity and success.
- Implement a campus-wide equity scorecard and require Student Equity Impact Statements for all major proposals.

Strategy 9: Foster holistic employee well-being.

- Create a supportive and nurturing environment that addresses the physical, emotional, mental, and professional well-being of all employees.
- Develop communication practices that foster an environment that promotes effective communication throughout the college.
- Identify a shared vision respecting and understanding the value of human capacity.
- Curate service area operational plans, desk manuals, supervision models, and collaborative recommendations for efficiency and employee morale.

Section II

Building the Foundation — Institutional Capacity for Equity-Centered Implementation

- The successful implementation of Riverside City College's 2025–2030 **BEST Strategic Plan** requires a coordinated investment in the systems, structures, and practices that sustain long-term, equity-centered transformation. These foundational elements are **not additional goals**, but rather cross-cutting **enabling conditions** that support every strategy within the B.E.S.T. framework.
- Grounded in **Liberatory Consciousness** and guided by the **ACIP Protocol**, the following infrastructure domains represent RCC's institutional capacity to ensure that our commitment to equity, excellence, and transformation is reflected in how we budget, maintain our spaces, deploy technology, and communicate across the college community.

1. Budget and Financial Accountability

To achieve equity-centered outcomes, RCC must align financial planning and transparency with our strategic goals.

Strategies:

- **Equity-Based Budgeting:** Align annual resource allocations to support student success metrics and equity-focused KPIs.
- **Transparent Budget Communication:** Publish quarterly budget transparency reports connecting expenditures to strategic goals.
- **Budget Alignment Audits:** Conduct annual internal audits to verify spending alignment with BEST outcomes.
- **Participatory Budgeting:** Engage students, faculty, classified professionals, and administrators in prioritizing small-scale project funding.
- **Fiscal Professional Development:** Offer annual training in equity-driven budgeting and resource development.

2. Facilities and Campus Environments

Campus spaces must reflect our commitment to access, belonging, and care for all students and employees.

Strategies:

- **Strategic Facilities Planning:** Annually assess space assignments to align with strategic priorities (e.g., Engagement Centers, First-Year Experience).
- **Equity-Centered Maintenance:** Prioritize upkeep in student-centered, high-traffic, and affinity spaces.
- **Inclusive Space Management:** Embed equity and justice principles in space planning, design, and allocation processes.

3. Technology Services and Innovation

Technology systems must bridge digital equity gaps, enable effective instruction and operations, and foster innovation.

Strategies:

- **Technology Equity Plan:** Conduct annual audits and expand student/employee access to needed devices, software, and Wi-Fi.
- **Smart Learning & Work Environments:** Implement phased upgrades for classrooms and offices with equity-minded tools and infrastructure.
- **Educational Technology Innovation:** Foster continuous improvement in teaching and learning tools, including guidance on ethical, equity-minded use of generative AI.
- **Sustainability in Technology:** Implement energy-efficient and low-waste technology practices to support RCC's environmental goals.
- **Integrated Ticketing System:** Launch a centralized work-order platform prioritizing support aligned with student and instructional needs.

4. Communication, Storytelling, and Engagement

Effective and inclusive communication is essential to sustaining momentum and ensuring accountability for the BEST Plan.

Strategies:

- **Strategic Communication Calendar:** Create an annual calendar with regular BEST updates, milestones, and celebration events.
- **Equity-Centered Messaging:** Develop a BEST Communications Style Guide focused on inclusive, student-affirming language.
- **Multi-Modal Platforms:** Use email, SMS, social media, app notifications, and print to reach members of the college community.
- **Narratives for Impact:** Engage students and employees in projects that highlight student and employee success through digital storytelling and campus-wide events tied to B.E.S.T. goals.
- **Feedback & Engagement Loops:** Host town halls, surveys, and focus groups to gather community input and respond to evolving needs.

5. Professional Development Across Employee Roles

Riverside City College's 2025–2030 Professional Learning Strategy is designed to build institutional capacity by enhancing employee skills, expanding knowledge, and fostering collaborative relationships that support student success. Grounded in the college's equity-minded mission and aligned with the B.E.S.T. Strategic Plan goals—Build, Engage, Serve, and Treasure—this strategy ensures that all employees are prepared to lead, serve, and innovate in support of RCC's North Star: doubling the 3-year Completion Rate from 15% to 30 % by May 2030.

The strategy focuses on four core competency areas that reflect the most pressing needs across institutional priorities:

- 1. Equity-Centered Leadership & Service – Developing the knowledge and skills to lead inclusively, deliver culturally responsive service, and foster student belonging.**
- 2. Equity Data Literacy – Building the capacity to interpret and act on disaggregated data to close equity gaps and improve outcomes.**
- 3. Collaborative Problem Solving – Strengthening cross-functional coordination to redesign systems, improve onboarding, and streamline student support.**
- 4. Change Readiness & Innovation – Equipping employees to navigate institutional transformation, adopt new technologies, and sustain continuous improvement.**

Examples of KPI and Logic Modeling Processes

| BEST Goal | RCC Strategy Focus | Vision 2030 Alignment | District Strategic Plan Alignment | Aligned KPIs |
|-----------|--|---|---|--|
| Build | Onboarding, enrollment equity, comprehensive Ed Plans, tech-enabled processes | Equity in Access + Success; Strategic Direction: Future of Learning | Increase in full-time enrollment, onboarding effectiveness, Ed Plan completion | FT enrollment rates, % with Ed Plans, % completing onboarding, user satisfaction with portal |
| Engage | First-year experience, student success teams, engagement centers, identity-based mentoring | Equity in Support; Focus on Identity-based engagement & Dual Enrollment | Sense of belonging, tutoring and advising usage, engagement event participation | % assigned to Success Teams, % accessing support, survey on belonging, racial healing events |
| Serve | Progress monitoring, learning communities, experiential learning, career alignment | Equity in Success; Focus on Baccalaureate attainment, workforce outcomes | Transfer-level Math/English in Year 1, 24+ unit completion, pathway-based experiential learning | % completing 24+ units, % Math/English completion Year 1, # of internships/externships |
| Treasure | Liberatory teaching, inclusive culture, holistic student support, staff well-being | Equity in Support; Climate and wellness, holistic support, inclusive teaching | Equity scorecard use, faculty PD, student basic needs, institutional transparency | # of students in success courses, % of inclusive PD completions, equity impact statements |

| | | | | | | | | |
|---|---|--|---|--|---|--|---|--|
| Riverside City College Draft Strategic Plan Support Document | | | | | | | | |
| Most student-level metrics will also be disaggregated by gender, race/ethnicity, major, instructional pathway, Pell, age, DRC, Athletics, Veteran, Foster Youth | | | | | | | | |
| As of May 2, 2025 | | | | | | | | |
| | | | | | | | | |
| Area | Strategy | Objective / Activity | Funding Sources | Outcome (what success looks like) | Output (how we measure it) | Metric 1 | Metric 2 | Councils, Committees, or Other Groups |
| Build [Relationships]: From Applicatoin to Enrollment ACIP Focues: Ask Liberatory Consciousness: Awareness + Analysis | | | | | | | | |
| Strateg y 1 | Provide clear onboarding and academic guidance -- Objective 1 | - Ensure all students complete a comprehensive Ed Plan | Current personnel structure exists to support this objective. | Students have a strong understanding of the academic steps and courses they need to take to reach their goal | Individual student tracking for Comprehensive SEP's | % of first-time students with completed CSEP within 1st major enrollment term (collected via SARS and reported manually) | Qualitative feedback from student engagement center surveys (currently measured by EC Beginning of Semester Survey) | SAS-LC, Dean Counseling, Student Success Teams |

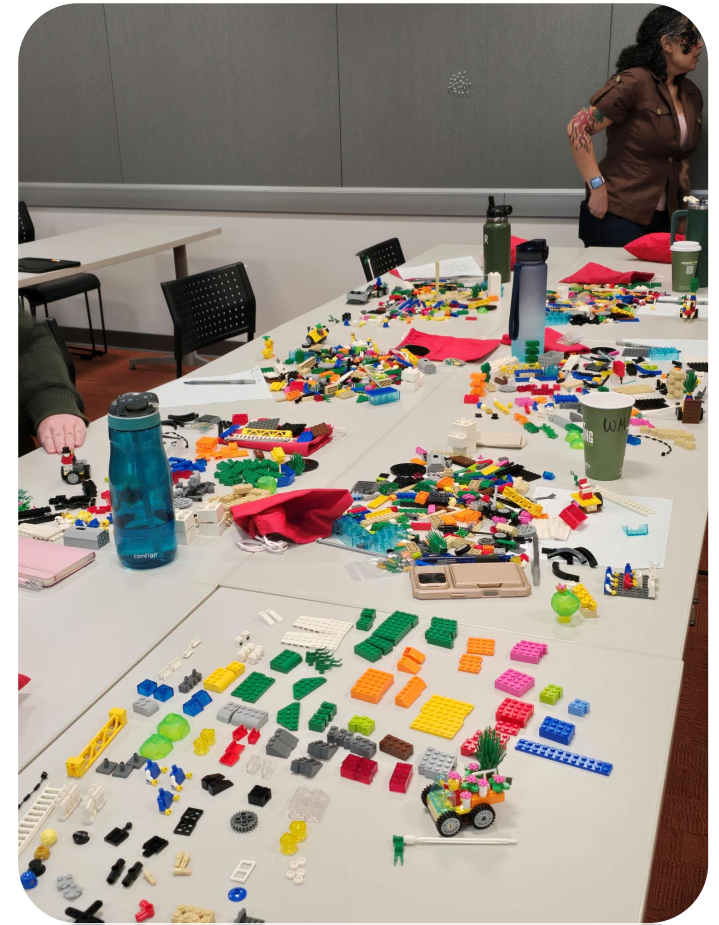
Recommended Alignment with Leadership Councils and Program Review processes

Council Implementation Supports

- ☑ **Appoint BEST Liaisons:** Assign at least one member to track progress and report on relevant strategies.
- ☑ **Use Integrated Action Plans (IAPs):** Align strategy timelines with budget and planning cycles.
- ☑ **Embed KPIs in Program Review:** Link college-wide and state metrics to annual reporting.
- ☑ **Report to EPOC:** Share updates quarterly to support integration and alignment across councils.
- ☑ **Promote Shared Ownership:** Ensure strategies appear as standing agenda items for regular review.

It started with
Legos . . .
This project was
begun by
individuals who
first came
together for
Lego Serious Play
in January 2025.

Thank you!



Nominations for RCC Faculty Representation Spring 2025

RCC Reps for RCCD Professional Growth & Sabbatical Leave Committee – 1 position

Term Length: 2 years (2025-27)

Jay Boshara: I am interested in serving on the Professional Growth & Sabbatical Leave Committee. Though I have never taken sabbatical leave before, I have taken courses at other institutions while I was a full-time Ph.D. student studying Geography at the University of Iowa. I also spent a year teaching at Eastern Mediterranean University in Cyprus, and several of my students were professors from universities in nearby Nicosia, Famagusta and Larnaka who were interested in deepening their understanding of Meteorology, Physical, Regional or Human Geography, and International Water Politics in order to broaden their credentials to teach at their own universities. I would love the opportunity to work with our own faculty in their efforts to develop their own disciplinary depth.

Rep for RCCD Global Learning & Study Abroad Committee – 1 position

Term Length: 3 years (2025-28)

Huda Aljord: I am excited to express my interest in serving on the Global Learning & Study Abroad Committee. As someone from the Arabic and Middle Eastern region who has lived in the United States for over 28 years, I bring a unique perspective shaped by both global and local experiences. I am deeply committed to expanding educational opportunities and fostering cross-cultural understanding. I believe in the importance of global learning to help students gain a broader worldview, and I would be honored to support programs that promote international study, virtual exchange, and global engagement across the RCCD community.

Deborah Brown: I have had the opportunity to serve the students and Riverside City College for the past 6 years. I have taken on a variety of leadership opportunities and responsibilities articulated in the tables below. These responsibilities have led me to work in local, statewide, and national service, which has been a highlight of my career. I would like to continue to serve as a RCCD Global Learning & Study Abroad Committee member to use my experience to work for RCCD students. Most importantly, I want to focus on systemic changes to Global Studies and Study Abroad to break down barriers for minoritized student access. In doing this work, I intentionally focus on the IDEAA (Inclusion, Diversity, Equity, Anti-racism and Accessibility) framework identified by the ASCCC. I will put in the time, energy, and hard work on the RCCD Global Learning & Study Abroad Committee.

I have over **28 years of Global Studies and Study Abroad experience** in a variety of positions that impact faculty purview and primacy in these areas including:

| Global Studies & Study Abroad Experience |
|--|
| <ul style="list-style-type: none">• Stanford University Global Studies Education Partnership for Internationalizing Curriculum (EPIC) Community College Faculty Fellow, Project: “Sankofa: Centering African in African American Studies,” AY2024-25 |
| <ul style="list-style-type: none">• Council of American Overseas Research Centers (CAORC) - West African Research Center (WARC) Faculty Development Research Seminar Grant Awardee, Program: “West Africa: Continuities and Transformations,” Senegambia, Winter 2025 |
| <ul style="list-style-type: none">• RCCD Study Abroad Program in Ghana, (Program Postponed) – Selected at Faculty Co-Lead, Winter 2025 |
| <ul style="list-style-type: none">• Fulbright-Hays Group Project Abroad (GPA) Grant Awardee, Program: “African Knowledge Systems: Performing Arts in South Africa During Apartheid and Beyond,” Summer 2023 |
| <ul style="list-style-type: none">• Max and Hilde Kochmann Workshop: Modern Trends in European Jewish History, sponsored by the University of Sussex Centre for German-Jewish History and the Oxford |

Nominations for RCC Faculty Representation Spring 2025

| | |
|---|---|
| University Centre for Hebrew and Jewish Studies, Yarnton Manor, Oxford University, Oxford, England, July 2009. | |
| <ul style="list-style-type: none"> • Mellon Program on the Holocaust in American and World Culture (UCLA), Dissertation Fellow, 2009-10 | |
| <ul style="list-style-type: none"> • Paper Presentation: “Counting the ‘Other’ – 1, 2, 3: The National Socialist Censuses of 1933 and 1939 and the Racialization of the German Body-Social,” at the 2nd Annual Black European Studies International, Interdisciplinary Conference in Berlin, Germany, July 2006. | |
| <ul style="list-style-type: none"> • Paper Presentation: “The Constructions of Race in the Third Reich: German Racialization of Black People in <i>Der Stürmer</i>,” at the Crossovers: African Americans and Germany Conference in Münster, Germany, March 2006. | |
| <ul style="list-style-type: none"> • UCLA Center for European and Eurasian Studies, FLAS Grant - French, 2006 | |
| <ul style="list-style-type: none"> • German Historical Institute Doctoral Fellowship, 2009 – Summer Research Trip to Germany | |
| <ul style="list-style-type: none"> • Deutsche Akademischer Austausch Dienst (DAAD) Research Grant, 2007-08 – Research Year; Home Institution – Technische Universität, Berlin, Germany | |
| <ul style="list-style-type: none"> • Stanford University Honors Project Research Grant, 1998-99 – Germany, Palestine, and United Kingdom | |
| <ul style="list-style-type: none"> • Stanford University Study Abroad Program – Berlin, Germany, Spring/Summer 1998 | |
| <ul style="list-style-type: none"> • Study Abroad Program – Hebrew <i>Ulpan</i>, Hebrew University of Jerusalem, 1997 | |
| <ul style="list-style-type: none"> • Dorot Travel Grant - Palestine, Summer 1997 | |
| | |
| IDEAA | I will work as a co-conspirator to support the Inclusion, Diversity, Equity, Anti-racism and Accessibility (IDEAA) work of the ASCCC in addressing structural inequities in Global Studies and Study Abroad |
| Accessibility | I will work collaboratively on the RCCD GSSAC to address accessibility issues in Global Studies and study abroad programs that specifically impact minoritized students, including financial constraints, concerns about academic fit, language barriers, and even family and personal obligations. |

SEE NEXT PAGE →

Nominations for RCC Faculty Representation Spring 2025

RCC Reps for RCCD Advancement and Partnership Committee – 2 positions

Term Length: 2 years (2025-27)

Aaron Agramon: I am eager to join the RCCD Advancement and Partnership Committee to actively support and advocate for RCCD and the goals outlined in its District Strategic Plan—particularly legislative initiatives that will continue to benefit our students and campuses. I bring years of experience in community engagement and outreach across Riverside and San Bernardino Counties. My background includes service at UC Riverside, Riverside City College, and with CHIRLA, a nonprofit organization championing immigrant rights throughout the Inland Empire. I'm committed to advancing equity and access to education through strong community partnerships and legislative advocacy. These efforts include, but are not limited to, the annual legislative program, workforce and economic development initiatives, strategic communication efforts, and identifying external funding sources.

RCC Reps for RCCD Alternative Resources Subcommittee – 1 position

Term Length: 2 years (2025-27)

****Still open/No nominees****



Faculty Guide



Welcome to teaching and learning at Riverside City College! The information in this guide is compiled to support the work of all faculty members at the college.

College Mission

Riverside City College serves a diverse community of learners by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The college strives to improve the social and economic mobility of its students and communities by being ready to meet students where they are, valuing and supporting each student in the successful attainment of their goals and promoting an inclusive, equity-focused environment.

College Vision

Riverside City College strives to provide excellent educational opportunities that are responsive to the diverse needs of its students and communities and empowers both to be active participants in shaping the future.

Tiger Pride Values

Transparency: We are committed to open communication and decision-making processes that foster trust and understanding among all members of our community.

Inclusivity: We honor the rich traditions of our diverse community. We celebrate diversity and actively cultivate an environment where every individual feels welcomed, respected, and valued, regardless of their background, identity, or experiences.

Growth: We believe in the transformative power of education to inspire individuals and communities, providing innovative opportunities for personal and academic growth for all students.

Equity: We are dedicated to dismantling barriers to success and creating a college community where equity is not just a goal but a reality for all, with a focus on those who have been historically underserved, marginalized, or minoritized.

Respect: We honor the dignity and worth of every person, regardless of their background, identity, or lived experiences, by fostering a culture of mutual respect, empathy, and understanding.

Student-Centeredness: We place students at the heart of everything we do, prioritizing their needs, goals, and well-being with a holistic approach to our policies, programs, and decision-making processes.



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Part 1: Term Reminders

These reminders were primarily compiled for faculty new to RCC, though returning and seasoned faculty may also find the information helpful. Additional information and details about these and other topics can be found linked to and in the remainder of this document.

Before the Term Begins

Here are some areas to consider as you finalize discussions with your department chair/division dean regarding tentative teaching assignments for upcoming terms.

Book Orders

Check with your department chair about textbook adoption policies. Some departments or programs establish a standard textbook adoption for certain courses. Other departments provide a list of textbooks from which you may select. Approved textbooks are also listed on the Course Outline of Record (COR) of the course you are teaching.

Textbook orders and orders for other required and for recommended materials can be submitted through college bookstore's [online adoption site](#). You can also connect with the [college bookstore manager](#).

Course Syllabus

You will create a syllabus for every course section that you teach. The inclusion of the student learning outcomes (SLOs) from the current COR is required.

Prepare and distribute an electronic and/or physical copy of your syllabus for all students.

Archive your syllabus for every course section you teach by submitting an electronic copy to the course syllabus repository **as directed by your Instructional Department Coordinator (IDC)**. To help track syllabi submissions, please name each submission using the course abbreviated name and number plus the section number, for example, ENG-30-23456. If you are teaching multiple sections of the same course, please include each section number, for example, ENG-1B-23456/34567/45678.

Faculty Email

[Confirm](#) that your professional e-mail address is functioning. Email is the primary way in which the college, faculty, and students communicate with each other for routine information and for emergencies, so it is critical that you check your faculty email account regularly.



Keys

Your IDC can assist you in obtaining the appropriate key card or standard (physical) key. Key card access is required for the Math & Science Building, Nursing Building, and Wheelock Gym, as well as the Business, Law, and Computer Information Systems (CIS) building.

Parking Permit

Purchase your RCCD Parking Permit online via your [WebAdvisor](#) account. Click on the “Purchase Staff Parking” link and select RCC as the college for which you are seeking a permit.

Safety

Download the [RAVE Guardian app](#) to your mobile phone and set up your notifications.

Teaching Assignment (TA) Approval

Teaching Assignments (TAs) are approved electronically via your [WebAdvisor](#) account. Approval must be completed prior to the first day of class.

Faculty Mailboxes

Faculty mailboxes are located in the Riverside Administration Support Center for general mail. All Associate Faculty will need to request a mailbox with the Riverside Administration Support Center. Please contact your department chair and/or IDC for the faculty mailbox location within your department.

Copy Code

See the department IDC for your copy code and copier location(s) for small print jobs.



FERPA

As community college faculty, we are obligated to comply with [FERPA](#) (Family Educational Rights and Privacy Act) regulations. Make sure you complete the required FERPA training on WebAdvisor or as directed by your dean/department chair.

Canvas

Set up your [Canvas shell\(s\)](#). You will receive one for each class you teach. How much you use Canvas will be up to you, but students will have access to it beginning the first day of class. Contact [Distance Education](#) for assistance.

Before the First Day of Class

Be prepared when you enter the classroom on the first day. Give thought to how you will manage student adds, maintain records of attendance, use your *Canvas* shell, and assist students who may be experiencing a wide range of emotions—everything from excited and nervous to overwhelmed and lost.

Rosters

You will be able to access and print an accurate first-day roster and waitlist from [WebAdvisor](#) one day before the first meeting of your class (NOT the start of the term). Before that time, enrollments may change as students remove themselves or are removed from your roster and qualified students from your waitlist are enrolled. Printing hard copies is highly recommended since the WebAdvisor system experiences heavy usage during the beginning of the term. You may experience delays in executing your WebAdvisor requests should you attempt to access the system during your first class meeting.

Check Classroom Size

Provide access to students in your classes as is pedagogically sound within the physical limitation of your classroom. You cannot exceed the posted seating capacity, so please be mindful of the designated number of desks and chairs allocated for your space, ensuring that you count yourself into the total along with any disability resource specialists who might be connected to a student receiving accommodations from the Disability Resource Center (DRC). If you are teaching in a large lecture hall, no additional permission is needed to enroll up to 89 students in your section. After consultation with your department chair, if you determine it is sound to enroll to 90+ students, e-mail the request to your Dean of Instruction; you will be informed if the enrollment can be mutually agreed upon.

Confirm Textbook Arrangements

Ensure that the required text that you ordered is in the bookstore; if it isn't, contact the [store manager](#). Also provide the library with a copy of your textbook to place on reserve, when possible.

Send Students a Welcome Message

Using the Class Contact Roster in WebAdvisor or *Canvas* messaging (your course will need to be published first), send a greeting to students that gives them some idea of what to expect on the first day of class. Also consider setting up an auto-reply for your faculty email that addresses common beginning-of-term questions from students.



Finalize Preparations

Check your faculty mailbox in the Administrative Support Center for important notices. If you are full-time faculty, post office hours on or next to your office door. Publish your [Canvas shell](#). Print your attendance roster, waitlist, and authorization codes (add codes) from [WebAdvisor](#).

The First Day of Class

Managing Adds

Add codes become active on the first day of class. It is best practice is to adhere to the waitlist when adding students and to distribute add codes as soon as possible. Record the student names associated with the add codes as you distribute them, and make sure that you AND your students know the last day to add for your section. This information is available on [WebAdvisor](#).

Communication

Please encourage students to check their student email regularly; if you also communicate with your students through *Canvas*, show them how to set up [Canvas notifications](#).

Classroom Conditions

Please refrain from moving chairs, desks, or tables from room to room in order to add students. Though well-intentioned and in the spirit of trying to accommodate students, this practice disrupts the desk count in other classrooms. It is especially important that you leave the Disabled Student seating in place. Every term this furniture is specifically placed as needed by the DRC. If a student in your section requires DRC furniture and it is not currently in your classroom, [notify the DRC](#) so that appropriate accommodations can be made.

During the Term

Census

Keep updating the names of students on your attendance roster until the census date for your section. Keeping track of who is officially enrolled will help you manage the adds into your course AND impress upon the students the importance of meeting the add deadline.

Submit census rosters on [WebAdvisor](#) by the deadline. Remember to drop students who never showed or students who have stopped attending. This is a state regulation. Reconcile any hard copies of your attendance rosters with those found on [WebAdvisor](#). After the add deadline, do not allow unregistered students to attend your class.



Course Assessment

As directed by your department chair and in cooperation with your fellow discipline members, carry out any planned assessment projects for your course. Participating in SLO assessment helps improve student success and learning, thus helping the college fulfill its educational mission. Please contact the RCC [Assessment Committee](#) if you have any questions, comments, or concerns.

Instructor Absence

Please call your IDC to report your absence. If you cannot reach your IDC by phone, leave a message and/or email your IDC with your course name, section number, and/or day and time of class meeting, along with any message for your students. The IDC will “post your class” so that your students are aware that class is canceled and will generate an Absence Affidavit for you to sign and submit upon your return. Please refrain from making personal arrangements for a substitute instructor. Instead, contact your department chair and division dean to explore possible arrangements.

Improvement of Instruction (IOI)

You will be notified early in the term if you are on the schedule for the current Improvement of Instruction (IOI) evaluation cycle. All parts of the process must be completed at each college at which you teach within the district.

Teaching Availability

Complete and submit your availability form for the upcoming term when you receive it from your IDC. This does not guarantee a particular assignment but lets the department know your interest and availability.

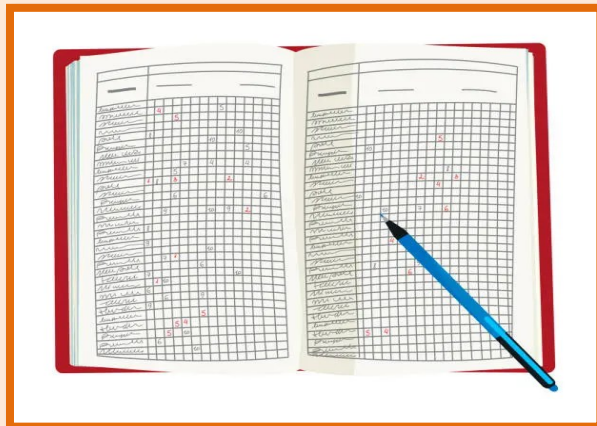
At the end of the Term

Final Exams

Please hold all final exams according to the [RCC Final Exam Schedule](#). Changing exam times or locations creates unnecessary hardship on students and fellow faculty.

Grades

Submit grades on [WebAdvisor](#) within five days of the end of the term. If you awarded an Incomplete grade to a student, you must also submit an Incomplete Grade Contract on [WebAdvisor](#). Also submit copies of your attendance records and course grades to your IDC as directed by your department chair.



Part 2: Instruction-Related Details

The material presented in Part 1 contains brief statements to assist faculty in getting a good start, staying on track, and finishing the term well. Part 2 of this document provides a more in-depth understanding of these topics as well as additional information to assist faculty with issues that may arise related to instruction.

Academic Freedom

The faculty, administration, and Board of Trustees subscribe to the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure. This aligns with CCR Title 5 section 51023 and standards established with the College's accrediting body; the alignment is evidenced by the adoption of [Board Policy 2030](#) which states:

Academic Freedom, in its teaching aspect, is fundamental for the protection of the right of the teacher in teaching and of the student's freedom in learning. Academic professionals need the freedom to explore ideas that may be strange or unpopular, endeavors proper to higher education; while also maintaining the responsibility of related subject matter to the classroom.

College and university teachers are citizens, members of a learned profession and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

The Academic Senate for California Community Colleges (ASCCC) provides many resources for faculty. Its 2020 position paper, "[Protecting the Future of Academic Freedom During at Time of Significant Change](#)" provides a compelling history of academic freedom in the U.S., distinguishes academic freedom from constitutional freedom of speech, and traces the applications of academic freedom to specific elements of teaching and learning in community college environments.

Assessment of Student Learning Outcomes



Please check with your department chair for guidance on the assessment efforts happening in your department or discipline pertaining to the courses you are teaching. Assessment of the effectiveness of course content and curriculum delivery in community colleges is a state-mandated activity to improve student success, and the college is committed to evaluating the delivery of and quality of the content presented in our courses. As part of your responsibilities as an RCC instructor, you are expected to participate in this assessment process; therefore, it is recommended that you familiarize yourself with this activity by exploring the guides and other information provided by the [RCC Assessment Committee \(RAC\)](#).

Book Orders and Required Course Materials

State regulations require that the college inform students of costs associated with their courses at the time of enrollment. RCC complies with this requirement through the bookstore. You will receive reminders in your RCC email account for textbook orders. It is extremely important that if you have textbooks adopted for your course, you provide that information to the bookstore prior to student registration or as soon as you have your TA. We ask that all orders are submitted to the bookstore, even if your syllabus directs students to a third party, so that students receiving financial aid vouchers can receive the material at the bookstore and thereby avoid out-of-pocket costs.

Please provide the bookstore with your required books, recommended books, and any supplies (i.e. calculators, scales). Also inform the bookstore if you are using Open Educational Resources (OER) material or no text material at all, so they can provide that information to the students.

The bookstore does not provide desk copies. Ask your department chair for the procedure for obtaining desk copies in your department.

The contact information for the RCC bookstore is as follows:

Store Manager: Kristine Clark- kristine.clark@rccd.edu
Store Direct Line: 951-222-8140

Breaks and Dismissal Times

Classes are to be held for the entire scheduled instructional time. There is no “passing period” built into the scheduled class meeting time. Some meeting times are long enough to require one or more 10-minute break periods. Any break must be taken during the class meeting and may not be accumulated to begin class late or end class early.

Please refer to the chart below to determine the break time appropriate for your section. If you have any questions or concerns, contact your Department Chair or Dean of Instruction.

| Class meeting time per day | | # of |
|----------------------------|------------------|------------------|
| Minutes | Hours to Minutes | 10-minute Breaks |
| 50 to 95 | 00:50 to 01:35 | NA |
| 110 to 155 | 01:50 to 02:35 | 1 |
| 170 to 215 | 02:50 to 03:35 | 2 |
| 230 to 275 | 03:50 to 04:35 | 3 |
| 290 to 335 | 04:50 to 05:35 | 4 |
| 350 to 395 | 05:50 to 06:35 | 5 |

Classroom Safety

Lock Bloks

Classroom doors are equipped with Lock Bloks to ensure classrooms and other instructional spaces can be quickly secured in the case of an emergency.

How to use the Lock Blok

Step 1: ALWAYS KEEP THE DOOR LOCKED

Step 2: Slide the Lock Blok the Open Mode

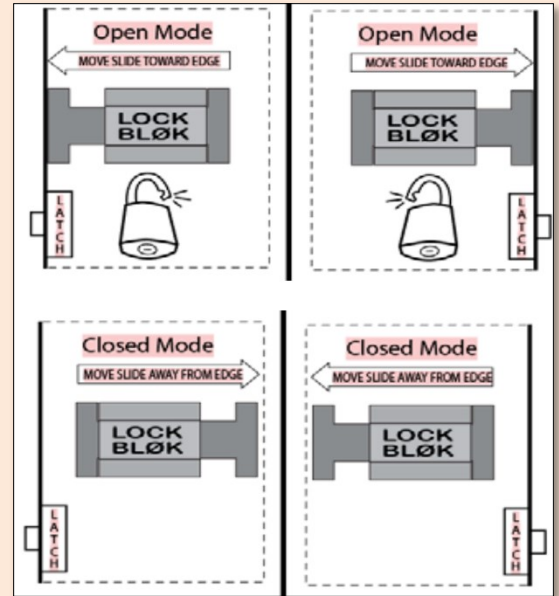
Step 3: Close the door

In the event of an Incident or Lockdown

Step 1: Slide the Lock Blok to close the door

Step 2: Do NOT open the door!

Step 3: Turn off the lights and stay quiet until an all clear is given.



For more about campus safety protocols, visit the [RCC Emergency Hub](#), which provides a comprehensive collection of college safety resources.

Emergency Preparedness Guides
Stay informed with these important resources to help you prepare for emergencies.

- RCC Emergency Response Urgent Alert Guidelines**: When you receive an emergency alert via text, it's crucial to stay informed and act quickly. Follow these steps:
 - Read the Message Carefully: Emergency alerts contain essential instructions. Make sure you understand what's happening and any immediate actions required, such as evacuating, sheltering in place, or avoiding certain areas. BOLD alerts are used to inform you of emergency situations on campus.
 - Follow Directions: BOLD Alerts are crafted to keep you safe. If the alert addresses specific actions, follow them immediately for your safety and the safety of others.
 - If No Shelter-in-Place or Lock Down: Unless the message explicitly instructs you to "Shelter in place," "lock down," or you are not required to remain in your current location, such as a classroom, you may proceed with caution but stay aware of any ongoing activities or instructions.
 - Stay Updated: Continue monitoring your phone for follow-up alerts or additional information. Emergency situations can change rapidly, so keep your device nearby.
 - Notify Others: If it's safe to do so, inform nearby individuals who may not have received the alert. Help spread the word while keeping yourself safe.
 - Avoid Speculations: Only rely on official updates from BOLD Alerts or emergency personnel. Avoid spreading unverified information.
- RCC Emergency Response How to Identify an Emergency?**:
 - YES**: If the situation involves a potential or actual threat to life, property, or the environment, or if it involves a potential or actual threat to the health, safety, or well-being of the community.
 - NO**: If the situation is a minor inconvenience, a personal matter, or a non-emergency issue.
- RCC Emergency Response Mental Health Resources Available**:
 - Student Support resources**: RCC Health and Psychological Services offers confidential support for mental health, substance use, and crisis situations.
 - Phone: (202) 222-1000
 - Phone: (202) 222-1000
 - Location: 3rd Floor Building below the bookstore
 - Employee Resources**: RCC Employee Assistance Program (EAP) - Open Date Confidential support services for RCC employees.
 - Phone: (202) 222-1000
 - Website: www.rcc.edu/eap
 - Email: eap@rcc.edu
 - After Hours Resources for Everyone**:
 - 24/7 Crisis Line: A confidential, 24/7 crisis line for students and employees.
 - Phone: (202) 222-1000
 - Phone: (202) 222-1000
 - Phone: (202) 222-1000
- RCCD EMERGENCY PROCEDURES DIAL 911**:
 - ACTIVE SHOOTER**: If you hear gunfire or see someone with a gun, call 911 immediately.
 - LOCKDOWN**: If you receive a lockdown alert, stay in your current location and follow instructions.
 - SHELTER IN PLACE**: If you receive a shelter in place alert, stay in your current location and follow instructions.
 - FIRE**: If you see a fire or smell smoke, call 911 immediately.
 - EVACUATION**: If you receive an evacuation alert, follow the designated evacuation route.
- ANONYMOUSLY SUBMIT A TIP 844.222.8648**: If you have any information regarding crime or misconduct on your campus, submit a WeTip anonymously.
 - 3 WAYS TO REPORT**:
 - TEXT**: (202) 222-1000
 - CALL**: (202) 222-1000
- Suicide Crisis Line**: There is hope. We can help. Call 988. Confidential-24 hours. 7 days a week.
 - Hay esperanza. Lo podemos ayudar. Línea de Crisis del Suicidio

Course Syllabus

Stay in contact with your department chair about important syllabus details specific to your discipline. The following list of syllabus components is not intended to be exhaustive or to replace faculty best practices.

In addition to clearly identified SLOs from the current COR, your syllabus should contain

- Instructor contact information.
- Textbook information
- Grading details
- A course calendar detailing readings, assignments, class meeting dates, test dates, and the final exam date and time

For classes that have TBA lab hours, the syllabus should also include statements addressing the expected weekly attendance in lab, the nature of the instruction occurring in the lab, the physical location of the lab, and how the assignments in the lab factor into the grade for the course.

Although not required, it is highly recommended that your syllabus includes clear policy statements about disability accommodations, academic honesty, and adding/dropping the course. Contact your department chair for your department's or discipline's official statements, or see the following for guidance:

Accommodation of Disabilities

The DRC suggests the following wording: "Riverside City College provides services to students with disabilities through the Disability Resource Center (DRC), located in the Charles A. Kane Student Services building, room 130. To request academic adjustments or services due to a disability, please visit the DRC or contact the DRC office at (951)-222-8060. A DRC counselor will confidentially review any educational limitations with you to determine what services you qualify for. Once your accommodations are approved through DRC, please arrange for an accommodation letter to be sent to me so that I may facilitate your academic adjustments and services in class."

Academic Honesty

Keep in mind that academic integrity issues include not just plagiarism but also dishonesty, cheating, and unauthorized AI use, and intellectual property violations. Your statement should include not only what constitutes academic integrity violations but also the consequences for such violations.

District policy on academic dishonesty is found in [BP 3500](#), which defines plagiarism as presenting another person's language (spoken or written), ideas, artistic works or thoughts, as if they were one's own. For clarity, the word "person" includes artificial intelligence, entities, associations, and groups.

BP 3500 allows three discipline options for students involved in academic dishonesty. The faculty member may reduce the score on test(s) or assignment(s) according to the weight of the test or assignment, reduce the grade in the course if the weight of the test or assignment warrants grade reduction, or fail the student in the course if the weight of the test or assignment warrants course failure.

Adding and Dropping the Course

Keep in mind that adding a course after the published deadline will require the student to document extenuating circumstances involving severe illness, accident, or death of a family member, as well as your recommendation and the approval of your Dean of Instruction.

Also keep in mind that a student's use of an add/authorization code issued to a different student violates the Student Code of Conduct and will be referred to the Dean of Student Services for disciplinary action. The unauthorized use of an add code is grounds for removal from the course.

Here is a suggestion for language regarding adds:

"Students adding this section will be provided with an add/authorization code. You are responsible for completing the add process before the deadline to add. You can view deadlines and complete your adds through MyPortal. If you fail to add the class by the deadline, you are not officially enrolled, and college policy prohibits you from continuing to attend class. Be aware that failure to pay fees/fines, to document prerequisites, to clear academic holds, or to navigate personal problems may hinder you from adding this section. Please allow sufficient time to take care of these issues before the deadline to add."

Here is a suggestion for language regarding drops:

"It is your responsibility to drop this class should you decide no longer to attend. You may withdraw from this course by the drop deadline using MyPortal. Deadlines are available on MyPortal. If there is a hold restricting use of MyPortal for this purpose, you may bring a completed ADD/DROP card to the Admissions counter of the college and complete the process there."

Classroom Policies and Expectations of Student Behavior



Your syllabus should include policies on cellphone usage, common courtesy, eating and drinking in the classroom, appropriate language, and appropriate classroom and online etiquette. [BP 3500](#) also includes the Student Code of Conduct.

Course Policies

Your syllabus should include course policies on missed assignments or exams, attendance expectations, tardiness, and class participation. Attendance cannot be used as a component for assigning course grades. However, class participation may be considered and factored into an established grading policy.

Field Trips

Faculty must complete a field trip request form at least six (6) weeks prior to the trip (unless extenuating circumstances exist) which will include:

- Date of request
- Number of students attending
- Date of field trip
- Course/Club name
- Time of departure & return
- Destination
- Transportation method
- Approved driver(s), if any
- Signature of Instructor/Advisor
- Signature of Dean/Director/Vice President



Students must also complete and sign an Emergency Information Form and a Release and Waiver of Liability, Assumption of Risk and Indemnity.

The travel request must be entered into Concur, adding approved field trip request as an attachment. Concur is a web-based, integrated travel and expense management solution that centralizes and consolidates the travel request, booking, and out-of-pocket expense reimbursement processes. The [RCC Concur webpage](#) offers various resources, including the user's manual, training videos, and more. If you have any questions regarding the travel request process, expense reimbursement process, or general Concur questions, submit them to concurquestions@rcc.edu.

If travel is approved, copies of the emergency information and liability release forms for each participant will be made and will accompany the instructor/supervisor on the trip. The original set will remain in the office of the Dean of Student Services or the appropriate Dean of Instruction, depending on the trip.

Each party traveling must be given a copy of the District's Board Policies and Administrative Procedures on Nondiscrimination ([6410](#)) and Prohibition of Harassment ([6430](#)). Each party traveling must be informed that if they need an accommodation for a disability, they must let the person making the arrangements know ahead of time so that an accommodation can be arranged. The instructor/administrator/director/club advisor should contact the DRC for assistance/information, if necessary, for the accommodation.

If overnight travel is involved, a Student Excursion Contract must be filled out and signed by the student, or their guardian, in the case of a minor.

Student club/organization advisors shall also follow the rules and guidelines for club travel, which are contained on the [Clubs and Organizations](#) page of the RCC website, along with many of the aforementioned forms.

Late Adds

If a student misses the Last Day to Add deadline, they must file a petition during the week immediately following the Last Day to Add deadline. The petition requires the signature of the instructor and the approval of the appropriate Dean of Instruction. The Dean of Instruction will not approve Late- Add Petitions unless the student falls into one of the following allowable conditions per Title 5:

- Illness – The student must document illness or injury during the add period. The student must attach a note from a doctor, clinic, or hospital certifying illness and inability to add by the published deadline date.
- Accident – The student must attach a “true copy” of an original accident report from a police department, sheriff ’s office, California Highway patrol, or other police agency. It is the student’s responsibility to explain how the accident prevented him/her/them from adding by the published deadline date.
- Death – The student must attach a copy of the death certificate and explain the relationship to the deceased.

It is the student’s responsibility to clear all impediments to adding/enrolling. The following reasons do not merit approval of a Late- Add Petition:

- Required assessments not completed
- Prerequisite not cleared
- Child care issues
- Inability to pay fees on time
- Financial or academic holds
- Class needed for graduation or transfer
- Lack of understanding or knowledge of class add deadlines or registration procedures

Online Learning

RCC uses the *Canvas* learning management system (LMS) as the basic platform for all online and hybrid classes. In order for a course to be offered using the hybrid or online method, the course must be approved for that particular modality through the curriculum approval process. Contact your department chair or Curriculum Committee representative or consult [Curriqunet](#) if you have questions about whether a particular course has been approved for Distance Education.

In addition, RCC offers faculty the ability to use *Canvas* for any course, allowing instructors to create an online gradebook, to post course-related documents and materials, and to leverage many features unique to the *Canvas* environment. It is important to remember, however, that if you are utilizing a *Canvas* shell for a course that is neither online nor hybrid, you may only supplement and not replace classroom seat time with online meetings or assignments. For example, a fully face-to-face course instructor may not ask students to meet online in lieu of regular classroom meeting time, but that instructor may offer an assignment online to be completed outside of regular classroom meeting time.

Canvas Requirements

All faculty who are using *Canvas* for online and/or hybrid modalities must first complete an approved training process through at least one of the following:

- The Online Canvas Academy (OCA)
- A face-to-face Canvas training session
- Proof of training from another organization (must be approved)

More information can be found at the [Distance Education Faculty Training website](#).

Prior-Term Course Content

All previously taught *Canvas* courses will have their most recent prior-term content automatically copied into the new course. If you require prior content from an alternative course to be copied to your upcoming course, please follow the instructions on the [Content Copy Process](#) portion of the Distance Education (DE) website

Merged Courses

Courses and sections that have been merged in *Canvas* allow an instructor to define course content once for all entries in the merged group. Courses that have been cross-listed in Colleague by your IDC will automatically be merged in *Canvas*. If you wish to merge additional courses in *Canvas*, you may submit a [Course Merge form](#). If you do teach a merged course in *Canvas*, keep in mind that you are **legally obligated** to keep the students in each course section separated from each other. The DE website offers [various strategies](#) for how this can be accomplished inside your *Canvas* shell.

Required Documents

The screenshot shows a web page with two main sections: 'Instructions/Tutorials/Forms' and 'Faculty Rosters'. The 'Instructions/Tutorials/Forms' section contains a list of links: 'Term Assignment Workflow Video', 'Email Filter', 'Email Filter (web)', 'Faculty Web Forms (pdf)', 'Authorization Code Video', 'Attendance Roster Video', 'Excel Roster Video', 'Student Grade Change Video', 'Early Alert Video', 'Incomplete Grade Contract Video', 'Video Help', 'Class Roster (Excel Template - Portrait)', 'Class Roster (Excel Template - Landscape)', 'FERPA Tutorial', 'Online Planning Sheet Overview', 'Virtual Access Direct Gateway', 'Virtual Access Direct Gateway Download', and 'Wireless Network - RCCD_iNet'. A diagram with a red line connects 'Attendance Roster Video' and 'Excel Roster Video' to the label 'attendance'. The 'Faculty Rosters' section contains a list of links: 'Class Rosters', 'Authorization Code Inquiry', 'Census Roster', 'Census Roster Inquiry', 'Census Roster Hours Update', 'Drops (NoShow / After Census)', and 'Lab Attendance Roster'. A diagram with a green line connects 'Census Roster Inquiry' and 'Census Roster Hours Update' to the label 'census roster inquiry census roster hours'.

Pursuant to Title 5 Section 59025, records relating to attendance and FTES are classified as Class 3 Records and can be audited. These records include Attendance Rosters, Census Rosters, and Grade Rosters.

Many tools are available for faculty in [WebAdvisor](#) to assist in maintaining and reporting this critical information.

Attendance Rosters

At the end of each semester, hard copies of attendance rosters must be submitted to your IDC for every section taught. For convenience, Excel-based templates are available from the Faculty Menu on [WebAdvisor](#) along with a tutorial detailing how to download and import an Excel file of your class roster.

Census Rosters

Census rosters are due within five days of the census date listed in [WebAdvisor](#). Use these rosters to record active, inactive and no-show students. Check the census roster carefully against your attendance records and drop all “no-show” students. Students whose names do not appear on the Census Roster are not officially enrolled in the class and may not attend class.

Census Rosters and Classes with TBA Lab Hours

Census Roster Inquiry

Please **print this page** and keep for your records.

Class Name
Title
Location: Riverside City College
Term: Spring 2013
Instructor

| ID | Student | Census Status | Lab Hours |
|----|-----------|---------------|-----------|
| | phonie P. | Active | 7.4 |
| | Arnold K. | Active | 7.4 |
| | gc E. | Active | 5.5 |
| | stavo | Active | 2.4 |
| | | Active | 2.3 |
| | ia G. | Active | 2.6 |
| | anne L. | No Show*** | |
| | en M. | No Show*** | |

If your lab section is linked to CI Track, the hours your students completed in lab will appear in the Census Lab Hours column of the Census Roster. If your department uses an alternate method of tracking lab attendance, you will need to enter lab hours manually. See your department chair for specific instructions.

If you have documented evidence that the lab hours pre-loaded in [WebAdvisor](#) from CI Track are in error, you may correct the value in the Census Lab Hour cell on this screen. All documentation (evidence) in support of these corrections **MUST** be submitted to the Office of the Dean of Instruction immediately after you submit your Census Roster. This will serve as institutional evidence in case of audit.

Please note: the requirements for student attendance in the TBA instructional Labs associated with your section **MUST** be clearly detailed in your course syllabus. If you have any questions about TBA instructional labs associated with your course, please contact your Lab Coordinator or Department Chair. The Dean of Instruction is also available to respond to any questions you may have. For classes in CIS, CSC, ENG, ESL, REA, WL, and other courses that have TBA lab hours, the course syllabi must clearly state the nature of the instruction occurring in the lab, the required weekly attendance in the lab, the physical location of the lab, and how the assignments in the lab factor into the grade for the course.

After you have submitted your census roster(s), the Census Roster Inquiry will be available as a menu choice in [WebAdvisor](#) under Faculty Rosters. Use this to confirm the submission of your Census Report and to save/print it for your records.

For classes with associated TBA lab hours, the Census Roster Inquiry will also detail the number of reported lab hours for each student as of Census. If you discover you have made an error in reporting lab hours at Census, you may correct your error using the Census Roster Hours Update option. You may do this ONE TIME only, and after state reporting has been finalized, you will no longer be able to access this option for sections offered during this term.

Census Roster Hours Update

NOTE:

- State regulations require that RCCCD report at least 1 hour of attendance for each active student as of census who was enrolled in a census class with TBA hours.
- Hours updated on this form can only be updated once per section.

IMPORTANT: Hours reported must be supported by appropriate evidence.

Class Name: CIS-1A-4i
 Title: Intro to Comp Info Sys
 Location: Riverside City
 Term: Fall 2013
 Instructor: _____

| ID | Student | Status | Census Lab Hours |
|----|-----------|--------|------------------|
| | Phanie P. | Add | 2.4 |
| | Arnold K. | Add | 2.4 |
| | ge E. | Add | 5.5 |
| | stavo | Add | 2.4 |
| | | Add | 2.3 |
| | a G. | Add | 2.8 |
| | anne L. | Add | |
| | n M. | Add | |

Grade Rosters

Grade Rosters are due at the end of the term and are submitted on [WebAdvisor](#). Assign letter grades without plusses or minuses. If you assign an Incomplete Grade, you must also submit an Incomplete Grade Contract for each student with an Incomplete grade. Remember to enter the incomplete grade as ID, IF, etc. The first letter indicates the incomplete grade and the second letter indicates the grade to which the incomplete will revert if after one calendar year the student fails to complete the requirements set forth in the incomplete contract.

Incomplete grades are awarded at the discretion of the faculty member. They should be assigned only if it is beyond the deadline for the student to drop with a W and the student can document an extenuating, unforeseeable circumstance preventing him/her from completing the term.

For students who stopped attending/participating shortly after the withdrawal deadline, you may choose to issue a FW (Failure to Withdraw) grade.

FACULTY GUIDE

Faculty Information

[My To Do List](#)
[My Class Schedule / Deadlines](#)
[My Class Profiles](#)
[My WebAdvisor Profile](#)
[Search for Classes](#)

Instructions/Tutorials/Forms

[Term Assignment Workflow Video](#)
[Email Filter](#)
[Email Filter \(web\)](#)
[Faculty Web Forms \(pdf\)](#)
[Authorization Code Video](#)
[Attendance Roster Video](#)
[Excel Roster Video](#)
[Student Grade Change Video](#)
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[Class Roster \(Excel Template - Portrait\)](#)
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[FERPA Tutorial](#)
[Online Planning Sheet Overview](#)
[Virtual Access Direct Gateway](#)
[Virtual Access Direct Gateway Download](#)
[Wireless Network - RCCD_iNet](#)

Faculty Rosters

[Class Rosters](#)
[Authorization Code Inquiry](#)
[Census Roster](#)
[Census Roster Inquiry](#)
[Census Roster Hours Update](#)
[Drops \(NoShow / After Census\)](#)
[Lab Attendance Roster](#)
[Grade/Pos Attendance Rosters](#)
[Grade/Pos Attendance Inquiry](#)
[Positive Attendance/TBA Hours Update](#)
[Student Grade Change](#)
[Incomplete Grade Contract](#)
[Early Alert Roster](#)
[Early Alert Inquiry](#)
[Waitlist Roster](#)

faculty rosters

incomplete grade contract

TA - Term Assignments

[Adjust Office Hours](#)
[Chair Office Hours](#)
[Assignment Processing Dates](#)
[Term Assignments - Chair](#)
[Term Assignments - Dean](#)
[Term Assignments - Faculty](#)
[Term Assignments View](#)
[Approval Reassignment - Chair](#)
[Approval Reassignment - Dean](#)
[Term Assignment History](#)
[Term Assignments YTD Totals](#)
[Pay Per Course Payroll By Term](#)

Other Services

[Purchase Staff Parking](#)
[Secure RCCD Notifications](#)
[Order Textbooks](#)

User Account

[What's My User Name?](#)
[Change Password](#)
[What's my RCCD Email Address?](#)

Grade Rosters and Classes with TBA Lab Hours

For sections with TBA Lab Hours, faculty can view the Total Lab Hours completed by each student. Along with the completed work from regularly scheduled weekly labs, this information will help the faculty member determine the lab hours' contribution to the course's overall grade.

| Grade Pos. Att. Lecture/Lab Roster | | | | | | | |
|---|---------|-------|---------|---------------|-----------|--------|---------|
| NOTE: <ul style="list-style-type: none">• Please change the default lecture hours to reflect the actual hours the student attended.• Lab hours can also be adjusted if listed incorrectly.• Hours should not exceed the maximum hours for the instructional method.• Twenty-four hours should be entered (24 or 24.0). Fractions of an hour should be entered (24.3) etc... IMPORTANT: Hours reported must be supported by appropriate evidence. | | | | | | | |
| Class Name | | | | | | | |
| Title | | | | | | | |
| Location | | | | | | | |
| Term | | | | | | | |
| Max Lecture Hours | | | | | | | |
| Max Lab Hours | | | | | | | |
| Instructor | | | | | | | |
| ID | Student | Grade | P/NP/AU | Lecture Hours | Lab Hours | Status | Credits |
| | | | | 27.00 | 0.0 | New | 1.50 |
| | | | | 27.00 | 0.0 | New | 1.50 |
| <input type="checkbox"/> Check to confirm all grades/positive attendance have been appropriately entered. | | | | | | | |
| SUBMIT | | | | | | | |

Grade Rosters and Classes with Positive Attendance Lecture and Lab Hours

Sections that do not meet the criteria for typical scheduling must be reported as Positive Attendance courses. For these sections, hours of attendance must be reported. Many of these sections have both a lecture and a lab component, so that is the example used below. For these sections, you will enter a grade for every student, along with the hours that the student attended lecture (Lecture Hours), and the hours that the student attended lab (Lab Hours). These hours will be pre-loaded with the maximum hours possible. You are responsible for reducing the hours for each student based on their absences during the term.

NOTE:

- The "Lab Hours" column reflects total hours the students completed in the lab for the term.
- The "Census Hours" column reflects hours the students completed in the lab up to the census date.
- If the "Census Hours" are less than 1.0 contact hour (.83) lab attendance, the District does not receive compensation for any lab hours the student completed.
- If the hours listed in the "Census Hours" column are less than 1.0 and the student has successfully completed the class, please verify with the student that the hours listed are correct.
- If hours need to be adjusted, they can be adjusted on the "Census Roster Hours Update" link in WebAdvisor.

IMPORTANT: All hours reported must be supported by appropriate evidence.

Class Name: SPA-4-47886
 Title: Spanish 4
 Location: Riverside City College
 Term: Fall 2014
 Max Lab Hours: 18.00
 Instructor: Dr. Kathryn E. Kelly

| ID | Student | Grade | P/NP/AU | Lab Hours | Census Hours | Status | Credits |
|----|--------------|-------|---------|-----------|--------------|--------|---------|
| 21 | Isabel | | | 17.6 | 2.08 | New | 5.00 |
| 25 | | | | 11.9 | 1.44 | New | 5.00 |
| 21 | | | | 19.1 | 2.87 | New | 5.00 |
| 22 | Margarita S. | | | 19.8 | 2.34 | New | 5.00 |

It is critical that during the term you maintain accurate records of student attendance in BOTH the lecture and the lab portion of the course. The hard-copy of your attendance record IS the official documentation required and should be submitted to Admissions & Records at the end of the term. Make certain that you have clearly indicated attendance for every student for every day the class met. If you were absent, then all students lose those hours of attendance for that day.

Grade Rosters Inquiry

You can confirm that grades and (if appropriate) TBA hours or Positive Attendance hours have been submitted by clicking on the Grade/Pos Attendance Inquiry option in the Faculty Menu on [WebAdvisor](#). If a correction needs to be made to a student grade, you may use the Student Grade Change option on [WebAdvisor](#). If a correction needs to be made to the Positive Attendance hours submitted, you may do so by using the Positive Attendance/TBA Hours Update option. If you update the Positive Attendance hours, please resubmit an updated hard copy of the Attendance Roster to your IDS. It is critical that the hard copy of the Attendance Roster documents and supports the hours of attendance that you have reported on [WebAdvisor](#).

FLEX Obligations and Opportunities

By law and negotiations with the RCCDFA, full-time faculty are required to spend 24 hours (with 8 of those hours dedicated to equity-related activities) per year (July 1-June 30) in professional development activities. Part-time faculty are encouraged to participate in professional development activities as well, and they may be compensated for a total of 9 hours of FLEX credit per year: up to 3 hours for general professional development, up to 3 hours for assessment, and up to 3 hours for equity.

FLEX activities, according to the California state flexible calendar policy, must fall into at least one of the following categories:

- course instruction and evaluation
- staff development, in-service training and instructional improvement
- program and course curriculum or learning resource development and evaluation
- student personnel services
- learning resource services
- related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity
- departmental or division meetings, conferences and workshops, and institutional research
- other duties as assigned by the district
- the necessary supporting activities for the above

FLEX obligations may be satisfied by one or more of the following activities:

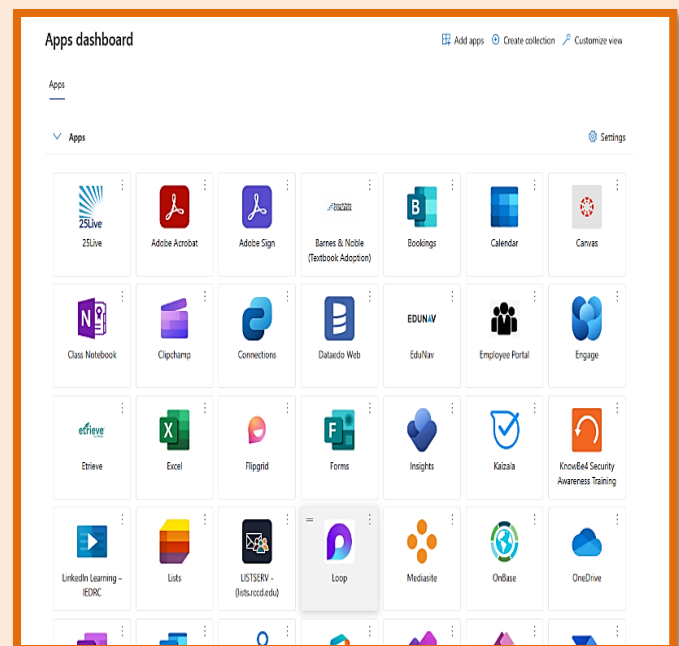
- Attending mandatory college day or district day events
- Attending on-campus workshops, presentations, meetings and/or events that have been approved as a FLEX event by the faculty development committee
- Participating in off-campus activities such as conference attendance, course redesign, or discipline-related activities

Discipline-related activities should be activities that are directly or indirectly related to the subject(s) taught, result in improved knowledge in one's field, and/or are based on a topic that can be incorporated into courses taught to improve student learning. For instance, a faculty member in the Art department could attend an art exhibit. A faculty member in biology could attend a talk at the Long Beach Aquarium about climate change.

Off-campus activities require completion of an individual flex plan with department chair approval before the event. For full-time faculty individual flex plans are completed in the [Flex Tracker](#) accessible via your Microsoft 365 SSO portal. It is also required that you provide evidence of your activity upon completion. For part-time faculty, up to 3 hours of FLEX can be reported via the etrieve app using the same SSO portal.

Faculty Learning Funds

The Faculty Development Committee may be able to offer grants to faculty members attending conferences, workshops, or participating in other professional learning. Interested faculty should fill out the Application for Faculty Learning Funds on the [Faculty Development](#) page of the RCC Website.



Glenn Hunt Center for Teaching Excellence

At Riverside City College, the [Glenn Hunt Center for Teaching Excellence](#) has a variety of resources for faculty to utilize while pursuing their professional development activities. There are workshops held in the center monthly on various topics. The center offers a quiet place to prepare for class and grade assignments and has a variety of equipment, such as SCANTRON machines, computers, printers, a small refrigerator, and a microwave. There is also a supply of “scratchers” (AKA Instant Feedback Forms) as well as meeting rooms. Equipment available for checkout includes laptops, document cameras, video cameras, and LCD projectors. There is also a library of books and audio books donated by faculty and others. Faculty may obtain an access code from the Library Circulation Desk, Second Floor, for access during non-staffed hours.

Teaching Assignment (TA) Approval Process

Teaching Assignments are approved via [WebAdvisor](#). Once you and your department chair have tentatively worked out which class(es) you will teach, your IDC generates a TA for you. During an approval period, new and modified TAs enter the WebAdvisor queue to be approved, first by your department chair, then by your Dean of Instruction, and finally by the faculty member. When a TA is ready for you to review and approve or deny, you will receive an email to your faculty email address. It is important to approve/deny your TA by the deadline stated in the email. Pay close attention to the term, as some months you may have multiple TAs to approve.

If you find an error on your TA, contact your IDC before approving or denying your assignment.



The RCCD Faculty Association

The [RCCD Faculty Association](#), the union for faculty collective bargaining in the district under the provisions of Senate Bill 160, represents the faculty on salaries, fringe benefits, and professional matters related to working conditions. It also voices professional concerns in the legislature and the courts, in contract talks, and before the Board of Trustees. Whenever decisions are made on working conditions that affect the personal and professional well-being of faculty members, the Faculty Association represents their interests.

The Faculty Association is affiliated with

[The California Teachers Association \(CTA\)](#)

[The California Community College Association \(CCA\)](#)

[The National Education Association \(NEA\)](#)

The [Faculty Association contract](#) can be accessed digitally at any time. If faculty would like to have a printed version of the contract, they may contact a Faculty Association Executive Board member.

Faculty interested in joining the Faculty Association may contact the Membership Chair to fill out and sign the membership form.

The Academic Senate

Composed of elected officers, department representatives, and standing committee chairs, the [RCC Academic Senate](#) makes recommendations to the RCC administration and to the RCCD Board of Trustees regarding academic and professional matters (defined by AB1725, Section 53200). The Senate facilitates communication among faculty, students, administration, and the Board of Trustees in all matters related to community college education.

Defining the Role of the Academic Senate

The "10+1" refers to the areas of purview granted to the Academic Senate in California Community Colleges. These areas of purview are defined by the California Education Code and provide the Academic Senate with a significant role in academic and professional matters.

These are the 10 Areas of Focus:

- Curriculum: The Academic Senate has the authority to develop and recommend curriculum policies and courses of study.
- Degree and Certificate Requirements: The Academic Senate determines the requirements for degrees and certificates awarded by the college.
- Grading Policies: The Academic Senate establishes grading policies, including the criteria for evaluating student performance.
- Educational Program Development: The Academic Senate participates in the development and evaluation of educational programs, including instructional methods, policies, and standards.

- Standards of Student Progress: The Academic Senate helps establish and assess standards for student progress and achievement.
- Faculty Role in Governance: The Academic Senate ensures faculty participation in governance processes, policies, and procedures.
- Faculty Roles in Accreditation: The Academic Senate ensures faculty involvement in accreditation processes, including self-study and annual reports.
- Policies for Faculty professional development activities: The Academic Senate contributes to the planning and implementation of professional development programs for faculty.
- Process for Program Review: The college and Academic Senate work in collegial consultation and strive to reach mutual agreement.
- Processes for institutional planning and budget development: The Academic Senate collaborates with the college's institutional research office to assess and improve the effectiveness of educational programs.

The +1 serves as an acknowledgement of other matters as mutually agreed upon. In this, the Academic Senate has the opportunity to engage in discussions and provide input on other matters as agreed upon with the college administration.

Part-Time Faculty Preference

[Part-time faculty preference](#) refers to Associate Faculty members who have reached certain thresholds as set forth below who may apply for Reemployment Preference per course, "specific classes or take on specific assignments" from the District Office. The District Office will reply to the Associate Faculty member on the status of their application within 30 calendar days. A final determination will be made within 45 calendar days of submission.

The criteria used to determine eligibility are as follows:

- Completing the Associate Faculty Request for Reemployment Preference Form.
- Teaching the specific course within the past two years and on or after July 1, 2017, respectively.
- Teaching the specific course at the college in the district where preference is being requested.
- Teaching the requested course for at least 2.0 total FTE per course (10 courses at 0.2 FTE), or 1,215 (2.25 FTE) non- instructional hours (Counselors/Librarians) at the specific college where preference is being requested.
- Receiving at least three satisfactory evaluations regarding the specific course requested. This requirement includes being on the three-year evaluation cycle due to satisfactory evaluations including peer evaluations and student evaluations or the equivalent.

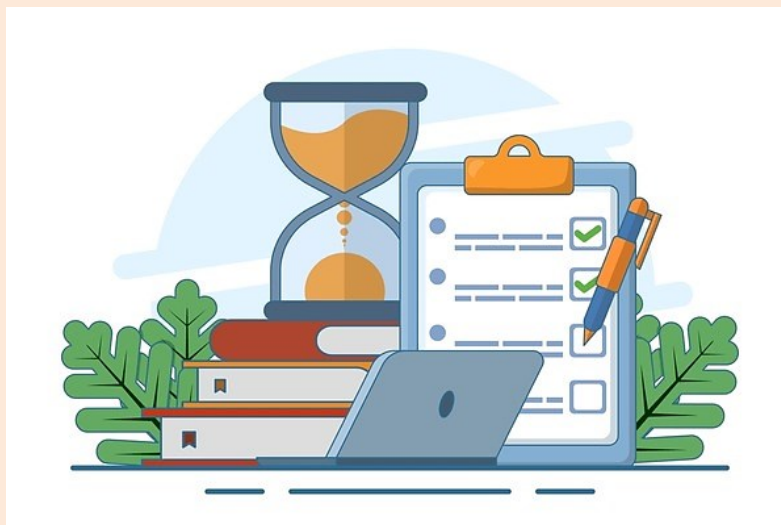
If an Associate Faculty member does not meet the criteria to receive preference, he/she/they may still be given a future teaching assignment but will not be placed on the reemployment preference list. The Associate Faculty member may still teach if given an assignment. Full-time faculty retirees are given preference for the first semester that they are eligible to teach. They will be evaluated during their first semester serving as part time faculty, and if they receive a satisfactory evaluation, they will be eligible to apply for preference and be considered on the three-year cycle.

Faculty Evaluation (Improvement of Instruction)

The [Faculty Association contract](#) outlines evaluations for the three categories of faculty: contract (non-tenure or visiting professors), regular (tenured faculty), and associate (part-time faculty). Evaluations for full-time faculty are called Improvement of Instruction (IOI). All evaluation forms can be found on the [RCCD District website](#).

Frequency of Evaluation

- Every contract faculty member shall be evaluated formally during the first semester of employment and in the fall semester of each of the following three (3) years.
- Every regular faculty member shall be evaluated once every three (3) years, usually in the spring semester.
- Every part-time faculty member shall be evaluated during the first term of hire (winter and summer included), once each year for the next two (2) years, and at least once every three (3) years thereafter. However, if an associate faculty member is assigned a class at a second college in the district within this cycle, that college shall have the right to evaluate the associate faculty member in the first semester at that college. The evaluation at the second college shall reset the cycle. When an associate faculty member teaches at two (2) or more colleges within the district when the regular evaluation is due, then the department chairs or their designees at each college should confer to determine which college will perform the evaluation.
- If an associate faculty member does not have an assignment for a year, upon return the evaluation cycle will begin as in the first term of hire and thereafter, following a satisfactory evaluation, the three-year cycle will resume. If the break in service is more than a year, the associate faculty member shall be evaluated consistent with the process for a newly hired associate faculty member.



Part 3: College Support Services

Student Support and Programs

There are many programs and services available to help students meet their basic needs, adjust to college life, and keep on track academically. Being familiar with these services and including them in your syllabus and *Canvas* is one way that you can support students. The [College Wealth Map](#) might be one resource you share with your students, as it consolidates the various support services in a portable and accessible format. For more information, please visit the [Student Support section](#) of the RCC website.

[Student Health and Psychological Services](#) (SHPS) provides services such as evaluation and treatment of minor injuries and/or illness, individual and group therapy for students, crisis intervention, substance abuse information and referrals, wellness workshops, and help improving healthcare access through Covered California.

The [Basic Needs Resource Center](#) (BNRC) aims to help supplement basic needs and promote sustainability for overall student wellness and success, providing services such as a food pantry, housing assistance, and personal hygiene supports like laundry and shower services.

Academic Support and Student Life

RCC has six [academic and cultural engagement centers](#) focused on providing support networks for students with similar interests and backgrounds. Each engagement center houses educational advisors, academic counselors, enrollment specialists, peer mentors, and faculty coordinators and holds special events to help students reach academic and career goals and build a stronger community.

Riverside City College provides services to students with disabilities through the [Disability Resource Center](#) (DRC), located on the first floor of the Charles A. Kane building. Students who require academic accommodations due to a physical, developmental, or learning disability can reach out to the DRC. A DRC staff member will confidentially review each student's concerns to determine any required accommodations. Once accommodations are approved, you will be directed via email to the [DRC Connect](#) portal, where you will receive information on how to specifically serve the needs of the student.



The RCC [library](#) provides resources, research support, study rooms, printing (for a fee), and technology loans such as laptops and calculators. Other resources include a serenity lounge, a lactation/nursing pod, and vending machines and microwaves in the food-friendly lounge.

RCC offers peer tutoring in a number of subjects and in a variety of places on campus. A good place to start is the [Tutorial Services](#) page. Tutoring for specific subjects is also available in the [Center for Communication Excellence](#), the [Math Learning Center](#), and the [Writing and Reading Center](#).

Special Support Programs

CalWORKS is committed to helping eligible families with supportive services. Students who are TANF/CalWORKs recipients with a minor dependent who receive cash assistance are eligible. CalWORKs students can receive the following benefits: priority registration, career and academic counseling, school supplies, gas cards, work study opportunities, verification of attendance, and assistance with county requirements.

RCC's **DREAMers** program, along with the California Dream Act, helps non-resident and undocumented immigrants realize their dream by applying state grants, fee waivers and scholarships for qualifying students. In accordance with the [18-01 Accordance](#), the RCC campus is a safe space dedicated to learning, without threat or fear.

EOPS provides academic support, a guided pathway, and educational supplies to assist educationally disadvantaged students in reaching their educational goals. CARE and NextUP are supplemental programs within EOPS, which provide eligible single parents and current/former foster students with additional resources to overcome barriers to achieve educational success. EOPS also houses a Male Mentoring Movement.

The **Rising Scholars** program provides a safe, supportive, equitable, and empowering educational environment for students impacted by the carceral system. The goal of the program is to assist currently or formerly incarcerated or detained students and system-impacted students throughout their college journey.

TRIO is a federally-funded program focused on supporting first generation and low-income students. In addition, TRIO-Rise supports students who are eligible for or receiving accommodations through the DRC, and TRIO-Veterans provides additional support for former members of the armed services. Eligible students can access dedicated academic counselors, early registration, tutoring, student employment opportunities, college and university campus visits, textbooks, student success workshops, transfer information and assistance, financial aid information, financial literacy education, and cultural exploration opportunities.



Campus Support Services

Copying and Printing

The Administrative Support Center (ASC) can assist faculty with photocopying, printing, and scanning. They offer walk-up copying/printing services and also take submissions via email at rivadminsupport.center@rcc.edu. There is no budget or department code required for printing and copying services provided by the ASC. Located in Business 110, the ASC is open during regular business hours Monday-Friday. Please call 951-222-8525 for more information.

Technology

Faculty and students can reach out to the [Technology Support/RCCD Help Desk](#) team for assistance with technology-based services including account access, computers and devices, and classroom audio/video equipment. They also provide support for network connection services, RCCD-provided software and applications, and information on cybersecurity. Help is available Monday through Friday from 7 AM to 6 PM via phone: (951) 222-8388 (Option 3) or Email: helpdesk@rccd.edu.

You can also submit a work order via [SSO \(Single Sign-On\)](#) under **My Apps**. When submitting a work order, include all of the following details to ensure prompt resolution:

- A detailed description of the issue or service request, including any RCCD device-related information (e.g., RCCD Asset Tag, Make/Model Number, Serial Number/Service Tag).
- Your best contact information, availability, and location.

Contacting the Help Desk is also the fastest way to reset your SSO password or multi-factor authentication (MFA). Alternatively, you can create a work order for yourself or for a student via the following:

[Reset Email Password Request for RCCD Employee/Student](#)

[Reset MFA Request for RCCD Employee/Student](#)

Safety and Security

The **RCCD Safety and Police** department offers a variety of services. In the event of an emergency, call 911. For non-emergencies, call RCCD Police Dispatch at (951) 222-8171. Dispatch is available 24 hours a day and can provide escorts to vehicles after dark, key assists to classrooms or workstations, conflict mediation, and other safety-related help. Because RCCD Dispatch phone calls are handled through the CSUSB police dispatch, you will need to state your specific location within the district and the building and/or classroom name and/or number. This information will not be automatic to dispatch. It is a good idea to save the dispatch number on your cell phone so that it can be found quickly in case of an emergency. The dispatch number is also part of the [RAVE Guardian](#) app, which provides important emergency notifications on whichever phones, email addresses, and devices you choose.

Directory of Services and Support

Academic Support

[Center for Communication Excellence \(CCE\)](#) - MLK 221, 951-222-8635

[Counseling](#) - CAK, 2nd floor, 951-222-8440

[Library](#) - 951-222-8651, library@rcc.edu

[Math Learning Center](#) - MLK 307, 951-222-8000 x4100

[Tutorial Services](#) - MLK, 2nd floor, 951-222-8170

[Writing and Reading Center](#) - MLK 119, 951-222-8632

[Academic Engagement Centers](#)

[Advanced Technical Arts and Trades and Education and Teacher Preparation](#) - Tech A 101, 951-222-8624

[Business, Law, and Computer Information Systems](#) - BLCIS T203, 951-222-3476

[Fine and Performing Arts](#) - Stover 114, 951-222-8752

[Health-Related Sciences](#) - School of Nursing, 1st floor

[Languages & Humanities and Social and Behavioral Sciences](#) - Music 104, 951-328-3660

[STEM](#) - MLK 306

[Instructional Pathways with Program Maps](#)

[Cultural Engagement Centers](#)

[Foster Youth Community/Guardian Scholars](#) - Digital Library 112, 951-222-8878

[La Casa Engagement Center](#) - Bradshaw 202, 951-222-8168

[Rainbow Engagement Center](#) - MLK 304

[Student-Athlete Engagement Center](#) - Wheelock Gym, Lower South Lobby

[Umoja Engagement Center/HOME Room](#) - Bradshaw 110, 951-222-8130

[Veterans Center](#) - Music 105, 951-222-8607

Student Services and Student Life

[Admissions and Records](#) - CAK, 1st floor, 951-222-8600

[ASRCC](#) (Student Government)

[Basic Needs Resource Center](#), CAK 104, 951-328-3777

[Bookstore](#) - Bradshaw, 951-222-8140

[CalWorks](#) - CAK 202, 951-222-8648

[Career Closet](#) – Portable 6 between Landis and Tech A, 951-222-8647

[Career Services](#) - CAK 101

[Center for International Students & Programs](#) – Tech B Room 203, 951-222-8160

[DREAMers](#) – Undocumented Students Liaison –CAK, Welcome Center, 951-328-3864

[Disability Resource Center \(DRC\)](#) - CAK 130, 951-222-8060, Deaf / Hard of Hearing Video Phone: [\(951\) 801-5675](tel:9518015675)

[EOPS/CARE/Next Up](#) – CAK 202, 951-222-8045

[Financial Aid](#) - CAK, 1st floor, 951-222-8710

[Gateway College and Career Academy](#) - 951-222-8934

[Rising Scholars](#), Bradshaw 206B1, 951-222-8040

[Student Clubs](#)

[Student Health and Psychological Services](#) – Bradshaw, under the bookstore, 951-222-8151

[Student Resource Center](#), Bradshaw, 2nd floor,

[Study Abroad](#) – Digital Library 418, 951-222-8385

[Transfer Center](#) - CAK, 2nd floor, 951-222-8446

[TRIO](#) - CAK, 2nd floor, 951-222-8312

[Upward Bound Programs](#) – Information Services 114, 951-222-8948

[Welcome Center / Outreach](#) - CAK, 1st floor, 951-222-8574

Additional Points of Contact

[Childcare/Child Development Center & Learning Lab](#) - 951-222-8068

Campus [Police](#), Lovekin Complex, 951-222-8171

[Emergency Response](#)

[Parking Services](#), Lovekin Complex 1, 951-222-8520

[Printing Services / Administrative Support Center](#), Business 110, 951-222-8525

[Technology Support](#), 951-222-8388



Riverside City College Budget Allocation Model

Objectives:

- Equity-Minded Framework – Each college will be guided by an equity-minded framework that includes core values and guiding principles to inform institutional practices and procedures related to budget management and fiscal planning.
- We recognize the current budget outlook is likely to have an impact for many years to come; we will attempt to make strategic decisions that recognize the finite nature of one-time funds received.
- We will assert an equity-minded decision-making process for budget reductions, restoration, and reallocation of resources that has minimal impact on student success.

Goals:

- The goal is to implement the District BAM at the colleges, with an emphasis on fairness, equity, and transparency.
 - Strategic planning - Which includes a crosswalk with the Integrated Strategic Plan, Guided Pathways framework, Education Master Plan, Student Equity Plan and Vision for Success.
- Each college will analyze instructional expenses for resource allocation, FTES target production, efficiency, and understanding as to the resource needs for each discipline by using the BAM cost/FTES framework. The goal being to analyze FTES generation and whether additional resources and support are needed.
- Each college will analyze the non-instructional budgets and expenditures to maximize efficiency and effectiveness, while ensuring alignment with the college's strategic plans.
- This project will use a standardized approach to ensure the metrics implemented align with the District BAM and are consistent across the colleges. The leadership team in each area, along with Business Services, will meet to review and analyze data for programs, and critically evaluate the efficiency and effectiveness of resource allocation.
- Annual assessment of the college BAM implementation will take place via survey and/or focus group feedback, and modifications made as a result.

Instructional/Academic Performance Metrics to Be Analyzed:

1. College FTES targets by discipline/division
 - a. Were the targets met?
 - b. Why, why not?
 - c. FTES/FTEF efficiency (target is 18.5 @ 595) by discipline
 - d. Institutional efficiency FTES/FTEF
2. What errors or variables are impacting efficiency metrics? How do we fix?
3. What are the cost implications resulting from low efficient disciplines?
4. What are the impacts of a classroom load cap on "potential" FTES generation?
 - a. How efficiently are classroom and lab environments being utilized in comparison to FTES production?
5. What scheduling modifications will need to be considered?

- a. DE vs. F2F implications
- 6. What Health and Safety factors should be considered?
- 7. What emergency mandates or legislative updates have transpired that may affect outcomes?
- 8. Proposed course of action- i.e. reconfigure or repurpose classrooms or labs, evaluate course caps, etc. In consultation with CTA (for negotiated items) and Academic Senate (10+1).

Student Support/Operational/Other Performance Metrics to Be Analyzed:

1. Assessment of ongoing department budgets and positions aligned with the college Strategic Plans.
2. Identify deficits and surpluses in non-instructional budgets to understand the complexities of expenditures and funding opportunities.
3. Consider realignment of resources to support strategic plan initiatives, aligned with Guided Pathways framework, Student Equity Plan, and Vision for Student Success.
4. Analysis of emergency mandates or legislative updates impacting outcomes.
5. Review of department expenses to assess the success of action plans and goals in achieving desired results of the College's overall objectives.
6. Ensuring department budget allocations match the activities outlined in their budgets, supporting the college's wider performance aims.

Core Values:

- Student Success
 - Experience learning that empowers students to achieve their personal, academic, and career aspirations.
- Equity
 - Recognize patterns of inequity and distribute resources needed to be successful.
- Inclusive Excellence
 - Inspire an inclusive and welcoming environment for critical thinking, learning, achievement, and responsible participation in the community.
- Learning and Teaching
 - Cultivate new knowledge, skills, and abilities through various modalities.
- Fiscal Prudence
 - Exercise fiscally sound, efficient, transparent, and accountable practices essential to achieve our mission.
- Data-Informed
 - Consciously seek out data to help us ask better questions and guide our consideration of solutions.
- Compassion
 - Care for people in an intentional manner. We understand people don't care how much you know until they know how much you care.
- Innovation
 - Disrupt the status quo by taking risks to find creative and flexible solutions in support of the College and District mission.
- Social Justice
 - Compassionate and equitable distribution of resources and all members are physically and psychologically safe and secure.

Timing: April and September (as aligned with schedule development process)



RCCD DE SUPPORT FOR FACULTY

Mission

- "RCCD Distance Education strives to be
- accessible to all faculty and staff
 - provide responsive, inclusive, and innovative support
 - enhance teaching and learning
 - support student success in online environments."

Agenda

- Mission
- Current Support
- On-Demand Support
- Upcoming Support



Current Faculty Support

Spring '25 Ask It! Drop-in Hours



- Mondays 4-7 pm
- Wednesdays 1-3 pm
- Thursdays 1-3 pm



ONE-ON-ONE APPOINTMENTS

- Same/Next-Day
- Canvas Help
- Design Tools

DE WORKSHOPS



- Year-Round
- Canvas/LTI Tools
- Course Design
- AI Tools
- Tips/Strategies

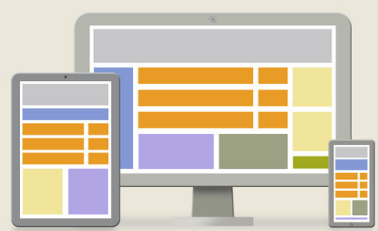
SUPPORT

On-Demand Faculty Support



- Tool Guides
- Design Ideas
- Tips/Strategies

TEMPLATES



- Full Course
- Individual Items
- Import to Canvas
- Pre-built Assessments
- Accessible



- FLEX Presentations
- How-To Tutorials



Upcoming Faculty Support

Summer '25

- Develop FAQ for Resource Shell
- 1:1 Appointments
- New Tool Support
- Accessibility Outreach



Fall '25

- FLEX
 - Workshops
 - Bonus Ask It! weekend hours
 - New Faculty Support
- Ongoing Workshops
- Same/Next-Day 1:1 Appointments
- Weekly Ask It! hours
- On-Demand Tool Support & Templates
- Accessibility Outreach

