Riverside City College Academic Senate

Agenda
Monday, November 2 2026 • 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** October 19
3:10	IV.	**Public Comments**
3:20	V.	**Officer and Liaison Reports**
		A. President
		B. Vice President
		C. Secretary Treasurer
		D. RCCD Faculty Association
		E. College President or designee
		F. ASRCC Representative
3:40	VI.	**Committee or Council Updates and Reports**
		A. Distance Education Committee, James Rocillo or designee with share updates and proposed Bylaws.
		B. Program Review Committee, Virginia White or designee
4:00	VII.	**New Business – Information and Discussion**
		A. VP Blount or designee will provide status update on campus building projects including ATEC, and ATEC Secondary Effects
		B. District Academic Senate – Share new part-time faculty IOI form
		C. VP Bottoms and Secretary Treasurer Henry will facilitate a discussion of Fall 2026 ASCCC Plenary Resolutions
4:30	VIII.	**Ongoing Business – Information and Discussion**
		A. Vice President Bottoms will preview current professor emeritus requests in preparation for submission to District Academic Senate
		B. Senate will discuss proposal to form Ad Hoc Committee on Artificial Intelligence – its purpose to advise the senate, review the committee charge and deliverables for academic year 26/27.
		C. Senate will discuss Professor Brown's draft resolution entitled "Faculty Governance and Equitable Review of Artificial Intelligence Technologies at Riverside City College"
4:40	IX.	**Action Items**
		A. N/A
4:45	X.	**Open Hearing**
4:55	XI.	**Learn, Share, Do**
5:00	XII.	**Adjourn**

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

October 19, 2026 • 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 2029)

President: Patrick Scullin

Vice President: Megan Bottoms

Secretary-Treasurer: Kayla Henry

Department Senators (Term ending 2027)

Applied Technology: Daniel Eini

Behavioral Science: Eddie Perez

Business, Law & CIS: Jennifer Corr- Not present

Communication Studies: Lucretia Rose

English: Christine Sandoval

History/Philosophy/Humanities/Ethnic Studies: Deborah Brown

Library & Learning Resources: Sally Ellis

Life Sciences: Gregory Russell

Mathematics: Mary Legner

Music: Steve Mahpar

World Languages: Huda Aljord

Associate Faculty Senator(Term ending 2026)

Virginia McKee- Leone

Department Senators (Term ending 2028)

Art: Will Kim

Chemistry: Leo Truttmann

Cosmetology: Rebecca Kessler

Counseling: Sal Soto

Dance and Theatre: Kristin Nemecek

Economics/Geography/Political Science: Sean Pries

Kinesiology: Jim Elton

Nursing Education: Lee Nelson -Not present

Physical Science: Aaron Sappenfield

School of Education & Teacher Preparation: Kayla Henry

Ex-Officio Senators

TLLC: Lashonda Carter- Not present

ASC: Jacquie Lesch

EPOC: Wendy McKeen – Not present

GEMQLC: Virginia White

RDASLC: Tucker Amidon- Not present

SAS LC: Melissa Harman – Not present

Curriculum: Kelly Douglass – Not present

Parliamentarian: Sal Soto

RCCD Faculty Association

Araceli Calderon

Administrative Representatives

College President: Eric Bishop

VP Academic Affairs: Lynn Wright- Not present

VP Business Services: Elia Blount – Not present

VP Planning and Development: Kristi Woods – Not present

VP Student Services: FeRita Carter- Not present

ASRCC Representative

Aleida Hill

Recorder of Minutes

Sydney Minter

Guests

Shari Yates, Dean of CTE

3:05 II.Approval of the Agenda Oct. 19

M/S/C: (Brown/Rose) approved by consensus with 1 abstention- to amend the agenda and change "Ongoing Business" to "New Business" for item VIII. A/B, as well as moving Senator Brown's discussion item A. from "Open Hearing" to item VIII. C

3:05 III.Approval of the Minutes Sept. 21 and Oct. 5

M/S/C:(Elton/Sandoval) approved by consensus/1 abstention Sept. 21

M/S/C: (Soto/Elton) approved by consensus Oct. 5

3:10 IV.Public Comments

- Shoutout to RCC Football team for being #1 in the state. Please give grace to the students in your class who are on the football team, as they are very excited.

3:20 V.Officer and Liaison Reports

i. President

- On October 7th, President Scullin attended the EPOC meeting, and he thought it was a very fruitful discussion related to our program review and resource requests. There were some different ideas presented about how our resource requests are made, which could make the process easier for us here on campus. Separating resource request from program review is important overtime because, especially for replenishing or replacing equipment or materials and supplies.
- There will be an open forum for Faculty Prioritization this Thursday, Oct. 22nd, and a Zoom invite was sent out. There is also a training provided for faculty who serve on councils to help them understand how the requests are put in and how the numbers are generated.
- President Scullin also attended the Marketing Committee meeting, which is now a part of the GEMQ leadership council as opposed to RDAS. President Scullin feels that the committee can engage in better coordination with marketing resources for the entire campus.
- There was an Accreditation Townhall on October 12th, and the accreditation team visited with many faculty members on Zoom, where comments were encouraged. A few senators and others were there sharing good news about our campus.
- The Chancellor's retirement event was on October 15th, and it was quite a presentation. Congratulations to Dr. Isaac on his well-deserved retirement. They also announced a new STEM scholarship in the chancellor's name, as well as the intention of naming a building in his honor at the Inland Empire Trade Technical Center (IETTC).
- On Thursday, October 15th, President Scullin attended the District AI council, and that is something that he will present on later in the meeting.
- There will be an accessibility training on Oct. 23rd. with Professor Sui and is really beneficial, so if faculty in your departments are struggling or need assistance, please encourage them to attend the training.

i. Vice President

- Vice President Bottoms wanted to follow up on Senator Ellis's item from our last meeting on textbooks that are out of compliance in the library and the effort to digitize them. Academic Senate leadership did meet with the VP, and at this time there is no funding available to digitize these textbooks. There was a suggestion to begin using OER textbooks. The CCCCO Teaching and Learning Cooperative Newsletter (TLC Connect) is providing professional learning, resources, and opportunities from across our system in one place, and there is a good portion that centers around OER and accessibility. In

conversation with Dr. Greene, who is the Faculty Development Coordinator, it was determined that these opportunities can count as FLEX; however, equity FLEX would be on a workshop-by-workshop basis, and faculty will need to note that in the evidence section in the Faculty Portal.

- The resolutions for Plenary are now available on the ASCCC website. Typically, the process has been that the Senate leadership team will meet to discuss the resolutions, and if they identify any thorny ones, they will bring them to Senate. If leadership finds that the resolution relates specifically to a department, it will be forwarded to that department for consideration. At our next Senate meeting, leadership will bring the resolutions forward for any discussion or consideration. Please see the resolutions packet link for more details. 2026 Fall Plenary Resolutions
- District Academic Senate is moving to standardize the Distance Education (DE) Committee as a standing committee of the District Academic Senate. This would need to include updates to the bylaws, but it would standardize the campuses and the processes to ensure more continuity in how things are passed up and down the chain. We will share more information as we learn how this process will be initiated at the District Academic Senate.
- If you have not seen it in your email, there is an employee well-being survey that was emailed to us all; please spend a couple of minutes on the survey. The idea is that Human Resources (HR) can provide more wellness benefit opportunities for us, and perhaps it can assist the Faculty Association later on when it comes to benefits. The survey closes on Wednesday, Oct. 21st.

i. Secretary Treasurer

- Secretary-Treasurer Henry wanted to follow up to let everyone know that she and Vice President Bottoms attended the last Faculty Development Committee meeting. They attended the meeting to hear, discuss, and flesh out questions on what counts as FLEX and what counts as institutional service. Currently, the committee is working through the steps to make a subgroup, and they will essentially create a decision tree on what counts as FLEX and what is considered institutional service. Academic Senate will see this at a future meeting, and faculty will be able to provide comments and suggestions.
- Senator Henry wanted to follow up on Senator Rose's concern about the SurveyMonkey issue, and she noticed that in the Faculty Association minutes they reached out to IT and it noted that they had resolved the issue; and learned there is a new system that IDC's have not worked with before, so please give them some grace as they learn this new system.

i. RCCD Faculty Association

- Vice President Calderon of the Faculty Association received an email about the annual Cyber Security training and did not know if everyone had received the email as well, but if you did, please complete the training before the deadline.
- Thank you to those who participated in the data collection survey regarding the issues we were having with Keenan. Dariush and VP Calderon will be presenting their findings at the board meeting on Tuesday, October 20th. Point of clarification: the Faculty Association is not solving any issues; they are in conversation with the district, and the district is going to communicate with Keenan to get these issues resolved.
- Issue with a code: the charges exceed the reasonable and customary allowance
- Individuals are having to pay their deductible multiple times.

    - VP Calderon encourages faculty to read the RCCD Establishment and Modification of Course Caps. The document was passed through Academic Senate and the Faculty Association and was vetted. The document is added here in the minutes in case any departments or anyone in your discipline is interested in changing the course caps for their course. Please refer to the link for further details: Establishment and Modification of Course Caps document.
    - The Faculty Association is very excited about their mixer. They want to see everybody join them and participate. It is going to be an evening of great company, conversation, and music from our jazz students. There will be food, beer, and wine. The mixer will take place at the district rooftop on Thursday, Nov. 5th from 4 pm-7 pm.
    - There is a discrepancy in the FTEs for non-mirrored and noncredit courses. The district is aware of this as they are trying to grow non-mirrored and non-credit courses. Our administration is working to resolve the issue.

i. College President or designee

- This Friday, October 23rd. Dr. Wright, Dr. Bishop, and one of the writers have a meeting with the ACCJC team, and they will be in their session reviewing all of the documents

that have been submitted. There will be a 30-minute read with them via Zoom, and it is anticipated that this will be a big work session, so we will see what comes out of this session.

- President Bishop wanted to touch on an item that VP Bottoms brought up a few meetings back about the new legislation in regard to bachelor's degrees. The chancellor's office has had a couple of webinars/meetings with the CEO in respect to what that means. The new laws go into effect January 28th. What they have said is that they have cycles 9, 10, and 11 that they are rolling out before those laws go into effect, which are actually 10 and 11 by January of 2027 and August of 2027. During that time, the Board of Governors still has purview to approve up to 15 additional bachelor's degrees before we go into the tier system.
- As we move into the faculty prioritization and into the hiring for next year, we currently have 16-17 existing positions, not including the 6 new positions that are the result of either searches that did not finish last year or just did not happen. So, we are looking at 22-23 new faculty next year, not including any retirements that may happen between now and then.

i. ASRCC Representative

- ASRCC had a successful homecoming week; they held a tailgate party, gingerbread building competition, and they did a cake walk as well, with a pretty good turnout. They also held a pep rally, which ASRCC Representative Hill thought was very cool, and the theatre came out to perform, which was nice.
- Thank you to Dr. Bishop for his help with the pep rally!
- Halloween Town is coming up this Friday, October 23rd. Please come out and participate.
- Representative Hill attended the SCCC meeting, and they met with the other colleges to discuss and finalize their negotiations with RTA. They finally decided that they are going to go with the U-pass proposal, where students will be charged a discounted rate versus paying a flat overhead fee for the whole year.

3:40 VI. Committee or Council Updates and Reports

- **N/A**

3:45 VII. Information

i. **Juan Lopez or designee will share Copy Center and Printing Services instructions for color printing.**

- The Copy Center has two locations which everyone is familiar with, and then there is the district printing. The main purpose of the copy center here on campus is to support classroom instruction, and they only offer black-and-white copies because budgeting is limited. If there is a need for color copies, a request to printing services can be submitted, and a budget code is needed in order to process the request(s).
- Juan walked faculty through the process of requesting color copies and how to submit their orders on the district website.
- The printing and copy centers have a request that there is only one person working in the center, so please submit your request early and allow at least 3 days for processing. For the print shop, please allow for 3-5 days for processing because their team provides service for the entire district. For promotional items, they ask for 3-4 weeks because they are dealing with outside vendors.
- If copies are for classroom instruction, they are free. If you need color copies, they are 8 cents a page.

i. **President Scullin and Secretary-Treasurer Henry will provide tips for facilitating course accessibility tasks.**

- At our last meeting, DJ Hawkins came in and talked to us about the 5 steps for course accessibility. Secretary -Treasurer Henry put together a step-by-step guide for finding the 5-step accessibility guide for Distance Education on Canvas.
- Step 1: Go to Canvas and click on your DE instructor resources, and then click on the accessibility guide, which is the blue tab. Then go to the page that says either Enroll in the course or Go to course. You should then see the 5 steps to improve accessibility, and you will find the 5 steps in the Accessibility Cleanup Workflow.
- Step 2, click on the 5 steps in the Accessibility Cleanup Workflow.
- In step 1, if you use the tidy-up tool, you can find broken links and broken pages and remove them. Try using Poketech to look for errors. This makes a big difference in your

accessibility score, and there are warnings that appear; some of them cannot be fixed, and even if they are fixed, the system will still give you a warning.

- Something faculty have been learning is that you can set up a sandbox course, and you can use that course to create your next semester course so that you are not having to go back in and revise an old course. You can also wipe and replace items in your course.
- Does the sandbox have to be 100% fully accessible? It just depends on what you are using it for

i. Vice President Bottoms will explain the Professor Emeritus status, submission deadlines, and approval process.

- Over the summer and over the last couple of semesters, several of our retired faculty have reached out about how they could get emeritus status.
- According to board policy, the faculty requesting emeritus status has to have actually earned retirement, and they have to be retired and separated before they can get emeritus status; it is based on the rank at the time of their retirement.
- In looking through past practices, VP Bottoms found that there were two mechanisms: either a faculty member initiated the status or the department initiated the status on behalf of the faculty. Then either the faculty member or the department would bring the request to the local senate. Senate would then discuss the request and then vote on it. Next, it would go to the District Academic Senate; they would vote, and then DAS would take all of those that were approved to the trustees for approval.
- VP Bottoms is working with faculty who have asked for the emeritus status. Several of you senators might have gotten those faculty who have recently separated, and some may have trickled over from the golden handshake, so if you have faculty that have reached out to you, you can let them know that they or their departments can initiate the emeritus status. This can also be done for faculty who have passed away, or someone can write it on their behalf.
- There is no appeal process that we know of, and the process has been very informal, and some people were missed.
- Request to recognize emeritus status at a future meeting to be further discussed.

4:15 VIII. New Business

i. **President Scullin will report on attending the RCCD Artificial Intelligence Council.**

- This is district information regarding the district's proposed policies for AI, and they are looking to identify the areas and the different purview for each area regarding the use of AI within the district.

- How it is used in the district
- Teaching and learning- (faculty purview)
- Employee and work conditions- (bargaining unit at the district)
- Technology and data- (district and ITSC)
- Policy and procedure (which goes back to the board)

- No decisions have been made; this is just how the district is presenting information to us, and they have attached department policies which departments have taken it upon themselves to write, which is completely in their purview.
- In the document, there is an attachment from Norco College on their policies, and President Scullin encourages everyone to read it. Disciplines should consider drafting their own AI policies for Syllabi.
- There is also a draft of board policy that the district is writing, and they are looking for feedback.
- Discussion item: The basic function of the council is to recommend board policy and administrative procedures that establish clear, principled guardrails for the safe, ethical, and responsible use of artificial intelligence, which is the proposal that has been brought to the committee, and within the document is the council membership which the district has proposed and adopted.
- There is a lot of information within this document, and President Scullin encourages everyone to share and read. Also included in the document are legislative decisions.
- As a senate, we have an opportunity to decide how we want to interface with our portion of this, which is the teaching and learning section as it relates to anything regarding 10+1.

- Representation is being organized.
- It seems more like a consultation body.

- When was the council formed?
- The group met once last spring and once this fall.

i. President Scullin will present a proposal for an Ad Hoc Committee that will assist the Senate in matters regarding Artificial Intelligence.

1. Proposed action: Establish a Senate Ad Hoc Committee on Artificial Intelligence with a representative membership, including defined scope and responsibilities.

    a. Do we need a standing committee?
    b. What will be the charge and roll of the Ad Hoc Committee? It is meant to be a temporary committee, limited to 2026-2027 to report to the senate recommendations for policy, structure, evaluation and implementation of AI in academic areas under senate purview.
    c. This is an opportunity for Senators to take this back to their department and disciplines to determine if this is a reasonable thing for us to start.

1. Proposed action: Adopt a charge with deliverables for the Senate Ad Hoc Committee on Artificial Intelligence defined by the RCCAS 10+1 responsibilities.

    a. What would this ad hoc group do differently than what is already being done? Adapt to new developments in AI and help drive policy.
    b. Will the working group be able to make recommendations? Yes.
    c. Will there be more student representation? No. This is a senate faculty committee.
    d. Do we actually have a group or forum that discusses, researches, and gives us counsel on what to do? No.

e. There is no requirement for associate faculty representation.

a. Professor Brown will share a draft resolution entitled "Faculty Governance and Equitable Review of Artificial Intelligence Technologies at Riverside City College" and highlight additional draft resolutions written for ASCCC Fall 2026 Plenary Session.

- To give the group a little background, this is a sister resolution to a resolution that has moved forward statewide through ASCCC that is worded similarly. The statewide resolution is Faculty Governance and Equitable Review for Artificial Technologies in California community colleges, and it will be circulated along with the other 35 resolutions moving forward. Senator Brown has another resolution that we are not going to touch on today, but we will at a future meeting about Supporting the Autonomy, Cultural Foundations and Development of the Autonomous Disciplines of African American Black Studies, Asian American Studies, American Indian, Native American Studies, and Chicano AWICS and Latina OEIC Studies, referred to as ethnic studies.
- Both of these resolutions, as mentioned, have moved forward to fall Plenary, which is the first week in November. The resolution was written for a local audience and highlights that over 80 % of our population is black and brown and there needs to be some intentional conversation about the role that they play and how they are impacted. In addition to how not only our students, but faculty and classified professionals and all of our stakeholders are being impacted as well.
- The resolution references our 2030 vision, and there are some amazing scholarships that Senator Brown encourages faculty to look at. A lot of the resolution is focused on transparency and also ensuring that these items are educationally appropriate and not harmful to our students, especially our black and brown students.
- Senator Brown read a resolution statement to the group, and it is as follows.
- The Riverside City College Academic Senate affirm that artificial intelligence technologies affecting academic and professional matters, including AI functionality embedded within existing instructional, student support, enrollment, and institutionally supported platforms, should be subject to transparent, equitable, ethical, and inclusive faculty governance processes. Before implementation and throughout continued use, with meaningful participation by faculty and students from communities disproportionately affected by these technologies and resolved that the Riverside City College Academic Senate establish, through its existing governance procedures, a temporary faculty-led artificial intelligence technologies review workgroup accountable to RCCAS, with appropriate representation from faculty possessing disciplinary, curricular, pedagogical, technological accessibility and equity expertise. Including faculty whose scholarship

addresses the historical, racial, cultural, and social implications of emerging technologies, and that the workgroup collaborates with appropriate participatory governance bodies and institutional experts while preserving the Academic Senate's responsibility for academic and professional matters and resolved… that the artificial Intelligence Technologies Workgroup, a review workgroup, identify and examine artificial intelligence technologies and functionality that are licensed, enabled, embedded, piloted, recommended, or otherwise institutionally supported at RCC, including functionality within Canvas and other instructional student support, enrollment, and administrative platforms and recommend transparent evaluation criteria addressing educational necessity, intended and unintended consequences.

Equity, accessibility, environmental sustainability, racial and algorithmic bias, student privacy, safety and agency, responsible data governance, academic freedom, faculty authority over curriculum and pedagogy, faculty intellectual labor, and intellectual property. Accuracy and known limitations, secondary use of student and faculty content, model training or improvement and mechanisms for identifying, reporting, reviewing, and addressing harmful, inaccessible, inaccurate, discriminatory, or inequitable outcomes and resolved that the Riverside City College Academic Senate support community-informed evaluation processes that meaningfully include Africana, Black, American Indian, Native American, Asian American, and Pacific Islander, Chicanx, Latinx, Multiracial, female, LGBTQIA2+, Disabled, low-income, first-generation, multilingual, and other historically minoritized students and faculty, particularly those most likely to experience disproportionate harms. Recognize their lived experiences and disciplinary expertise as essential evidence, and ensure that their perspectives inform recommendations concerning the adoption, modification, restriction, suspension, or discontinuation of artificial intelligence technologies and resolved that this workgroup, in collaboration with appropriate institutional research and participatory governance partners, recommend methods for assessing student and faculty experiences with artificial intelligence and algorithmically mediated technologies, including educational benefits and harms. Privacy and surveillance concerns, accessibility barriers Effects on academic freedom and faculty workload, and experiences involving inaccurate, biased, stereotypical, or culturally inappropriate outputs and that such assessment was methodologically appropriate and consistent with applicable privacy protections examined with aggregated experiences so that aggregate institutional measures do not obscure varied experiences and outcomes and resolved that the AI Technologies Review Group report its findings and recommendations to RCCAS for deliberation and appropriate referral through established college and district governance processes. That the establishment of the workgroup shall not itself constitute endorsement or approval of any artificial intelligence technology. Nor substitute for appropriate institutional action concerning identified risks. That institutional licensing or technical availability of artificial intelligence shall not by itself require faculty to incorporate such technology into their curriculum or pedagogy, that RCC and RCCD provide appropriate institutional expertise. For privacy, cybersecurity, accessibility, contractual vendor procurement, and data governance review, and then matters involving workload, compensation,

work conditions, evaluation, intellectual property rights, and other rights governed by the collective bargaining agreement be addressed consistent with the respective responsibilities of the Academic Senate and the Faculty Association.

M/S/C: (Elton/Bottoms) to extend the meeting by 5 minutes- approved by consensus

4:35 IX. Action Items

i. Ratification of new and ongoing appointments: President Scullin or designee will present candidates for the following committees or councils

1. N/A

4:40 X. Open Hearing

- Shoutout to RCC Football team for being #1 in the state. Please give the students in your class who are on the football team some grace as they are very excited.
- Senator Sandoval, along with a group of concerned faculty across 10 disciplines, decided to come together and write a lengthy letter that will be sent to Dr. Bishop to express their concerns over the speed at which the college and district have procured, adopted, and encouraged generative AI implementation. The group spent about 50 hours of combined labor and research that went into this letter.
- The letter basically outlines the material, cognitive, and social costs of investing in generative AI. The letter also goes over social justice, equity issues, social and cognitive implications, and material realities, such as climate impact and environmental racism. The document is about 9 pages, with a link to all the research that supports every claim.
- Senator Sandoval asks that everyone read the letter regardless of where you stand right now, pro or con. The letter will be emailed to everyone, but she wanted to give the group a hard copy so that they can annotate and write their questions down.
- The group plans on moving the letter forward to the district, so if you would like your name added, please email Wendy Silva by October 30th. There are already 32 names across 10 disciplines.

4:45 XI. Learn, Share, Do

- Accessibility Training on October 23rd from 10 a.m.- 12 p.m
- Access 5-step guide for accessibility
- FA mixer

5:00 XII. Adjourn at 5:02 pm

M/S/C: (Bottoms/Perez) approved by consensus

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RIVERSIDE CITY COLLEGE
BYLAWS OF THE
DISTANCE EDUCATION COMMITTEE

ARTICLE I. DEFINITIONS

The following terms are to be understood in the sense herein defined:

Riverside City College, hereinafter "RIV."
RIV College Academic Senate, hereinafter "RCCAS."
RIV Distance Education Committee, hereinafter "DEC"
Riverside Community College District, hereinafter RCCD."

ARTICLE II. MISSION

In fulfillment of the purpose as a standing committee of the RCCAS, the DEC shall represent the faculty through the Senate to the Administration and to the Board of Trustees on all matters relating to the DE modality of any courses offered by the College. The Committee may freely utilize the expertise of all faculty in questions regarding the integrity of DE modalities and shall direct special attention to the general issues of DE philosophy and development.

ARTICLE III. MEMBERSHIP AND COMPOSITION

The Distance Education Committee shall be composed of Department representatives serving two-year terms of office. When new departments are established and their election year specified in the Bylaws or Bylaw revision is not synchronous with the time of scheduled elections or bylaws revision, a representative shall be elected to fill the length of the term remaining until the next scheduled election.

A. Voting Members:

   a. Voting members of the DEC shall be the faculty chair and faculty department representatives.

   b. Selection and Appointment:

i. Election of members of the DEC shall take place by the full-time faculty members of the Departments in the same manner as Department Senators are chosen. DEC members shall serve beginning on the first day of service of the academic year.

ii. All appointments are for a two-year term. Any position that has not been filled by the first official meeting of the Fall or Spring semester for any reason shall be considered vacant until filled.

iii. Departments shall elect 1 Distance Education representative in odd or even-numbered years (no proxy voting):

Odd-numbered years: Applied Technology; Behavioral Sciences/Psychology; Business, Law, and Computer Information Systems; Communication Studies: English & Media Studies; History, Philosophy, Humanities, and Ethnic Studies; Library & Learning Resources; Life Sciences; Mathematics; Music; World Languages.

Even- numbered years: Art; Chemistry; Cosmetology; Counseling/Student Activities; School of Education & Teacher Preparation; Economics, Geography, Political Science; Nursing; Dance and Theater; Physical Science; Kinesiology.

iv. Committee representatives will regularly attend meetings and serve as a liaison for their respective departments. Members who miss three consecutive meetings, or more than four meetings during a semester, may be asked by the chair(s) to resign.

v. When a member of the DEC must resign for any reason, he/she shall be replaced by a member of the same department to complete the term.

vi. In the event that a departmentally elected DEC representative is unable to serve due to extended medical leave, semester abroad assignment, sabbatical leave, other leave of absence, or is otherwise unable to regularly attend DEC meetings, the Department shall elect a replacement representative for the balance of the term.

B. Faculty Co-Chair

a. The Faculty Co-Chair will be nominated for recommendation to the RCCAS by a majority vote of the DEC for a two-year term.
b. The Faculty Co-Chair will preside over DEC meetings, set the agenda in consultation with the Administrative Co-Chair and the district DE Dean; coordinate communications with the DEC members, the RCCAS, and the public; send meeting agendas and minutes in a timely manner; provide monthly reports at RCCAS meetings; serve as a representative to the RCCAS; attend RCCD DEC meetings; maintain the DEC webpage on the RIV website; and keep the DEC informed of any changes in RCCD policy.

C. Administrative Co-Chair
   a. The Administrative Co-Chair will serve as a liaison between the RIV administration, the district DE Administration, and the DEC. The Administrative Co-Chair is a non-voting member of the DEC.

ARTICLE IV. PROCEDURES

Chair Elections

A. DEC Chairs Eligibility, Nominations, Elections, and Terms of Office:

   a. Faculty may nominate themselves or a different committee member for Faculty Co-Chair. Elections for nominations will occur during the spring semester of the academic year, and the two-year term will begin on July 1 of that year and ending June 30 of the following year. For this is strongly recommended, though not required, that the faculty member has served on the DEC as a member for at least one year and that the faculty member be tenured. The Faculty Co-Chair may serve consecutive terms, subject to the nomination and election procedures outlined in these bylaws.

   b. The Administrative Co-Chair is appointed by the VP of Academic Affairs. The length of the Administrative Co-Chair's term will be determined by the Vice President of Academic Affairs.

   c. The Administrative Co-Chair will organize a confidential vote and issue ballots (paper or electronic). The DEC Faculty Co-Chair recommendation shall be selected by a simple majority of voting members. The DEC's recommendation will be reported at the following DEC meeting and forwarded to RCCAS for consideration. The RCCAS will elect the DEC Faculty Co-Chair.

B. Removal from Office:

Any voting member of the committee, including the Faculty Co-Chair, may be removed through a two-thirds majority vote of the voting members.

C. Vacancies:

If the Faculty Co-Chair position becomes vacant, the position shall be filled by election. The Administrative Co-Chair will receive nominations and chair the meeting for the election. In this case, the Administrative Co-Chair will issue ballots (paper or electronic) and will conduct the election.

In the event the current Faculty Co-Chair must step down, and no one on the committee is able to fill the role, the Administrative Co-Chair will serve as acting (though non-voting) chair until a new Faculty Co-Chair is recommended by DEC and elected by the Academic Senate.

In the case of a temporary absence due to medical leave, etc, an election will take place if there are multiple faculty members interested in filling the substitute role in accordance with part (C) under Vacancies. Otherwise, the current Faculty Co-Chair can select the temporary substitute to serve in their absence.

Meetings

A. Committees shall meet, at a minimum, once a month during the academic year. Committees may meet as part of District-wide committees where the Colleges of the RCCD cooperate under the auspices of a standing committee of the DAS.

B. Meetings and agendas shall be announced to RIV constituents in accordance with the Brown Act.

C. Meeting minutes shall be published on the RCC DEC website in accordance with the Brown Act.

D. A quorum for the voting members of the DEC shall be 50% +1 of the members. Meetings generally require in-person attendance, but remote participation is permitted in certain circumstances, provided all remote locations are publicly accessible and listed. Emergency situations allow for remote attendance. If any members are teleconferencing, the general public must also have remote participation access (i.e. internet/zoom), and all votes must be by roll call (in accordance with the Brown Act). If there are one or more vacancies in the membership, the quorum shall be reduced by the number of vacancies at that meeting.

a. The Brown Act states that discussion needs to happen at these meetings and not through "serial meetings", which are direct or indirect outside regularly scheduled communications between members. That includes email.

b. "...the Act specifically prohibits any use of direct communication, personal intermediaries or technological devices that is employed by a majority of the members of the legislative body to develop a collective concurrence as to action to be taken. (§ 54952.2(b).) Most often this type of meeting is conducted through a series of communications by individual members or less-than-a-quorum groups, ultimately involving a majority of the body's members. These meetings are called serial meetings."

E. The faculty chair or the Administrative Co-Chair may call a special meeting. If the meeting includes an action/voting item, the quorum rule will apply. If a special meeting is needed, committee members and RIV constituents need to be notified at least 24 hours in advance. The meeting date and time frame will be set within the parameters of the Brown Act. No other business can be transacted except that for which the meeting was called.

F. The faculty chair or the administrative co-chair may cancel a meeting if needed. Members will be notified by email. If needed and appropriate, the meeting will be rescheduled under the conditions permitted by the Brown Act.

G. In the event that a vote is deemed necessary before the next regularly scheduled or special meeting, or if an initial quorum is not met, the chair may initiate an electronic voting request by email or other electronic means previously agreed upon by the members.

a. The e-mail or other electronic communication must state the time limits for voting, and the votes counted must represent a quorum of the voting members for the action to be valid. The results of the action will be read into the minutes at the next regular meeting. This method should only be used in extenuating circumstances as defined by the faculty co-chair.

H. In the event of emergency, committee members may elect to meet in person or remotely. An emergency meeting may be called with one hour advance notice to committee members and RIV constituents.

I. In cases not provided for in these Bylaws, the DEC will follow the procedures prescribed in the most recent edition of Robert's Rules of Order.

Committee Responsibilities

A. DE Philosophy/Development: Represent faculty perspectives. Serve as the faculty liaison in representing faculty/department perspectives on distance education matters that fall within the RCCAS's role in academic and professional matters under Title 5 53200's 10+1. Department representatives share relevant DEC information with their departments and bring questions, concerns, ideas, and feedback back to the Committee. When appropriate, representatives seek department input on significant DEC matters and report back on recommendations and next steps. Provide a faculty forum for issues such as artificial intelligence; changing online andragogy; hyflex; the review and adoption of new instructional technologies.

B. Review and recommend distance education matters. Review distance education policies, procedures, practices, and initiatives that are proposed or referred to the Committee and that significantly affect RCC faculty and/or students. The DEC may provide feedback and make recommendations to the RCCAS. Topics may include review of DE budget expenditures, review of integrated apps and their usage across courses, anticipated legislation affecting DE matters, and the college's response to that.

C. Identify needs and priorities to ensure integrity of DE modalities. Use available institutional information as well as faculty and/or student feedback to identify faculty and student distance education needs, barriers, and opportunities for improvement. Recommend priorities for faculty professional development, instructional support, accessibility resources, and other support related to distance education. The DEC may recommend topics and resources, while the responsible College or district DE office provides the training services and operational support.

D. Advocate for equitable and student-centered online learning. Support accessible, inclusive, equitable, and student-centered practices in DE learning. The DEC may identify recurring concerns and recommend improvements in such things as course modalities, course design, online student support, Universal Design for Learning, and other areas related to changing student needs.

E. Support faculty-led review processes. For example, support the voluntary, faculty led Peer Online Course Review process in accordance with approved College procedures; review and recommend DE certification, policies, and procedures; advise in planning and resource allocation as pertinent to DE; ensure that DE-related strategic planning is data-driven and aligned with all accreditation standards.

F. Responsibilities exclude district operations. LMS administration, districtwide technology implementation, administration of certification, district training operations, systemwide procedures, and similar operational functions that should not become RCC DEC work simply because they concern DE.

G. Uphold the RCCAS Constitution and Bylaws.

ARTICLE V. REVIEW AND UPDATE

A. The DEC Bylaws shall be reviewed every two years, or as needed. The year and date of approval should be included within the Bylaws.

B. The DEC can propose, change, and amend its Bylaws by a majority vote of all of its members provided that (1) motions to amend the Bylaws must be proposed in writing and (2) two weeks must elapse between the making of a motion to amend and any action to adopt the motion.

    a. Amendments adopted by the DEC shall be forwarded to the RCCAS for a first reading and action, and take effect upon RCCAS approval.

    b. Once approved by the RCCAS, an amendment becomes part of the Bylaws until the biennial review occurs. At that time, the amendment may be incorporated into the Bylaws.

C. An electronic copy of the DEC Bylaws shall be posted on the college website.

    a. Any amendment to these Bylaws shall be distributed to all members of the DEC and the RCCAS upon adoption and added to the electronic copy.

Approved by the Distance Education Committee on October 16, 2026
Approved by the RIV Academic Senate on [DATE]

RIVERSIDE COMMUNITY COLLEGE DISTRICT
IMPROVEMENT OF INSTRUCTION - ASSOCIATE FACULTY
COUNSELING EVALUATION COVER SHEET

Evaluatee:		**Semester/Year:**	
College:		**Assignment:**	
Department/Discipline:		**Original Hire Date:**	
Normal Schedule: ☐ 1st Term of hire ☐ 3rd Semester of Hire ☐ 5th Semester of Hire ☐ Every third year of hire thereafter			
Special Schedule: ☐ Annual Eval. for Accreditation Standards **Program Name:** _____			

This improvement of instruction evaluation report includes:

☐ **Copies of a written report with a counseling session observation and student surveys**

■ This report shall be directly related to the associate faculty member's performance and may include, but not be limited to, counseling skills, accuracy of education plans and student records, knowledge of transfer/degree/certificate requirements, communication skills, referral practices, and timeliness and accuracy of required records and reports. (See Contract Article XI, C3b)

☐ **Department Chair's review and comments**

☐ **Student survey questionnaire and summary, typed student comments**

☐ **Due to limited interaction, student surveys may not be included for associate faculty with drop-in only assignments.**
(Note: Applies to drop-in situations where associate faculty do not consistently interrelate with the same students.)

☐ **Supervising administrator's signature and comments** including associate faculty member's attention to required records and reports after review of report.

I. OBSERVER/DEPARTMENT CHAIR OR DESIGNEE (designee should be from the associate faculty member's discipline or closely related discipline)

☐ A counseling session observation is attached.

☐ A review of student surveys was completed and comments are included in observation.

Overall Finding:	Satisfactory	Needs Improvement*	Unsatisfactory**
I met with the Associate Faculty Member to discuss the evaluation.	In Person on_____ Date	Via Phone on _____ Date	

Signature of reviewer: _____ **Title of reviewer:** _____

Print Name: _____

**"If an associate faculty member, on the Three-Year Evaluation Cycle, receives a 'Needs Improvement' or 'Unsatisfactory' evaluation, then the two senior faculty members of the discipline within the Department shall review the evaluation and, if the two senior faculty members find that the 'Needs Improvement' or 'Unsatisfactory' was not warranted, they will write a written report to be included in the final evaluation. It is understood that a "Needs Improvement" or 'Unsatisfactory' evaluation does not in any way guarantee an assignment in the next term."*

***If two consecutive 'Needs Improvement' or one 'Unsatisfactory' evaluation(s) is given, then it precludes the associate faculty member from Reemployment Preference.*

If 'Needs Improvement' is given, then the associate faculty member must be evaluated the next term he/she is assigned.

Needs Improvement or Unsatisfactory Review (by two senior faculty members) if on the Three-Year Evaluation Cycle:

☐ Not Needed due to Satisfactory Review	☐ Agree with Initial Evaluation	____ A written report is attached

☐ Reviewed by _____

_____

II. DEPARTMENT CHAIR REVIEW

☐ No Additional Comments

☐ Comments are attached

_____

Department Chair or Designee **Date**

**Information regarding a needs improvement rating.*

III. EVALUATEE'S RECEIPT: I have received a copy of this report from my department. I am aware that my signature does not necessarily indicate agreement with this evaluation and upon receiving the signed copy from the supervising administrator, that I may submit a written disagreement within fifteen (15) days.

_____

Evaluatee's Signature **Date**

IV. SUPERVISING ADMINISTRATOR'S REVIEW:

☐ Associate Faculty member adheres to timeliness and accuracy of required records and reports

☐ Associate Faculty member fails to adhere to timeliness and/or accuracy of required records and reports (details are included in attached memo).

☐ **Information related to timeliness and/or accuracy of required records and reports was not available at the time of review**

_____

Supervising Administrator **Date**

V. RECEIVED BY HUMAN RESOURCES AND EMPLOYEE RELATIONS

_____

Name and Title **Date**

Forward to the Office of Human Resources and Employee Relations for data entry and to place in personnel file.

Copy: Employee, Department Chair, Personnel File

RIVERSIDE COMMUNITY COLLEGE DISTRICT
ASSOCIATE FACULTY COUNSELING SESSION OBSERVATION

Counselor:		**Site Location:**	
Date of Observation:		**Time:**	

Type of Session: ☐ Drop-in ☐ 30-Min Appt ☐ 60-Min Appt ☐ Other: _____

Purpose: ☐ Ed Plan Dev/Revision ☐ Transfer ☐ Career Exploration ☐ Academic Advising ☐ Probation/Dismissal
☐ Graduation/Certificate ☐ Personal Counseling ☐ Other: _____

Description of session activity: _____

KEY: S = Satisfactory N = Needs Improvement U = Unsatisfactory N/A = Not Applicable or Not Observed

Counseling Session Assessment	S	N	U	N/A	Comments
A. Counseling Skills & Rapport					
1. Active listening and responsiveness to student needs					
2. Effective communication — clear, accurate, appropriate to student					
3. Establishes rapport; creates a welcoming, respectful environment					
4. Demonstrates sensitivity to cultural diversity and individual differences					
5. Encourages student participation in goal-setting and decision-making					
6. Asks appropriate probing questions to assess student needs					
7. Summarizes session and clarifies next steps for the student					
B. Knowledge Base & Information Accuracy					
8. Knowledge of degree, certificate, and general education requirements					
9. Knowledge of transfer requirements and articulation agreements					
10. Knowledge of career information, resources, and exploration tools					
11. Knowledge of college/district policies, procedures, and student services					
12. Accuracy and completeness of education plan (SEP) development/revision					
13. Appropriate referrals to campus and community resources					
C. Professional Responsibilities					
14. Preparation and organization for the counseling session					
15. Use of appropriate technology and tools (Ellucian, DegreeWorks, etc.)					
16. Accuracy of records, documentation, and ed plan entries					
17. Adherence to scheduled appointments and efficient use of session time					
18. Knowledge of current developments in the counseling field					

ASSESSMENT: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Additional Comments: _____

_____

_____

_____

Print Name/Signature of Reviewer

RIVERSIDE COMMUNITY COLLEGE DISTRICT
STUDENT COUNSELING APPOINTMENT FEEDBACK

Thank you for meeting with a counselor today. Your feedback helps us improve how we support students with educational planning, transfer preparation, career exploration, and other academic concerns. This short survey should take about 2–3 minutes to complete. Your responses will be used to improve counseling services and ensure students receive clear guidance and support. Your responses are anonymous and will not affect your relationship with the counselor or the college. We appreciate your time and honest feedback.

Counselor Name:		**Date:**	
College:		**Appointment Type:**	☐ Drop-in ☐ Scheduled

1. What was the main purpose of your counseling appointment today? (check all that apply)

- ☐ Educational Plan (SEP)
- ☐ Transfer planning
- ☐ Choosing or changing a major
- ☐ Career exploration
- ☐ Academic difficulty (probation/dismissal)
- ☐ Graduation requirements
- ☐ Financial aid or appeals
- ☐ Personal concerns affecting school

For the following questions, please indicate the extent to which you agree by checking the appropriate box.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
2. The counselor clearly explained my academic options and requirements.					
3. The counselor helped me connect my academic choices to my long-term goals.					
4. My counselor listened carefully to my concerns and questions.					
5. After this appointment, I understand what steps I should take next.					
6. How confident do you feel about your academic or career plan after this appointment?					
7. Did the counselor help you identify resources or services that could support your success?					
10. Overall, how valuable was this counseling appointment for helping you move forward academically?					

8. What part of the counseling session helped you the most?

_____

_____

_____

9. What could the counselor have explained more clearly or done differently?

_____

_____

_____

10/14/26 – Riverside City College Academic Senate Proposal:

Establish an Ad Hoc Committee on Artificial Intelligence

The Riverside City College Academic Senate will establish an Ad Hoc Committee on Artificial Intelligence for the 2026–2027 academic year.

The committee shall consist of seven voting faculty members, selected through an open nomination process to reflect disciplinary diversity, relevant expertise, and a broad range of perspectives on artificial intelligence, subject to Senate confirmation. The committee may also include non-voting advisory members as needed by invitation.

The committee shall elect a chair from among its voting members, subject to Senate confirmation. Membership appointments and committee procedures shall comply with applicable Academic Senate bylaws.

The committee shall serve as an advisory body to the Academic Senate, with its specific charge and deliverables established through a separate Senate action.

Adopt the Charge of the Ad Hoc Committee on Artificial Intelligence

The Riverside City College Academic Senate will adopt the following charge for the Ad Hoc Committee on Artificial Intelligence:

The committee shall research, evaluate, and deliberate on the implications of artificial intelligence within the Academic Senate's 10+1 academic and professional responsibilities.

The committee shall examine relevant research, educational practices, institutional policies, and the potential benefits and challenges of AI implementation in higher education at RCC.

The committee shall also review and evaluate faculty resolutions, proposals, and recommendations concerning artificial intelligence that are formally referred to it by the Academic Senate and shall provide findings and recommendations for Senate consideration.

The committee shall solicit diverse faculty perspectives, consult other campus constituency groups as appropriate, and provide opportunities for balanced and collegial discussion.

The committee shall present a final report to the Academic Senate during Spring 2027, including research findings, recommendations concerning referred resolutions, and proposed guidelines or policy recommendations for Senate consideration.

The committee shall serve in an advisory capacity. All final decisions and official Senate positions shall remain under the authority of the Academic Senate.

Faculty Governance and Equitable Review of Artificial Intelligence Technologies at Riverside City College

Whereas, The California Community Colleges Chancellor's Office's *Vision 2030: Artificial Intelligence Workplan* (July 2025)[1] outlines the deployment and evaluation of artificial intelligence technologies across instructional, student support, enrollment, and administrative systems while acknowledging equity, privacy, bias, intellectual property, and sustainability concerns; and the Academic Senate for California Community Colleges has affirmed faculty authority over methods and standards for determining AI use, addressed artificial intelligence literacy and academic integrity, and called for transparent technology vetting, protection of student data, and equitable, accessible, and appropriately supported technology solutions;[2] and

Whereas, Riverside City College is a federally designated Hispanic-Serving Institution (HSI) and a state recognized Black-Serving Institution (BSI), reflecting the diversity of the communities RCC serves and the College's commitments to educational equity, accessibility, opportunity, belonging, and the success of historically minoritized students; and

Whereas, Scholarship and public-interest research by leading Africana/Black women scholars and technology researchers, including MacArthur Fellows Dr. Safiya Umoja Noble, Dr. Ruha Benjamin, and Dr. Joy Buolamwini, as well as Dr. Timnit Gebru and Dr. Simone Browne,[3] demonstrate how digital and algorithmic systems can reflect and reproduce existing racial and social inequities through decisions concerning data, classification, representation, language, surveillance, design, and deployment, warranting examination of whether artificial intelligence technologies create, reproduce, or intensify inequitable experiences or outcomes that affect Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized students; and

Whereas, Research demonstrates that artificial intelligence technologies can produce negative unintended consequences beyond their stated purposes, including inaccurate or inequitable decisions, racial and algorithmic bias, surveillance, and disproportionate harms to historically minoritized populations,[4] while their development and deployment also carry environmental

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[1] California Community Colleges Chancellor's Office, *Vision 2030: Artificial Intelligence Workplan* (July 2025).
[2] Academic Senate for California Community Colleges (ASCCC), "Selecting and Evaluating Artificial Intelligence for Faculty Use," resolution 108.01 F24 (Fall 2024); "Support for AI Literacy Integration," resolution 102.04 F25 (Fall 2025); "Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies," resolution 108.01 S26 (Spring 2026); and "Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data," resolution 108.02 S26 (Spring 2026).
[3] Safiya Umoja Noble, *Algorithms of Oppression: How Search Engines Reinforce Racism* (New York University Press, 2018); Ruha Benjamin, *Race After Technology: Abolitionist Tools for the New Jim Code* (Polity, 2019); Joy Buolamwini, *Unmasking AI: My Mission to Protect What Is Human in a World of Machines* (Random House, 2023); Timnit Gebru, *Deep Unlearning* (forthcoming, Simon & Schuster, 2027); Simone Browne, *Dark Matters: On the Surveillance of Blackness* (Duke University Press, 2015); and Distributed AI Research Institute (DAIR), research and publications on algorithmic harms and accountability.
[4] Congressional Black Caucus, letter to Amazon CEO Jeff Bezos concerning facial recognition technology and potential discriminatory consequences (May 24, 2018); Federal Trade Commission, "Rite Aid Banned from Using AI Facial Recognition After FTC Says Retailer Deployed Technology without Reasonable Safeguards" (December 19, 2023).

consequences involving energy consumption, water use, carbon emissions, and resource extraction,[5] underscoring the need for comprehensive evaluation of their educational benefits, social impacts, and environmental sustainability; and

Whereas, Artificial intelligence functionality is increasingly embedded within learning management systems, productivity software, educational technologies, and other digital platforms already licensed or used by colleges, including Canvas, allowing new artificial intelligence capabilities to become available to faculty and students without necessarily undergoing separate and transparent faculty-governance review; and such technologies may access, analyze, retain, transmit, infer from, generate from, or otherwise interact with student work and data, raising concerns regarding privacy, surveillance, consent, ownership, retention, secondary use, model training or improvement, accessibility, algorithmic inference and bias, accuracy, third-party access, student safety, and agency,[6] while their technical availability, licensing, bundling, or activation does not itself establish pedagogical appropriateness, equity, accessibility, security, or faculty approval; and

Whereas, Artificial intelligence technologies raise concerns regarding faculty intellectual labor, including the access, use, retention, or reuse of faculty-created instructional, scholarly, and creative work, while creating potential additional responsibilities related to technology evaluation, professional learning, curriculum and assessment, accessibility, student data protection, and governance, with implications for academic freedom, intellectual property, workload, compensation, working conditions, and rights established under the collective bargaining agreement; and meaningful faculty participation in institutional decisions concerning artificial intelligence technologies is essential to preserving faculty authority over academic and professional matters;

Resolved, That the Riverside City College Academic Senate affirm that artificial intelligence technologies affecting academic and professional matters, including AI functionality embedded within existing instructional, student support, enrollment, and institutionally supported platforms, should be subject to transparent, equitable, ethical, and inclusive faculty-governance processes before implementation and throughout continued use, with meaningful participation by faculty and students from communities disproportionately affected by these technologies; and

Resolved, That the Riverside City College Academic Senate establish, through its existing governance procedures, a temporary, faculty-led Artificial Intelligence Technologies Review Workgroup accountable to RCCAS, with appropriate representation from faculty possessing disciplinary, curricular, pedagogical, technological, accessibility, and equity expertise, including faculty whose scholarship addresses the historical, racial, cultural, and social implications of emerging technologies; and that the workgroup collaborate with appropriate participatory

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[5] Adam Zewe, "Explained: Generative AI's Environmental Impact," *MIT News*, January 17, 2025.

[6] Academic Senate for California Community Colleges (ASCCC), "Selecting and Evaluating Artificial Intelligence for Faculty Use," resolution 108.01 F24 (Fall 2024); "Support for AI Literacy Integration," resolution 102.04 F25 (Fall 2025); "Supporting Systemwide Academic Integrity and Infrastructure for Distance Education in the Age of Agentic Artificial Intelligence," resolution 105.01 S26 (Spring 2026); "Use of Student Data in Artificial Intelligence Tools and AI Detection Technologies," resolution 108.01 S26 (Spring 2026); and "Ensuring Responsible Use of Artificial Intelligence and Technology Platforms to Protect Student and Institutional Data," resolution 108.02 S26 (Spring 2026).

governance bodies and institutional experts while preserving the Academic Senate's responsibility for academic and professional matters; and

Resolved, That the Artificial Intelligence Technologies Review Workgroup identify and examine artificial intelligence technologies and functionality that are licensed, enabled, embedded, piloted, recommended, or otherwise institutionally supported at Riverside City College, including functionality within Canvas and other instructional, student support, enrollment, and administrative platforms, and recommend transparent evaluation criteria addressing educational necessity, intended and unintended consequences, equity, accessibility, environmental sustainability, racial and algorithmic bias, student privacy, safety and agency, responsible data governance, academic freedom, faculty authority over curriculum and pedagogy, faculty intellectual labor and intellectual property, accuracy and known limitations, secondary use of student and faculty content, model training or improvement, and mechanisms for identifying, reporting, reviewing, and addressing harmful, inaccessible, inaccurate, discriminatory, or inequitable outcomes; and

Resolved, That the Riverside City College Academic Senate support community-informed evaluation processes that meaningfully include Africana/Black, American Indian and Native American, Asian American and Pacific Islander, Chicanx, Latinx, multiracial, female, LGBTQIA2+, disabled, low-income, first-generation, multilingual, and other historically minoritized students and faculty, particularly those most likely to experience disproportionate harms; recognize their lived experiences and disciplinary expertise as essential evidence; and ensure that their perspectives inform recommendations concerning the adoption, modification, restriction, suspension, or discontinuation of artificial intelligence technologies; and

Resolved, That the Artificial Intelligence Technologies Review Workgroup, in collaboration with appropriate institutional research and participatory governance partners, recommend methods for assessing student and faculty experiences with artificial intelligence and algorithmically mediated technologies, including educational benefits and harms, privacy and surveillance concerns, accessibility barriers, effects on academic freedom and faculty workload, and experiences involving inaccurate, biased, stereotypical, or culturally inappropriate outputs; and that such assessment, where methodologically appropriate and consistent with applicable privacy protections, examine disaggregated experiences so that aggregate institutional measures do not obscure varied experiences and outcomes; and

Resolved, That the Artificial Intelligence Technologies Review Workgroup report its findings and recommendations to RCCAS for deliberation and appropriate referral through established college and district governance processes; that the establishment of the workgroup shall not itself constitute endorsement or approval of any artificial intelligence technology, nor substitute for appropriate institutional action concerning identified risks; that institutional licensing or technical availability of artificial intelligence shall not by itself require faculty to incorporate such technology into their curriculum or pedagogy; that RCC and RCCD provide appropriate institutional expertise for privacy, cybersecurity, accessibility, contractual, vendor, procurement, and data-governance review; and that matters involving workload, compensation, working conditions, evaluation, intellectual-property rights, or other rights governed by the collective

bargaining agreement be addressed consistent with the respective responsibilities of RCCAS and the RCCD Faculty Association.

Deborah Anna Brown, HPHES