Riverside City College Academic Senate

Agenda
Monday, November 16, 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** November 2
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
3:35	VI.	**Committee or Council Updates and Reports**
		A. Curriculum Committee, Kelly Douglas or designee
		B. Student Access and Support (SAS) Melissa Harman or designee
3:55	VII.	**New Business – Information and Discussion**
		A. VP Wright or designee will provide update on ACCJC accreditation findings and RSI Guidelines
		B. RCCAS Leadership team will report highlights from Fall 2026 ASCCC Plenary Session. Adopted resolutions will be published on the asccc.org website.
4:15	VIII.	**Ongoing Business – Information and Discussion**
		A. Review proposal to form Ad Hoc Committee on Artificial Intelligence including committee charge and purpose for academic year 26/27. Evaluation guidelines.
		B. Review Professor Brown's draft resolution entitled "Faculty Governance and Equitable Review of Artificial Intelligence Technologies at Riverside City College"
		C. Review RCCD part-time faculty IOI form. Collect feedback for District Academic Senate.
		D. Review RCCAS Distance Education Committee Bylaws Revise, edit or approve.
4:40	IX.	**Action Items**
		A. Confirmation of RCC Professor Emeriti nominations to be submitted to District Academic Senate
4:45	X.	**Open Hearing**
4:55	XI.	**Learn, Share, Do**
		A. Final RCCAS Senate Meeting, Monday, December 14th
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
November 2, 2026 • 3:00 - 5:00 PM • Hall of Fame

3:00 I. Call to Order at 3:01 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
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- Not present
World Languages: Huda Aljord- Not present

Associate Faculty Senator (Term ending 2026)
Virginia McKee- Leone

Department Senators (Term ending 2028)
Art: Will Kim
Chemistry: Leo Truttmann – Not present
Cosmetology: Rebecca Kessler
Counseling: Sal Soto
Dance and Theatre: Kristin Nemecek
Economics/Geography/Political Science: Sean Pries
Kinesiology: Jim Elton
Nursing Education: Lee Nelson
Physical Science: Aaron Sappenfield
School of Education & Teacher Preparation: Kayla Henry

Ex-Officio Senators
TLLC: Lashonda Carter- Not present
ASC: Jacquie Lesch- Not present
EPOC: Wendy McKeen
GEMQLC: Virginia White

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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
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
DJ Hawkins, District DE
There was another guest but was unable to read the signature

3:05 II. Approval of the Agenda Nov. 2
M/S/C: (Sandoval/Bottoms) approved by consensus

3:05 Ill. Approval of the Minutes Oct. 19
M/S/C: (Legner/Nelson) approved with edits- on page 6 the minutes will reflect to replace the word thorny with the word earmarked. On page 10 regarding emeritus status there was not any mention of the conversation that we had about streamlined processes, procedure or the criteria for emeritus status. In the conversation under District AI council the minutes will be modified to reflect the statements that were made about the makeup of the council and that out of its 17 members 9 of them are administrators or managers. Under the conversation about the copy center and printing it will be noted to reflect that those certain disciplines and the cost of materials for courses can be prohibitive where color copying or printing is necessary for instruction.

3:10 lV. Public Comments

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- Professor Tim Gutierrez from the Sociology department expresses his concerns about the district AI council. In reading the minutes from the last academic Senate meeting on October 19th he stated that the proposed role of the committee is to focus on policy and procedure and the language, specifically stating that the RCCD AI council develops and recommends a district wide board policy and administrative procedure that establishes clear principled guardrails for the safe, ethical, and responsible use of artificial intelligence. Professor Gutierrez feels that a lot of the decisions have already been made regarding the language of the proposed purpose, and discussion.

  If we already have teaching and learning, the Academic Senate body, Faculty Association, and District IT why then do we need another advisory team to get involved with all of this. Why would these faculty dominant bodies defer to a district AI council on an issue of such critical importance to instruction, student learning, and faculty autonomy, especially a committee that has 17 members of which 9 are administrators and only 4 are faculty. Professor Gutierrez argues that the goal should be to involve more not fewer voices in these considerations, especially faculty and student voices. We need them for a wider range of perspectives to have thorough and informed discussions regarding if and how AI will be implemented, how it would be monitored, and what impact it would have on outcomes. He then goes on to say that the way it stands right now, it seems like we are being railroaded into a forgone conclusion, in the same way Nectar AI was embedded into our Canvas shells. Outside of shared governance the situation is already chaotic and he is sure that everyone is aware of the environmental labor, social, and racial issues going on. It is tough to tell students that they matter when their chalk drawings are being somehow improved by a generic machine generated slop. Professor Gutierrez asks the body to help reconsider this committee and that we pause or at least slow down the integration of AI into our classroom spaces until there can be a more considered data driven and unified faculty response.

3:20 V. Officer and Liaison Reports

A. President

- President Scullin wanted to follow up on the printing discussion that we had at our last meeting with President Bishop, Printing Services & Copy Center, and business services who is working on a plan to address the budget and other concerns. The goal is to make color printing as easy and accessible as black and white printing for faculty. They are working on it and hope to have a solution.
- The district AI council has been discussed and as soon as they have another meeting, he will bring forward the concerns from this body as necessary. President Scullin did want to report that one addition to the committee from the Deputy Chancellor and Provost is that they were expanding the membership of the council to include students from each of the colleges. This is the beginning stages and the council is taking in information. Other comments can be collected and directed to Christopher Blackmore.

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- In preparation for the spring semester, the Canvas shell will automatically be empty so a faculty member can choose what accessible content they want to bring forward. It can all be done at once in a course copy or piece by piece depending on how the faculty member would like to populate their course(s) in an effort to avoid copying inaccessible content.
- We have an EPOC meeting this week on Nov 4th at 3pm in the Hall of Fame.

B. Vice President
- No report

C. Secretary Treasurer
- No report

D. RCCD Faculty Association
- The Faculty Association met with the district regarding the issues with Keenan and out of pocket reimbursements. The Faculty Association team is comprised of Araceli Calderon, Rhonda Taube, and Dariush Haghighat. The district team is comprised of Dr. Star Rivera Lacey, Erin Brown, Tammy Few, and Monica Green. The first meeting was very productive, however specific details cannot be shared at this time because they are still in negotiations, but anything that can be shared will be brough back to the Academic Senate body.
- Enrollment for priority registration just started and the system is down. This is extremely problematic because this is how we get our classes filled and if registering is challenging for students they are going to go elsewhere. Dr. Star Rivera Lacey is aware of the situation and she is addressing it or trying to solve it.
- Please complete cyber security training and Araceli will continue reminding everyone until the end of the semester when they are due.
- The Faculty Association Mixer is on Nov 5th from 4pm-7pm at the district rooftop. All are invited, full-time, part-time, members, and non-members. If you are a non-member you are encouraged to become a member. An email was sent out with the membership form.
- We have another big issue with human resources and the hiring system being down. The application system is not allowing documents to be uploaded and so originally someone from HR told department chairs to collect information from the candidates and the Faculty Association absolutely said no, do not collect any information as that is not our duty. They are working on a solution for that!
- There have been so many issues in regards to HR, Keenan, hiring, and salary placement. Faculty have brought these concerns to the Faculty Association meetings and have reached out about writing a letter of no confidence for VCFU. A letter of no confidence from the Faculty Association and Academic Senate has weight and would be symbolic because then it would go to the State Chancellor's Office. If anyone has been affected by a system related to HR, the FA would like to get your input and feedback. Please email Araceli Calderon or Rhonda Taube as they want to hear what everyone has to say.

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E. College President or designee

- President Bishop and team will be meeting with the ACCJC team on Monday, November 4th at 4pm in which they will give us the results of their review of the ISER and the evidence submitted and that should indicate and identify any core inquiries they have, from that point we would address those items when they come back.
- At the beginning of the semester, we were supposed to collect 5 faculty names from Senate and from our student grievance discipline panels to serve on our hearing panels. President Bishop will email the form.
- On Wednesday of last week, the City of Jurupa Valley Planning Commission approved the public use permit for IETTC which allows us to connect to streets.
- There is a lot of conversation in the state about workforce PELL which is where students with certifications and short course credentials can be eligible for PELL. Apparently, there is $6.1 billion that the feds have set aside that California has yet to touch. We have a Dec. 15th deadline for the colleges to determine whether or not they wish to apply for it. We are currently in the process of working to see what programs we have and to see if we can meet the deadline. CSAC is administering it through the chancellor's office and thus far no community colleges have applied or moved forward. Mostly states like Indiana and some of the other middle states have gotten millions of dollars from it. Once we identify what we think the eligible course are, we hope then to talk to the program and department chair to see what we need to do to meet the federal requirements for those courses and programs.
- Last spring, we spent a considerable amount of time discussing the piloting for an early alert program for Element 451. The hope at the time was to launch the pilot last spring and we are now in the middle of the fall, so we will be putting out an SPR to try to run the pilot in winter or spring of this academic year. The SPR should go out next week.

F. ASRCC Representative

- ASRCC would like to report that they had a very successful Halloween town even though it rained. They had a lot of people that came out and people stopped showing up at around 8 or 9pm.
- ASRCC also had successful Day of the Dead celebration
- ASRCC will be preparing for toy drive coming up at the end of fall towards the winter

3:40 VI. Committee or Council Updates and Reports

A. Distance Education Committee, James Rocillo or designee with share updates and proposed Bylaws.

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- The Distance education Committee did their best to align themselves with academic senate. They have spent the last couple of meetings that they had getting those items together.
- The bylaws broken down into 5 articles; definitions, mission, membership, procedures, and review and update. The bylaws were then submitted to Academic Senate for review and they are in their hands at this point.
- James read a report and stated that the District Education Committee met in October and focused on transitioning into a senate standing committee, district updates, committee bylaws, and the scope of its responsibilities. The RCC faculty distance education certification is nearing completion. Faculty who still need to be certified by Dec. 31st, full-time (84) have signed up for either peer-to -peer or an @One class. There were 98 total part-time faculty of which 28 have signed up for either peer-to-peer or a @One course. Faculty were reminded of their final opportunities to complete the certification and the importance of communicating with their departments about faculty who do not teach online or need to be removed from the certification list. Additionally, ASCID support hours are being planned with an increased emphasis on accessibility questions and expanding evening availability. The district announced a $5 million dollar grant over 5 years, building opportunities for online student transformation to support peer online course review or POCR as we know it, accessibility and the exploration of AI tools for faculty use. This is a district wide grant and grant commitments begin in January. The grant will support alignment amongst the three colleges and an updated POCR 2.0 certification and review training. The committee reviewed and revised its draft bylaws as part of their transition to a Senate standing committee. The discussions addressed departmental representation, voting membership, and how departments may share representative responsibilities. The committee discussed clarifying that each department has one designated representative and one vote, with no proxy voting. The committee approved and advanced the bylaws with revisions to the next stage of the Senate approval process. The committee discussed the need to clarify their role in addressing accessibility concerns and they will continue to define their accessibility responsibilities in coordination with their institutional groups. They emphasize the importance of understanding the committees specific Senate responsibilities in relation to distance education matters, modality, and educational philosophy. The committee agreed that its scope and identifying appropriate referrals to other district or college groups should be a future discussion. At their next meeting they are looking to review the district grant information and prepare to identify an official POCR lead and accessibility champion. They will continue to work on the committee bylaws and the Senate approval process, and place clarification on the committee's accessibility responsibilities and scope on a future agenda. Finally, they will continue examining how existing district policies and guidelines relate to the committee's Senate responsibilities.

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- If a faculty member does not want to teach online, they could complete the form and email it to James Rocillo or the department chair can submit the form on their behalf.
- Senator Brown had a question about the transparent charge of the grant and how it will interact with the DE committee itself. If money has been earmarked for some of the charge and then also oversight and accountability. The response was that this is something that will be discussed at the committees next meeting and they will have an answer the next time they come back to Senate for updates.
- RCC is not receiving the full $5 million. The grant will be applied to the entire district. The thought is that the grant breakdown is over a 5-year period and each of the colleges gets $1 million dollars for the particular areas that are earmarked in the grant. The remaining money will go towards Edtech for all faculty, and SPR's for faculty working on the projects for the grant.
- Accessibility question: If there is a development shell does it have to have the accessibility requirement? Answer: The Title II law refers to active courses, so a course about to become active, and a course that is active. The development shells will never be active for enrollment. If there is a department shell, can we copy all the information into a development shell? It would encounter non-instructional shells over here which would be student facing, student facing shells or faculty-to faculty facing peer department shells fall under the accessibility requirements. For faculty with active classes for student facing, as well as non-instructional shells, we have team members to help with your accessibility. For assistance, please refer to the accessibility team so they can assist faculty in making a plan and show them where they can support you. Dr Bishop has put money into a bucket to help with large projects like this.
- Accessibility question: Errors versus alerts. Answer: The naming convention was left over prior to the Title II rule and the accessibility team is hoping that Popetech will update their naming conventions to reflect the new Title II requirements.

B. Program Review Committee, Virginia White or designee

- Virginia White is the faculty co-chair for Program Review which is a committee of the Senate and she has asked for the opportunity to provide Senate with a little information. There have been NO changes to the program review process. Departmental program review submissions are still due at the end of March. The questions that are to be answered are the same as they were last year. The program review committee did not seek to change the process, nor did GEMQ.
- As with every cycle, the program review committee listens to feedback and they try their best to incorporate any changes that would lessen the burden of program review while balancing the need to have a deep, honest review of how our programs are structured so that we can best serve our student population.

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- This past spring, the Program Review Committee engaged in a conversation about how to align their work with the BEST strategic plan and to better support our department colleagues through the program review process.
- The most common complaint is that program review is too onerous, so to better support our colleagues, it was decided that we would encourage discussions in the fall, so that there would be less to complete in the spring. As a committee they decided that they would take the questions that are apart of the spring review and break them into pieces so that they could align with the strategic communications calendar and be doled out across the fall. If departments engaged in those prompts in the fall, they would have more than half of their spring document complete and feel less onerous.
- To that end, the committee set about devising prompts. It was decided by the committee that there should be two prompts per month, one data and one general prompt. Each prompt would ask departments to review a part of the data that they were asked to review in the spring process.
- These data prompts would align with where we are in the semester. For example, the review of fill rates, modalities of courses, days and times of course offerings, which were chosen as the August and September data prompt.
- The committee was asked to review that information for the spring plan and the committee figured that information would be good to review towards the beginning of the term because it would be at the forefront of the mind at the time.
- The general prompts for August and September were about welcome events that individuals within the department have participated in. Those prompts are institutional service, cross-disciplinary activities, and ways that deans can help to support divisions. The fall prompts do not completely answer any of the spring questions, but they gather information that feeds into a few of the questions.
- The Program Review Committee shared the concepts of the fall prompts with GEMQ and EPOC in the spring, and if you remember they had to delay the submission of program review documents in the spring and they pushed the submission back later and did not finish drafting the prompts until their June meeting and were not available to share out with each of these groups. There were no concerns with the concept that was shared at GEMQ and EPOC.
- Dean McEwen presented a FLEX session on the prompts and we sent the information along to DLC. Dean McEwen presented them here at Senate and they received good feedback from all the above presentations.
- On Thursday, Oct. 22 the Faculty Association leadership sent out an email conveying concerns about the number of department chairs that have contacted them over the increased workload that was negotiated during the negotiations process. For the record the email was the first time Dean McEwen or herself had received any feedback on the process and it would have been nice if individual would have reached out directly.

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- Some departments have completed the prompts, some have not but there are NO consequences if you have not completed your prompts. The program review Committee does not have any enforcement mechanism.
- Strongly encourage faculty and their departments to complete the prompts, and please bring any concerns or critiques back to the committee as they are happy to work with that information any time of the year
- Additional prompts have been paused for the time being and the committee is writing additional prompts for the spring because they have received communication. If anyone has any feedback, please reach out to Virginia White.
- Some departments were confused by the scaffolded dates and some department chairs were feeling pressured by the dates that were proposed. Some department chairs are feeling stressed and pressure for the need to have additional meeting or to delegate the task and they feel it is not feasible. In moving forward having those conversations, voting, and having feedback would be beneficial. The actual deadline is March 31st
- The Program Review Committee has spent a lot of time discussing asynchronous strategies that work really well for some departments, but might not work for all departments. Virginia's department has a shared document that they use and when spring comes, they put all of their prompts in there for all to type, see and have access to. Please ask your department Program Review reps for details.
- If you do not have access to Nuventive, please reach out to Wendy McEwen she would be happy to add you. This is not a process that is gate kept unless your department has chosen to not give everyone access. Otherwise, everyone should have access.
- The reason Program Review was changed from divisional to departmental was to take some of the load off of the department chairs plate.
- We want program review to be useful and we want it to serve a purpose, so diversifying the responses and having support from the program review rep is an important part of the communication process, but it seems like there has been a little breakdown in communication between the program review rep and the department chair. Hopefully that can be remedied so that the communication can serve the process.
- The program review process is a shared governance process and the thought is that these questions and issues should be discussed at EPOC so the process is evaluated for future reference
- Faculty would like the program review process brought to DLC to discuss how the communication should happen so that there is better clarity.

3:45 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

- ATEC Expansion: The new Applied Technology Education Center (ATEC) is planned for construction at the former Admissions and TSS locations, extending toward the lower campus. The project is intended to modernize

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instructional facilities, enhance learning environments, and expand opportunities for applied technology programs.

- Related Impacts and MLK Renovations: The ATEC project will result in several departmental relocations, including the relocation of Printing and Graphics to the MLK building. These changes also provide an opportunity to evaluate potential renovations and reconfiguration of MLK to better support current programs, improve functionality, and accommodate future instructional and operational needs.
- Feasibility Study: A feasibility study will be conducted before determining specific space configurations or renovation plans. The study will assess existing building conditions, applicable building codes and requirements, current space utilization, anticipated program growth, and preliminary renovation costs.
- Departmental Engagement: Over the coming weeks, impacted departments, including those currently housed in MLK, will be invited to participate in discussions about their instructional, operational, and anticipated future space needs. Departmental input will be an important part of the planning and evaluation process.
- Planning Priorities: Key priorities include minimizing disruptions to ongoing campus operations, maximizing the effective use of available space, and developing functional, accessible, and sustainable environments that support student success and the needs of instructional and support programs.
- Next Steps: No final decisions have been made regarding MLK departmental relocations, or building configurations. Input from impacted departments, along with the findings of the feasibility study and associated cost considerations, will help guide future planning and recommendations.
- Communication and Transparency: Business Services is developing a dedicated Facilities Projects webpage on the RCC website. This resource will serve as a centralized location for project updates, meeting notes, anticipated timelines, and other relevant information. The goal is to promote transparency, maintain consistent communication, and provide the campus community with opportunities to stay informed and engaged throughout the planning process.

B. District Academic Senate – Share new part-time faculty IOI form

- The new IOI (evaluation) form was presented at District Academic Senate and there was some excitement because the form did not exist before and it was presented as something that is sorely needed.
- The Faculty Association already reviewed the document and it was sent it to Academic Senate.
- The form was coming from the counseling faculty doing evaluations for their associate faculty. The current form that is used for instructional faculty does not entirely encapsulate all of the things that a counselor would do like scheduling, appointments, and individual ed plans and so it was hard for them to complete an actual evaluation because the form did not match. Librarians

were also facing some of those similar situations where their form did not match their non instructional faculty. So, the idea is that, for counseling associate faculty and part-time faculty they would have this new form and it would be discipline specific.

- There was some back and forth between Senate and the Faculty Association because the criteria on how a faculty member gets evaluated is Senate but the process is Faculty Association. Everybody has the same process and the same form but how that form is developed and what criteria is subject matter experts.
- A part of the language in the form came from counseling faculty at all three colleges and it was shared with Senate in trying to accommodate because if you look at the actual contract, the IOI process really speaks to teaching faculty and does not actually address the day-in- day-out operations that counseling faculty do. Senator Soto would like this recommendation to move forward, if possible.
- Question: If there are part-time counseling faculty that are actually teaching, will they have a combination of the form? Next process question because it involves Senate and the Faculty Association. Will there be an MOU and would it then become part of our CBA to ensure that it is there for all faculty?
- Question: Is the new form specifically for the counseling department? Let the minutes reflect that the IOI (Evaluation form) is only for counseling associate faculty.
- Statement: Senator Brown made a statement about the CBA which she thinks was not included. It is just in their scope and process that it would be agreed upon, that this is the forms that we are using because she does not believe that there is a scope and process meeting for associate faculty just for full-time faculty. It was clarified by Dean yates that the CBA is only for full-time faculty. Senator Brown's request if possible is that we get confirmation from the Faculty Association and it be brought back to senate to clarify transparently.
- The recommendation is to put something in future contracts so that chairs can follow the same evaluation procedure for associate faculty.
- Item B of the document says that the scope and process for the associate faculty review shall include a classroom observation or alternative methods for non-teaching faculty of approximately 1-hour. The mandatory component, reviewing counseling and librarian services as appropriate, and the department chairs, but it does not say that you have to reach out to the associate faculty. It says prior to initiating the improvement, the department chair shall notify associate faculty members that they are undergoing review.
- To clarify IOIs are for full-time faculty and evaluations are for part-time/associate faculty

C. VP Bottoms and Secretary Treasurer Henry will facilitate a discussion of Fall 2026 ASCCC Plenary Resolutions

- Vice President Bottoms wants to go through the resolutions and highlight a number of items for review so that we can solicit support for or against

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different resolutions. Once we go though the resolutions that we wanted to bring forward there will be time for discussion afterwards.

- To give a quick foundation of the resolutions packet you will see that there are some asterisks and some plus signs and the legend at the bottom of the document shows what those items mean.
- In order to expedite a session and get things passed is called a consent agenda. We do not determine this; it is the association and the resolutions committee that receives all of the resolutions and they make up the agenda. They propose the consent agenda which means that these would be grouped as non-controversial and should not require as much consideration or complications. Before anything is discussed the consent agenda has to be approved and those items on the consent agenda are automatically approved. The ones that do not have an asterisk will be discussed.
- Senate leadership sent curriculum the resolutions and they have provided their feedback about the relevant ones for curriculum. Leadership has done their best to send out the information to various areas for consideration.
- The first resolution VP Bottoms wants to highlight is 102.03 defining accelerated baccalaureate degree programs into Title V. and .04 and.05 are not on the consent agenda and are basically choose your own adventure. 102.03 is basically codifying the language of the accelerated degree program in Title V and then work to get the specific criteria. Resolutions 102.04 and 102.05 do not contradict each other but there are differences but you can pick one or the other.
- The next resolution on the consent agenda was supporting accessibility of discipline-specific and specific specialized instructional content. For our sciences this is really important because it basically says that we should have discipline experts work with the chancellor's office on accessibility issues that are relevant to them. Items such as: maps or drawings, and so instead of mandating it across the board we can work through discipline experts to sort it out.
- The next item that is being watched is 108.02 recognizing November as AI literacy month, which basically says that starting in 2027 the state senate should work with the chancellor's office to create literacy around AI. Its not endorsing a particular item and it is not saying that we have to do it but it is saying that if we are going to do this let's set a particular time and resource to be able to work on these issues around AI and share those resources with our colleagues. This resolution is on the consent agenda so if no one pulls it, it will be approved.
- Resolution 114.01, minimum qualifications for mirrored courses. This is a non-consent resolution meaning there will be a discussion on it. The resolution says that if faculty are going to teach a mirrored course, they should have the same qualifications and the same credentials as the faculty who teach the non-mirrored courses. So, we need to be aware of this because it is not written any where that if you are teaching a non-credit course, it requires requirements as teaching a credit course. We need to make sure that it says

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somewhere that they are the same credit and the same qualifications for mirrored and non-mirrored courses.

- Do we have that issue at RCC? In the math department it is the same requirement to teach both non-credit as credit courses. Some districts only require a bachelors degree to teach non-credit courses in math. Some disciplines have their own criteria but if you are going to have credit and non-credit courses, they should have the same requirements.
- The last item from VP Bottoms is a consent and advisory only resolution which is 114.2 reactivating the CCCO library and learning resources program advisory committee. VP Bottoms has reached out to Senator Ellis and the librarians regarding this resolution on the Chancellors Office Library and Learning Resources Advisory Committee. Apparently, this was active a long time ago and is being brought back to make sure that there are library and information specialist available to help navigate the different challenges that are coming out of the chancellor's office.
- The next resolution Secretary-Treasurer Henry wants to highlight is resolution 104.01 which is requesting updated guidance on faculty and academic senate participation for CCAP courses. Senator Henry will be keeping an eye on this resolution because she is curious about how this resolution is different from what is already being done and what will be added. As someone who already teaches CCAP courses it is very useful to have faculty and Senate 10+1 voices in those conversations about CCAP.
- Resolution 105.01 is a hot topic and basically says that there is a requirement that all courses being taught online need to have one in-person assessment per term, no matter what, with the exception for classes with other in-person attendance requirements and exemptions for individual students when warranted. Early Childhood Development has asked Senator Henry to vote yes on this resolution because of all of the issues that come with someone who hasn't actually taken the courses and faculty are not able to actually access whether or not someone understands how to take care of children.
- For resolution 101.04 about modality there were a number of math faculty who were vocal in the resolutions meeting and some of them were concerned because of the CSU transfer happening right now with students being denied credit for their general education courses if they are not doing an in-person assessment. Resolution 101.04 is protecting our ability to have different modalities and in some ways resolution 105.01 and 101.04 are actually doing opposite things. The resolution by Stephanie Curry is saying that we at community colleges have the ability to engage in our disciplinary expertise at deference as part of the CCC, per the agreement between both of our systems chancellor's offices and that we are actually able to teach online courses. So, we will be paying close attention to how they define assessment.
- Resolution 106.01 Faculty Governance and Equitable Review of Artificial Intelligence Technologies in the California Community Colleges is a resolution Senator Brown wrote and she hopes that Senate will support it.
- Senator Henry read a note from the chair of Early Childhood Development that read, our intellectual property is at risk, HIPPA, FERPA, etc… and we

DRAFT

can't physically leave tech companies saying that our servers are secure and unbiased.
- 113.01 removing master from the lists
- 108.02 Senator Sandoval's from the English department would like this resolution polled and discussed
- 111.06 is a resolution on local academic senate president approval of ASCCC faculty appointments and there was a lot of conversation. It came up at the ASCCC Black Caucus meeting on Friday and it goes against one of the spring 2026 proposals that came out of the Black Caucus about equitable and transparent access to local academic senate positions and also statewide positions. The recommendation is a NO!
- If anyone has any thoughts after all of our Senators have talked to their departments and disciplines, please send those notes to our Senate leadership team by Friday at 10am because between 10:30am-12pm is the area meetings when they poll.

M/SC: Sandoval/Nelson to table item VIII. A for the next meeting and extend the current topic of resolutions by 5 more minutes- approved by consensus

4:15 VIII. Ongoing Business- Information and Discussion

A. Vice President Bottoms will preview current professor emeritus requests in preparation for submission to District Academic Senate
- Item tabled for the next senate meeting

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.
- The idea of a temporary adhoc committee on artificial intelligence was introduced at our last meeting and the Senate would be tasked with a specific charge to do a study and then produce a report or presentation for Academic Senate during the spring semester of 2027.
- Senator Sandoval department from the English Department did feel like the adhoc committee was a good idea but laughed about forming a committee to talk about another committee. There is still some confusion about the AI council but felt it was a good idea until the see that it is not.
- Integrating more faculty and students into the existing structure and slowing down the process
- This adhoc committee would be for RCC and it would be our space to have informed discussions about AI to take back to the AI council
- The adhoc committee is a good idea because AI is such a large chunk of things that we are touching with 10+1 and so dedicating a whole committee to write letters or if we have different perspectives or different things coming, we can funnel those things to the committee on how to handle those items to help us move forward. The thought is that the committee should consist of at least seven voting faculty members to start and we should have a place where

these conversations live so we can report back to this place when there is more work to be done.

- There is some concern about the proposal in that it doesn't imitate the status of what is actually already imbedded online so that we can get a handle on what is active within our systems and whether its educationally necessary to engage in that piece because certain disciplines are all in but there should be some robust conversation about what that means. Also including people who are disproportionately impacted or harmed by AI and whether the students feel it is necessary. Per the letter that was beautifully written, what does it look like to have a survey? CSUs did a survey last week where all CSU stakeholders, including students, staff and faculty received a survey asking them about how hey felt about AI, whether they used it, when and where they used it, and whether or not they thought it was harmful or not. This should be the potential first steps and I would urge us to think about what is representative on that body and who we want to call in to ensure that folks are included, especially students because we have not heard a lot of vocal concerns. The thoughts that Dr. Gutierrez brought up about the environment and sustainability haven't even been addressed. Let's pause and access.
- President Scullin thought that faculty were making some great points and that these concerns are exactly what he'd hoped would be of discussion. What he is hoping/suggesting is that we give the adhoc committee a specific charge that can call us on were to go next and solicit information so that we can have a discussion that can be brought to Senate and every voice can be heard on this matter. President Scullin also thinks it is important to understand where Senate sits in regard to AI because we have purview over our classrooms, classroom space, and technology. It is important to monitor but we also can't always have control over the administrative access to AI and what is happening and so we want to be clear on what our goals are in that regard.
- There was a concern at our October 5th meeting about the faculty voice. Faculty have control over the first 6 in our 10+1 and this is something that is directly in our bylaws, only made up of faculty, whereas the district AI council is everybody. Teaching and learning is shared governance, and this is the only thing that is all faculty, and it is intentionally written to include as many full-time, non-full-time, different opinions, the pros and the cons. This is the faculties pedological response to what this thing is because we have to mutually agree. Element 451 and NECTAR are the administrative purview, by both the college and chancellor's office, but we do have a mechanism in this shared governance where faculty do get a voice. The letter, your resolution, the policies, pedagogy, the methods of instruction, and the others are the six things we that we get control of. In our monthly meeting with Dr. Bishop, he expects that faculty will have a response that is unified so when Patrick or whomever goes to the District AI council meeting, they can say here is the response from RCC's faculty adhoc workgroup.
- Senator Elton is wondering if Senator Brown is asking if the committee should consist of seven voting members because if there is a want, we should be more specific in including that information because we want the adhoc

DRAFT

committee to represent what we want. Senator Elton also suggest some flexibility because it is difficult to get every department represented and that was his concern for how we determine how many people will serve on the council.

M/S/C: (Bottoms/Legner) to extend the meeting to 5:10pm and to extend the conversation by 5 minutes- approved by consensus

- We should consider a standing item of AI on the agenda for Senate. We also should consider our representation. The district Committee has 9 administrators which is representative of 80% and then there is only 7 faculty. So, we need to consider the population of individuals in those areas and consider them weighing in on some capacity
- Do students have a committee for AI?
- Do we have an AI expert here on campus?
- Historic viewpoint, the committee at the district is skewed towards administration and historically, the district community committees have done that and it has lessened the faculty voice, our concerns, and what we propose in our opinions in favor of the committee
  Please send your recommendations to this language so that we can continue to work on the composition of the committee, remembering that this is a faculty focused, faculty driven workgroup where we discuss the faculty point of view on this matter. We will preview this gain at our next meeting.

C. Senate will discuss Professor Brown's draft resolution entitled "Faculty Governance and Equitable Review of Artificial Intelligence Technologies at Riverside City College"

- Senator Sandoval shared the resolution with her department but has not received any feedback yet.
- Early child hood education department says our intellectual property is at risk, HIPPA, FERPA etc… and we cannot just believe tech companies saying that their servers are secure and unbiased.
- This item will be returned to the agenda at the next meeting for possible action and want to suggest that we discuss these matters with our constituents, as we understand that a resolution of this nature speaks on behalf of the entire Senate.
- This statewide resolution is focused on trying to encourage the chancellor's office and the Academic Senate to engage in the process so that they do similar things and actually pause and engage in equitable and transparent processes that can be shared across all faculty throughout the state so that we are aware of when and where AI is being brought online because as you know it is being done throughout our system. The main thing this resolution is asked to do is create a temporary faculty led AI technologies review work group that would be a committee that is part of Academic Senate which is why we have two proposals next to each other. The resolution is very specific in what the ask is and it should be subject to the Academic Senate and they would then

DRAFT

affirm the AI technologies affecting academic and professional matters and be subject to transparent, equitable, ethical and inclusive faculty governance processes. The workgroup is a bit more specific in terms of what it would actually do, in that it would attempt to include faculty possessing disciplinary, curricular, pedagogical, technological expertise and faculty whose scholarship addresses the historical, racial, cultural and social implications of emerging technologies.

4:35 IX. Action Items

A. N/A

4:40 X. Open Hearing

- Last week was Associate Faculty Recognition week and wanted to share and recognize our associate faculty and their contributions. There names are as follows. Steve deWalden, Communications, Nancy Kerenan, Photography, Ryan Fingerle, English, Sahib Sattar, Counseling, and Eric Yip, Mathematics.
- With the support of our Coyle Endowment Artist in the residency program at the Center for Social Justice and Civil Liberties, we are having internationally renowned artist, Narcisco Martinez this Thursday, November 5th at 1:30pm in the ceramics and sculpture classroom 201. He is a champion of immigration and social justice in his mixed media artworks and we will be having a direct conversation with him at this event.
- West side story opens this weekend in Landis Auditorium where faculty can get a sneak preview or they can come and see a regular show in the evening. The show runs Thursday through Sunday and begins at 10am. Equity FLEX will be available.
- Priority registration for students began today, November 2nd however, the registration system is not working and so this has been brought to the attention of our administrators and they are meeting with IT on this urgent matter to get the issue resolved.

4:45 XI. Learn, Share, Do

- No report

5:00 XII. Adjourn at 5:07pm

M/S/C: (Rose/Perez) approved by consent

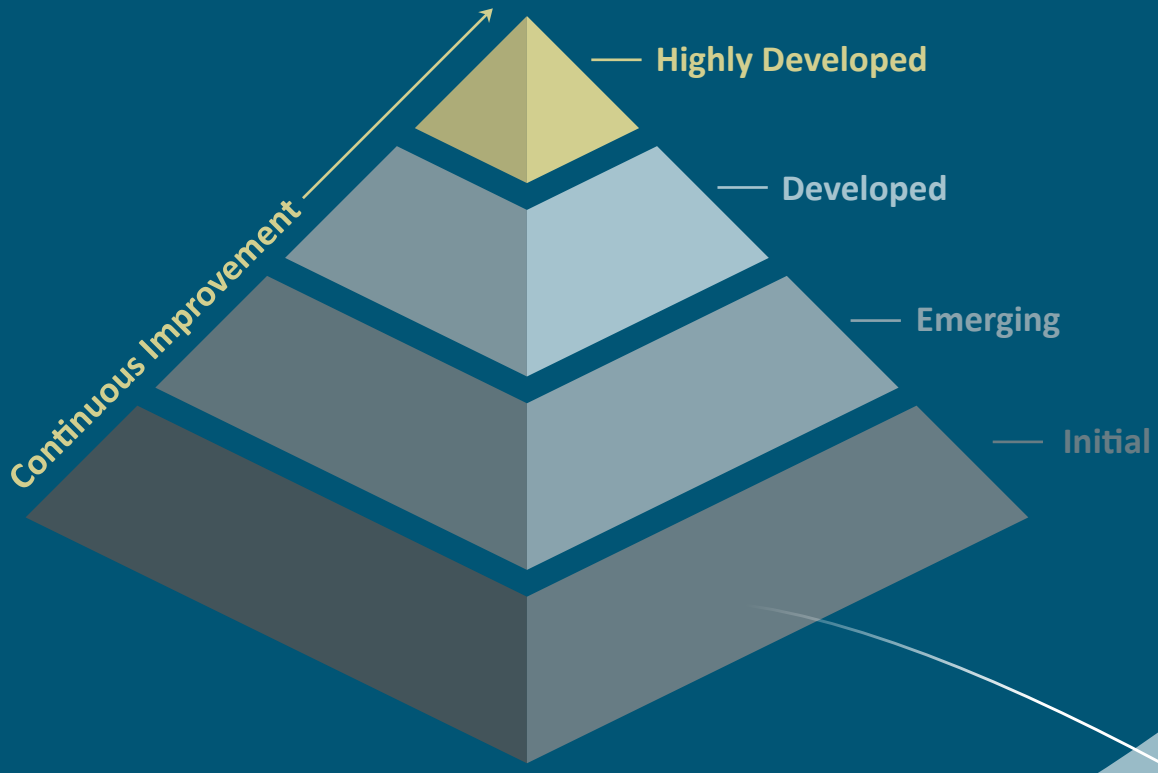
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ACCJC

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Outcomes | Innovation | Improvement

Quality Continuum Rubric for Distance Education



What the Quality Continuum Rubric for Distance Education *is:*

- A resource to support institutions in the continuous improvement process to increase the depth and quality of Substantive and Regular Interaction in Distance Education and promote the achievement of successful outcomes for all students.
- Used to prompt collegial dialogue between institutions being reviewed and peer reviewers.
- Describes minimal compliance at the Initial level and exemplary practice at the Highly Developed level.
- Based on the definitions for substantive and regular interactions per ACCJC's ***Policy on Distance Education and on Correspondence Education***, as well as Department of Education guidance.

What the Quality Continuum Rubric for Distance Education *is not:*

- Intended to evaluate the performance of instructional faculty.
- Used to determine the level of quality for each course section.
- An independent evaluation tool to determine whether an institution meets ACCJC's ***Policy on Distance Education and on Correspondence Education***.

Peer Review Teams:

- Are responsible for verifying that an institution is aligned with ACCJC's ***Policy on Distance Education and on Correspondence Education*** per Accreditation Standard 2.6.
- Must verify substantive and regular interaction per the protocol outlined in Appendix B in the Accreditation Handbook.
- Will utilize the *DE Assessment Tool for Peer Reviewers* to determine whether or not an institution meets the 85% threshold for substantive and regular interaction in the sample of course sections it reviews.
- Will utilize the *Addendum to the Protocol for Distance Education Review* to summarize their findings in the course of the peer review process.
- Will refer to and reflect on the *Quality Continuum Rubric for Distance Education* to provide constructive feedback to the institution in the Peer Review Team Report in the context of Standard 2.6.

Substantive Interaction

is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also ***includes at least two of the following:***

A - Providing direct instruction. (Note: this method only applies in synchronous courses.)

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
Synchronous engagement providing lectures or presentations that cover course content.	Synchronous engagement providing lectures or presentations to cover course content. Synchronous facilitation of class discussions, encouraging student participation.	Synchronously incorporates multiple teaching methodologies to facilitate effective direct instruction, such as flipped classrooms, critical thinking, and dialogue on the learning outcomes and competencies.	Synchronously utilizes various media and technologies to facilitate learning and competencies, effective teaching methodologies, and incorporates culturally competent strategies that yield successful outcomes for all students.

B - Assessing or providing feedback on a student's coursework.

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
Provides grades with minimal non-automated feedback on some assignments.	Periodically provides meaningful comments on some coursework and assignments.	Consistently provides meaningful comments on most coursework and assignments, including constructive feedback and improvements needed to increase content mastery.	Frequently provides prompt, personalized, and detailed feedback on student coursework and assignments, such as written comments, detailed rubrics, audio or video notes, and examples for improvement.

C - Providing information or responding to questions about the content of a course or competency.

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
Provides instructional content, such as video, audio, or recorded presentations or interactive lessons visibly created or mediated by the instructor. Responds to questions pertaining to the course content.	Periodically provides substantive information pertaining to the course content. Periodically encourages participation and questions and responds in a timely manner. Provides reminder announcements regarding course content and learning outcomes.	Consistently provides substantive information from various sources or mediums to engage students with course content. Frequently encourages participation and questions and responds in a timely manner.	Frequently provides substantive information, and announcements beyond reminders that discuss previous topics, trends in assignments, or that highlights key concepts. Frequently encourages participation and questions and responds in a timely manner with detailed information and ideas.

D - Facilitating a group discussion regarding the content of a course or competency.

Initial ⟶	Emerging ⟶	Developed ⟶	Highly Developed
Provides prompts, questions or topics to engage students.	Periodically provides prompts and occasional comments or guidance to students in discussions to ensure focus is on course content and discussion is productive.	Consistently provides comments or guidance in discussions to enhance course content/ competency mastery.	Frequently provides comments or guidance in discussions, such as to pose questions, propose alternative viewpoints, connect ideas, and encourage students, in order to enhance course content/competency mastery.

E - Other instructional activities approved by the institution's or program's accrediting agency. N/A (ACCJC has currently not approved any additional activities for substantive interaction)

Regular Interaction

between a student and an instructor(s) is demonstrated by the ***two following criteria:***

A - Providing the opportunity for substantive interactions with the student on a *predictable and regular basis* commensurate with the length of time and the amount of content in the course or competency.

Initial →	Emerging →	Developed →	Highly Developed
Policies and procedures make clear how often and when the instructor will interact with students. Course materials (e.g. syllabi and introductory statements) make clear to students the opportunities for interaction. Interaction expectations are clearly communicated to the students (e.g. in the syllabus), including response times, and explicit participation guidance (e.g. office hours, discussion boards).	Instructor periodically engages with students throughout the term per the institution's policies regarding frequency of postings, feedback, providing information pertaining to course content/competencies, and learning outcomes. Interaction expectations are communicated to the students in multiple ways encouraging students to participate in the opportunities for substantive engagement (e.g. office hours, discussion boards).	Instructor consistently engages students throughout the term. Interactions are predictable and occur in accordance with the length and course content.	Instructor frequently engages students throughout the term. Instructor engagement with students yields successful outcomes for all students. Interactions are predictable and occur in accordance with the length and course content.

B - Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Initial →	Emerging →	Developed →	Highly Developed
There is minimal interaction (frequency of postings, feedback, instruction) throughout the term in the course section, or with individual students based on monitoring student engagement and success. Policies and/or procedures create expectations for monitoring student academic engagement and success.	Instructor periodically engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Mechanisms ensure that the policies and procedures pertaining to monitoring student academic engagement and success are followed.	Instructor consistently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor communicates and responds in a timely and prompt manner per institution's policies.	Instructor frequently engages with students throughout the term to provide formative feedback and information based on monitoring student engagement and success. Instructor promptly and proactively responds to students in response to observed concerns or at the request of students, to provide necessary support.

11/16/26 – Riverside City College Academic Senate Proposal:

A. 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.

B. 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.

How to Evaluate and Engage in Discussions Regarding AI

As the Academic Senate considers how to address the implications posed by using artificial intelligence in higher education, consider the following:

1. **Recognize both the benefits and challenges of AI.** AI should not be viewed exclusively through the lens of academic dishonesty. It can enhance teaching, learning, creativity, and productivity while reducing repetitive work. We should consider both the pros and cons.
2. **Protect academic freedom.** Faculty, disciplines and departments and should have the flexibility to develop their own AI guidelines and syllabus policies appropriate to their course content, curriculum and students. For example, there are many CTE fields that require AI competency.
3. **Clarify decision-making and consultation.** Recognize that decisions regarding acquiring AI tools, technology and funding distribution are administrative functions. Workplace operations and the implementation of AI tools and technology should be addressed through the appropriate strategic planning and collective bargaining processes.
4. **Define the Senate's role.** The senate should be proactive in the development of guidelines, recommendations, and instructions for faculty regarding the use of AI in matters that include course content, curriculum, instruction, academic integrity, and professional development.
5. **Encourage training and exploration.** Faculty and staff should have opportunities to learn about AI, experiment with its applications, and share effective practices.
6. **Keep recommendations flexible.** AI is changing rapidly. We should establish broad guiding principles rather than restrictive policies that may quickly become outdated.

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

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?

_____

_____

_____

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]

11/12/26

Attention: RCCD District Academic Senate

The Riverside City College Academic Senate proposes the following retired faculty receive emeritus status in the 2026/2027 academic year.

Professor Emeritus Candidates Fall 2026:

1. Ronald Ruiz - Professor, Psychology
2. Tim Brown - Associate Faculty, English and Media Studies
3. Deborah Hall - Professor, Student Activities
4. John Byun (Posthumously) - Associate Professor, Choral Music
5. Gregory Burchett (Posthumously) - Professor, Biological Science
6. Peter Westbrook - Associate Professor, Cosmetology
7. Nicholas Rodriquez - Associate Professor, Cosmetology