Riverside City College Academic Senate

Agenda

Monday, 3 March 2025 • 3:00 - 5:00 PM
Meeting Location: The RCC Hall of Fame Room
YouTube link for viewing:
https://www.youtube.com/channel/UC9tCDF4RDXCqzrUS0QfO09A/featured

3:00	I.	**Call to Order**
3:05	II.	**Approval of the Agenda**
3:05	III.	**Approval of the Minutes** 9 Dec. 2024
3:10	IV.	**Public Comments**
3:20	V.	**Liaison Reports**

       A.   RCCD Faculty Association
       B.   College President or designee
       C.   ASRCC Representative

3:35	VI.	**Committee or Council Updates and Reports**

       A.   DE faculty co-chair Heather Smith or designee will introduce language describing Hyflex for Senate input (information and discussion)
       B.   Curriculum co-chair Kelly Douglass will provide an update and preview of timely curriculum items (information)

3:55	VII.	**Ongoing Business**

       A.   President Scott-Coe or designee will facilitate a discussion of the RCCD Establishment and Modification of Course Caps principles and procedures (second read + possible action)
       B.   President Scott-Coe or designee will lead discussion of the RCCAS Bylaws pending ongoing updates from committees and/or councils and a timeline for input this semester (information + discussion)

4:10	VIII.	**New Business**

       A.   The Senate leadership team will facilitate a Senate discussion of RCCD Resolution No. 69-24/25 and ASCCC President's Statement Upholding ASCCC Values (information + discussion)
       B.   President Scott-Coe (or designee) will facilitate a discussion on the draft of AP2101 Independent Study procedure (information + discussion)
       C.   Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
              a.   GEMQ replacement for Nursing, to complete term of retiring faculty representative (Adam Korick)
              b.   Faculty Co-Chair for SAS

4:30	IX.	**Officer Reports**

       A.   President
       B.   Vice President

4:45	X.	**Open Hearing**
4:55	XI.	**Learn, Share, Do**
5:00	XII.	**Adjourn**

Next RCCAS Meeting: Monday 17 March 2025
Agenda items due Tuesday 11 March 2025 at noon

Title 5 §53200 and RCCD Board Policy 2005
Academic Senate "10+1" Purview Areas
1. Curriculum, including establishing prerequisites and placing courses within disciplines* 2. Degree and certificate requirements* 3. Grading policies* 4. Educational program development* 5. Standards or policies regarding student preparation and success* 6. District and college governance structures, as related to faculty roles** 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports** 8. Policies for faculty professional development activities* 9. Processes for program review** 10. Processes for institutional planning and budget development** 11. Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate**
* The RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate
**The RCCD Board of Trustees relies on recommendations that are the result of mutual agreement between the Trustees and the Academic Senate

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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.

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

Roll Call

Academic Senate Officers (Term ending 2026)
President: Jo Scott-Coe
Vice President-Elect: Star Taylor
Secretary-Treasurer: Micherri Wiggs

Department Senators (Term ending 2025)
Applied Technology: Patrick Scullin (arrived 3:05pm)
Behavioral Science: Eddie Perez
Business, Law & CIS: Skip Berry (not present)
Communication Studies: Lucretia Rose
English: Christine Sandoval (arrived 3:02pm)
History/Philosophy/Humanities/Ethnic Studies: Daniel Borses
Library & Learning Resources: Sally Ellis
Life Sciences: Lisa Thompson-Eagle
Mathematics: Evan Enright
Music: Steve Mahpar (not present)
World Languages: Araceli Calderón

Department Senators (Term ending 2026)
Art: Will Kim
Chemistry: Leo Truttmann
Cosmetology: Rebecca Kessler (not present)
Counseling: Sal Soto (arrived 3:05pm)
Dance and Theatre: Jason Buuck
Economics/Geography/Political Science: Kendralyn Webber (arrived 3:04pm)
Kinesiology: Jim Elton (not present)
Nursing Education: Lee Nelson (not present)
Physical Science: James Cheney (not present)
School of Education & Teacher Preparation: Emily Philippsen

Associate Faculty Senator
Lindsay Weiler

Ex-Officio Senators
TLLC: Lashonda Carter (not present)
ASC: Jacquie Lesch
EPOC: Wendy McKeen
GEMQLC: Wendy McKeen
RDASLC: Patrick Scullin
SAS LC: Vacant
Curriculum: Kelly Douglass (not present)
Parliamentarian: Sal Soto

RCCD Faculty Association
Emily Philippsen

Administrative Representatives
<u>College President</u>: Claire Oliveros
<u>VP Academic Affairs</u>: Lynn Wright
<u>VP Business Services</u>: Kristine DiMemmo (not present)
<u>VP Planning and Development, Interim</u>: Kristi Woods
<u>VP Student Services, Interim</u>: Thomas Cruz-Soto (not present)

ASRCC Representative
Vacant

Recorder of Minutes
Sydney Minter

Guests
Melissa Harman, Faculty Development & Professor, Chemistry
Virginia White, Program Review & Professor, Life Sciences
Deborah Anna Brown, Associate Professor, History
Mary Rankin, Health Services Supervisor
Lorena Newson, Dean Equity, Inclusion & Engagement
Courtney Carter, Guided Pathways Coordinator & Associate Professor, Counseling
Bryan Keene, Associate Professor, Art History
Shari Yates, Dean, CTE
Kevin Wurtz, Mental Health Supervisor
Maurice Bowers, Student Equity Grants Specialist

3:02 II. Approval of the Agenda
- M/S/C (Enright/Thompson-Eagle) to approve the agenda

3:03 III. Approval of the Minutes Nov. 18
- M/S/C (Borses/Weiler) to approve minutes

3:05 IV. Public Comments
- No public comments

V. Committee or Council Updates

A. EPOC faculty co-chair Wendy McKeen or designee will present the Fall 2024 prioritization process results for RCCAS ratification (information + action)
   o The annual prioritization process was held and leadership council members ranked all the different initiatives from highest priority to lowest priority. These are the result of our process, as completed through EPOC, for Academic Senate to view and receive. Senate will be voting only to accept these results and to record that our prioritization process has been brought to a successful conclusion. Additional note (as indicated on the results form): English was ranked in the 5th

position but it was removed because it was confirmed to be a replacement position. The results of voting went to EPOC first, then to Academic Senate (now), and then to Dr. Woods and President Oliveros.
- o M/S/C (Rose/Calderon) to accept the Fall 2024 prioritization process results (unanimous)
- o There has been some talk of a possible directive coming from the district to pull out counseling positions from prioritization rankings. Please stay tuned. All three senates remain vigilant on this issue.

B. Faculty Development faculty co-chair Melissa Harman or designee will provide a semester recap and preview of Spring FLEX (information)
- o Flex hours are up to date in FLEX track. Please contact Sydney Minter or Melissa Harman with any updates that might be needed.
- o Spring Flex is Friday, February 7, 2025. It will be happening one week earlier than usual because the Friday before the spring semester is a holiday.
- o Our keynote speaker for spring FLEX will be Jose Aguilar Hernandez from Cal Poly Pomona.
- o If anyone has any feedback from the AI series, especially if you found it informative, please let Melissa Harman know because Distance Education is eager in helping faculty continue the series.
- o There will be another AI series through AVID education in the spring.
- o Faculty can get FLEX hours for the MLK Brunch on Tuesday, January 21st from 11am-2:30pm.
- o A senator suggested we ensure there are interpreters for spring FLEX, as well as the MLK brunch. There were no interpreters for fall FLEX and there were some faculty that could not participate.

VI. Ongoing Business
A. Senate leadership will share the final packet of ASCCC resolutions ratified at Fall 2024 Plenary (information)
- o Vice President Wilcoxson provided an overview of highlights for ASCCC Resolutions at our last meeting but we did not have the resolution packet in time to add it to the agenda.
- o At the end of the document now available, you can see the voting delegates' names listed as well. The resolutions that did not pass can also be seen; some were surprising.
- o The District Academic Senate discussed resolutions at its meeting last week. If you have any questions or clarifications, please reach out to President Scott-Coe.

B. Dr. Mary Rankin and Kevin Wurtz from Student Health & Psychological Services will invite faculty to share feedback regarding ongoing needs for support (discussion). Senators offered the following for consideration:

- o Visibility was a theme. One suggestion would be to have a mural of some type on the wall with an arrow pointing students to where Student Health and Psychological Services is located, so that students know where the

- physical location is and can easily be identified. Something affordable and cheerful.
  - o Associate faculty have a difficult time finding health services. We can enable student support by having Student Health and Psychological Services come and speak with associate faculty specifically.
  - o Is there are physical person that can be contacted through email rather than going through the BIRT process? Also, can the feedback loop be closed so faculty can know if the student has been contacted for a second time?
  - o Is there a way that faculty and classified professionals can get some type of training and/or development to better assist students with emotional support especially since COVID 19, perhaps in coordination with Faculty/Professional Development?
  - o Faculty were encouraged to walk students directly to the center when they are experiencing immediate distress.
  - o Questions about where to locate reporting form for CARES? Clarification that the form is now located in a link at the bottom of RCC home page.
  - o

M/S/C (Ellis/Sandoval) to extend discussion on this topic for 5 minutes. (unanimous)

  - o Care Solace was beneficial in helping a faculty member assist one of their students in finding a provider because the students' doctor was not helpful.
  - o How much of the health services is there to serve colleagues in relationships with one another? Is there a resource available in helping colleagues be emotionally intelligent with one another?
  - o Is there any information on the website that lets students know who is bilingual or LGBTQ friendly?
  - o Guideline for common situations: Might faculty have a cheat sheet, including frequently asked questions and/or common phrases that faculty can refer to when students are struggling with hopelessness or anxiety?
  - o Can a link for Student Health and Psychological Service resources be built in the Canvas shell for faculty?
  - o Post-election, students are feeling anxious and vulnerable with the rhetoric of national leaders. Workshops and or other resources could be useful.

VII. New Business
   A. President Scott-Coe or designee will provide an overview of the proposed Course Caps process drafted by the cross-district workgroup (information + first read)
  - o The course caps process draft will be back for second read in Spring 2025. Please take this document back to your departments to bring forward any questions or notes.
  - o There has been an extensive collaboration between faculty and administrators in drafting this process. You can see the list of all participants in the taskforce.
  - o The draft identifies key principles for defining course caps: integrity of teaching and learning practice, principles for optimal course efficiency/scheduling, workload equity, and financial sustainability.

- o Page 3 (at the asterisks) includes a note that changes to caps cannot take place without following the procedures and consulting with discipline faculty.
- o The procedure for proposing modifications to course caps is outlined on 3-5 of the document: one section for faculty proposals and one section for administrative proposals.
- o Senator Questions & Comments:
  - o Should the course cap for a course be consistent across the district? Response: As indicated in this draft, the goal is for harmony/consistency and transparency across the district.
  - o In the visual arts where students need more physical room, necessary space is something that needs to be addressed as related to course caps discussion.
  - o When there is a rollover of a schedule, certain sections of a course may be capped off at a higher number, so impacts need to be considered.

B. Ratification of new and ongoing appointments: President Scott-Coe or designee will present candidates (action)
   a. District Resources Committee faculty representative
      - o Professor Dan Hogan from RDAS volunteered for this position
      - o M/S/C:(Scullin/Sandoval) to approve Hogan to serve on the District Resources Committee. (unanimous)

   b. Faculty Development Rep. for Faculty Guide/Handbook Team (Winter SPRs)
      - o Professor Jan Andres has come forward to volunteer to help with the winter project for the handbook.
      - o M/S/C (Thompson-Eagle/Kim) to approve Andres in joining the group that will work on updating the Faculty Guide/Handbook. (unanimous)

   c. Faculty Co-Chair for SAS
      - o To be resumed in the spring semester

VIII. Officer Reports
   A. President Scott-Coe and Secretary Treasurer Wiggs will provide any end-of-semester updates (information)
      - o Welcome to Professor Star Taylor, who will be completing Dr. Ajené Wilcoxson's term as Vice President of Academic Senate (through June 2026).
      - o The priority registration work group will be reconvened through EPOC. More information about that coming soon.
      - o 12 retiring faculty have reached out to indicated their desire to be put forward for Emeritus status. Others that come in for consideration can still be put forward later.
      - o Bookstore concerns remain at the top of mind; working to get this subject on the district academic senate agenda.
      - o Computers for students have not been forgotten as a need and we are working to get clarification.
      - o Thank you to those senators who attended District Academic Senate meeting last week.

- o Classified professionals, especially those involved with leadership councils/strategic planning, have reported discomfort interacting with some faculty members, noting that some faculty resist responding to emails or discussions initiated by classified professionals. Over the break, please consider why this might be happening and what we can do to help change this across campus.
- o Our academic senate faculty recognition trust account has a substantial amount of money. Previous senate discussed using the money to sponsor an endowed scholarship. More to come in spring.
- o We have had 5 faculty express interest in 3 slots, funded by the district, for the ASCCC AI conference. We will be reaching out to folks Wednesday. There will be more opportunities to come, and we will keep sharing them.
- o Please share with students to encourage participation in an upcoming January event: "Critical Perspectives on the 2024 Presidential Election: Analysis and Action," January 16, 2025 12:30 – 2pm in the Hall of Fame and on zoom. This event is sponsored by CALA (Community Action Leadership Academy), coordinated by Dr. Parissa Clark and Dr. Mike Chavez.

IX. Closed Session
A. Pursuant to Government Code 54957(b)(1), Public Employee Performance Evaluation Title: College President
- o There was no reportable action taken during the closed session.

X. Adjourn at 4:16pm
M/S/C (Calderon/Thompson-Eagle) to adjourn. (unanimous)

Hyflex Language from RCC DE Committee (approved to share for consideration and input from RCC Academic Senate + Faculty Association)
25 Feb. 2025

The RCC DE Committee envisions the hyflex mode of delivery to be defined as one in which:

- the course format combines face-to-face and online learning.
- class session/learning activities are offered

    - in person,
    - synchronously online, and
    - asynchronously online

- students' participation is required and expected but they choose how to participate, allowing for access, autonomy, flexibility, and engagement.

**DE Committee Note: This language is broad and general on purpose to allow for discussion at both the Academic Senate level and by the FA.

Course Caps Taskforce
Workgroup Information

This document was developed by a workgroup comprising the following faculty and administrators:

Bemiller, Quinton – Norco College
Chavez, Michael – RCC
Douglass, Kelly – RCC
Dunphy, Laura – Moreno Valley
Farrar, Carol – Norco College
Galicia, Felipe – Moreno Valley
Johnson, Brian – Norco College
Lee, Virgil – Norco College
McGowan, Joumana – Moreno Valley
Murrell, Deanna – Moreno Valley
Pfeifle, Ann – Moreno Valley
Reade, Dan – Norco College
Rhyne, Jeff – Moreno Valley
Sanchez, Abel – Moreno Valley
Scott-Coe, Jo – RCC
Sell, Kathleen – RCC
Taube, Rhonda – RCC
Webb, Joel – Moreno Valley
Worsham, Patty – Norco College
Wright, Lynn – RCC
Yates, Shari – RCC
Bajaj, Raj – District Office
Susan Mills/Bishop, Eric – District Office
Brown, Aaron – District Office

RCCD Establishment and Modification of Course Caps

References: Title 5 §§53200-53206; Title 5 §53002; Education Code Section 70902

Definitions of Four Principles of Defining Course Caps

Integrity of Teaching and Learning Practice

Considerations for determining Course Caps include but are not limited to:

- Discipline-based professional publications and/or organization guidance and best teaching practices for course type;
- Health, safety, accreditation, and legal requirements;
- Course type;
- Classroom instruction methods articulated by the discipline in course outline of record methods of instruction;
- Writing and other student assessments as required by C-ID descriptor, articulation requirement, course outcomes, and/or described in course outline of record methods of evaluation; and
- The general principles outlined in Section III on principles for discipline faculty in ASCCC's Spring 2012 paper "Setting Course Enrollment Maximums: Process, Roles, and Principles" pages 5-9.

Exceptions to Course Caps include courses in the Honors Program which follow the HTCC Course Cap guidelines and courses in learning communities. The Course Caps for all courses in a learning community should have the same cap, the lowest cap of courses in the community. Course Caps should be the same across delivery methods unless a discipline determines that modality changes the integrity of teaching and learning, in which case rationale must be provided.

Principles for Optimal Course Efficiency

Course Caps need to be optimized to maintain high efficiency/productivity. The district is on a compressed calendar.

- A typical 3-unit F2F class would need an enrollment at census of 35 to reach a target of 595.
- A typical 3-unit online and hybrid class would need an enrollment at census of 40 to reach a target of 595.
- A typical 4-unit F2F class would need an enrollment at census of 35 to reach a target of 595.
- A typical 4-unit online and hybrid class would need an enrollment at census of 40 to reach a target of 595.
- Limitation due to special programs may have an impact on setting caps.
- Course Caps are independent of Room Caps or Section Caps or equipment availability.

Workload Equity

Principles:

- Standard Course Caps, including online sections, must be consistent across the district by course although Section Caps may vary because of space/room limitations.
- Course Caps for new courses in a discipline should be consistent with existing Course Caps in the discipline unless a reasonable rationale is provided.
- New disciplines should have Course Caps consistent with their most closely related disciplines.
- Standard Course Caps must consider the nature of in-class instruction/learning.
- Comparisons across closely related courses within a discipline should adhere to principles of teaching and learning. Comparisons of courses across disciplines should not serve as the basis for each discipline's self-determination of Course Caps.
- Every discipline must be afforded right to "negotiate" caps on their courses.

Nature of work considerations:

These considerations apply at the course level and align with the Integrity of Teaching and Learning Practice.

- Time and nature of lecture/lab preparation.
- Time and nature of grading.
- Nature of in-class instruction/learning (i.e., courses that require hands-on work as central to learning or close observation by instructor for safety, optimal student learning, etc.)

Financial Sustainability

Financial Sustainability requires a *balance* of Course Caps in terms of:

- **Districtwide Efficiency of 595 Achievement**
- **Student Demand** – Optimize scheduling by offering high-demand courses to accommodate as many students as possible while scheduling low-demand courses in nuanced consideration of course rotation, student pathways, capstone courses, and program needs.
- **Space Needs** – Align the size and layout of classrooms or instructional facilities with course requirements to provide a safe and effective learning environment.
- **Space Utilization** – Scheduling classes throughout the day and across all days of the week to meet student need.
- **Class Cancellation** – Establish and adhere to class cancellation criteria due to low enrollment.
- **Resources** – Optimize instructional equipment and materials, technology,

instructors, teaching assistants, and support services.

- **College/Program Accreditation Standards/Compliance** – Adhere to accreditation standards and regulations which often dictate Course Caps and student-faculty ratios.
- **Education Quality** – Preserve a high standard of instruction conducive to effective teaching and learning.
- **Diverse Modalities** – Sustain a blend of face-to-face, hybrid, and online instructional formats in a way that is financially sustainable and takes into account the current environment.

**No course caps will be changed administratively without first following due process as outlined in the following procedures, including consultation and agreement with appropriate discipline faculty as outlined in Article X.J.6. of the Agreement Between the Riverside Community College District and the RCCD FA CCA/CTA/NEA, 2021-24.

Procedure for Proposing Modifications to Course Caps (Faculty)

1. Disciplines may propose course caps for new courses and course cap modifications for existing courses in their disciplines to the Vice-President of Academic Affairs (for college-specific disciplines) and to the Vice Chancellor, Educational Services and Strategic Planning (for districtwide disciplines).

2. Discipline faculty at the college(s) where the course is offered shall develop a proposal for modifying existing course caps or establishing course caps for new courses, including a rationale grounded in the "Four Principles of Defining Course Caps" as defined in this document. Discipline faculty shall submit evidence that proposal was considered and approved by the discipline faculty at their college. For courses that exist at more than one college, disciplines shall agree to a common proposal, either by consensus or, in the case of courses offered at all three colleges, by consensus or majority vote of the colleges.

3. After finalizing its proposal to modify a Course Cap, the discipline shall submit the proposal to the VPAA(s) at each college where the course is offered and to the Vice Chancellor, Educational Services and Strategic Planning. Proposals should be sent by November 1 of any fall semester to be considered for implementation the following fall or by March 1 to be considered for the following spring semester.

4. The VPAA(s), and VC, in consultation with the College President(s) shall acknowledge receipt of the proposal within ten (10) business days. They shall respond to the content of the proposal within one month.

5. If VPAA(s), President(s), and VC have questions or concerns about the proposal, they shall meet with the discipline faculty representatives to work collaboratively toward a mutually agreeable resolution to set Course Caps aligned with the "Four

Principles of Defining Caps." Invitation to find a mutually agreeable time to meet with discipline representatives should be sent to the faculty in the discipline within one month of receipt of the proposal.

6. If VPAA(s), President(s), and VC do not agree to any modification of course caps, they shall provide a detailed rationale rooted in the "Four Principles of Defining Caps." Course caps shall not be changed if an agreement to modify cannot be reached.

7. The VC of Educational Services will communicate to the affected discipline, VPAAs, and college academic senate presidents whether agreement has been reached to change current practice. The current course cap information will be updated and maintained by the office of VC of Educational Services.

8. Changes shall be implemented in the earliest possible semester that is reasonable so as not to impact students nor require significant changes to an already built schedule.

Procedure for Proposing Modifications to Course Caps (District or College Administrator)

1. A Vice President of Academic Affairs (for college specific disciplines) and the Vice Chancellor, Educational Services and Strategic Planning (for districtwide disciplines) may propose course caps for new courses and course cap modifications for existing courses to the affected discipline faculty.

2. Administrators shall develop a proposal for modifying existing course caps or establishing course caps for new courses, including a rationale grounded in the "Four Principles of Defining Course Caps" as defined in this document. For courses that exist at more than one college, administrators shall agree to a common proposal.

3. After finalizing their proposal to modify a Course Cap, VPAA(s) and VC shall submit their proposal to the Chairs of the affected discipline where the course is offered. Proposals should be sent by November 1 of any fall semester to be considered for implementation the following fall or by March 1 to be considered for the following spring semester.

4. The Chairs shall share the proposal with discipline faculty. The Chairs or designees shall acknowledge receipt of the proposal within ten (10) business days during regular semesters. Faculty in the affected discipline shall convene as quickly as possible to discuss the proposal. If faculty reach consensus (or vote, depending upon their bylaws or operational guidelines) to agree to the proposal, they shall respond within one month of receiving the proposal. Upon agreement from the affected discipline faculty, the VPAA(s) and VC shall send the proposal

to college President(s) to finalize the agreement.

5. If the discipline faculty have questions or concerns about the proposal, they shall meet with the VPAAs and VC of Ed Services to work collaboratively toward a mutually agreeable resolution to set Course Caps aligned with the "Four Principles of Defining Caps." Invitation to find a mutually agreeable time to meet with discipline representatives should be sent to the VPAAs and VC within one month of receipt of the proposal.

6. Time should be afforded to disciplines to communicate results of the discussion with administration to entire discipline faculty. For courses that exist at more than one college, disciplines shall agree to a common proposal, either by consensus or, in the case of courses offered at all three colleges, by consensus or majority vote of the colleges.

7. If the discipline faculty agree to the proposal after such consultation, chairs of the affected discipline faculty shall communicate to the VPAAs and VC Ed Services. The VPAA(s) and VC shall forward the proposal and rationale to college President(s) with a mutually agreed rationale supporting the proposal to finalize the agreement. VC Ed Services will communicate the approved proposal to all affected parties including academic senate presidents.

8. If the representative discipline faculty do not agree with the proposal from VPAA(s) and VC, the discipline faculty shall provide a detailed rationale rooted in the "Four Principles of Defining Caps." Course caps shall not be changed if an agreement to modify cannot be reached.

9. Changes shall be implemented in the earliest possible semester that is reasonable so as not to impact students nor require significant changes to an already built schedule.

**BYLAWS OF THE RIVERSIDE CITY
COLLEGE ACADEMIC SENATE**

PREAMBLE

The Riverside City College Academic Senate ("RCCAS") 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.

ARTICLE I. MEETINGS & PROCEEDINGS

1. Regular RCCAS meetings will be scheduled in the Hall of Fame of the Bradshaw Student Center from 3:00 until 5:00 PM on the first and third Mondays of each month (contract holidays excepted) during the academic year, unless otherwise announced.

2. RCCAS meetings and faculty meetings called by the RCCAS are conducted under the parliamentary guidance of the most recent edition of Robert's Rules of Order, Revised.

3. Space for public comments related to the purview of RCCAS will be included in each agenda.
   - The public may comment on items not included on the agenda during the "Public Comments" agenda item only.
   - Total time for public comments will be limited to 10 minutes.
   - Time limits for each individual speaker will be 3 minutes, unless there are several speakers in which case time may be reduced to ensure public comment is limited to 10 minutes.
   - According to Robert's Rules of Order, public comment is to be germane to the duties of the body, relate to current or new items for discussion and decision by the body, be respectful, and avoid the use of names or pejoratives.
   - RCCAS members may not discuss nor may they take action on public comments associated with items not on the agenda. If an RCCAS senator determines that the issue needs further discussion, the member may submit an agenda item dedicated to the issue at a subsequent meeting.

4. The RCCAS shall establish its own agenda by simple majority vote of the members present. The agenda must be established in accordance with State laws and regulations. Any member of the Riverside City College faculty may submit agenda items to the RCCAS. The established agenda may be abridged by majority vote or by consensus of the members present.

5. The RCCAS President will contact any Senator who misses three regularly scheduled meetings to assess the problem. If appropriate, the RCCAS President will contact the Senator's Department Chair regarding such absenteeism, with the hope of resolving the situation and avoiding departmental under-representation. Replacement of such absentee Senators may be necessary.

6. At its discretion, the RCCAS may authorize the RCCAS President to act on its behalf during the summer months. Wherever possible, action should be deferred until the Senate can meet and confer during the academic year.

ARTICLE II. ELECTIONS

1. Elections are conducted according to Article VIII of the Constitution.

2. The call for nominations shall be made at least three weeks in advance of the holding of an open faculty meeting which will constitute the closing of nominations.

3. In those years when the offices of President, Vice President, and Secretary-Treasurer are open for election, the College Academic Senate shall arrange in a timely manner through its committees for an open forum at which candidates for these positions may present themselves and their programs to the voting faculty.

4. Elections shall be conducted electronically or by campus mail in such a manner as to maximize the integrity of the electoral process.

5. The Nominations Committee shall establish the dates and times for distribution, collection, and counting of ballots so that the results can be posted immediately after votes are counted. The Nominations Committee will conduct the election in such a manner as to minimize the interference of the Spring Break with the election process.

6. The Nominations Committee shall request the Departments to hold elections for Department Senators and shall inform the Departments in a timely manner whenever a special need exists to fill a vacancy. Terms of office for Departmental Representatives to the Senate shall be for two (2) years with no limitation on the number of consecutive terms to which a departmental member may be elected as a Senator.

7. The Department representative elections shall be held as follows:

   The following Departments shall elect representatives in 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.

   The following Departments shall elect representatives in 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.

8. In the event that a departmentally-elected Senator is unable to serve due to extended medical leave, semester-abroad assignment, sabbatical leave, load-bank leave, other leave of absence, or is otherwise unable to regularly attend Senate meetings, the Department shall elect a replacement representative for the balance of the term and so indicate in Department minutes.

9. Where the Constitution requires election by majority vote, a runoff election will be held between the top two vote-getters. In some cases involving tie votes, a runoff between more than two candidates could occur.

10. Ballots and election results shall be kept on file in the Academic Senate office and shall be available for review for 120 days.

ARTICLE III. RIVERSIDE CITY COLLEGE EDUCATIONAL PLANNING, LEADERSHIP COUNCILS, COMMITTEES AND WORKGROUPS

Section 1: Educational Planning Oversight Committee

A. Pursuant to RCCAS's role in educational planning and budgeting under Title 5, §53200.10, the RCCAS President shall work with the President of Riverside City College to create an overarching strategic planning and operations structure for Riverside City College. The central structure shall be named the Strategic Planning Council and its primary input shall be the Educational Planning Oversight Committee ("EPOC"). The primary responsibility of the EPOC shall be to monitor institutional progress toward achieving college goals and to provide recommendations to the college president. EPOC also shall oversee and direct the general work of the Strategic Planning Leadership Councils ("SPLCs") and shall serve as the Accreditation Steering Committee when necessary.

B. The Constitution and Bylaws of EPOC and the Riverside Strategic Planning Councils shall be ratified by the RCCAS. Any proposed changes to this document shall be brought before the RCCAS for consideration and ratification.

C. The President of RCCAS shall accept nominations for faculty co-chair of EPOC, which will be brought to the RCCAS for deliberation and election. The President of Riverside City College shall choose an administrative co-chair for EPOC. These two will jointly oversee EPOC.

D. The term of the faculty co-chair of EPOC shall be two years.

E. The faculty co-chair of EPOC shall be regarded as an ex-officio, non-voting member of the RCCAS and shall provide regular reports the RCCAS.

Section 2: Strategic Planning Leadership Councils

A. The Strategic Planning Leadership Councils ("SPLCs") allow all members of the college community to participate in the decision-making process. Membership includes students, faculty, classified professionals, and administration. The SPLCs develop the college's long-range plans, review and approve the Five-Year Comprehensive Program Review Plans in the areas for which they are responsible, monitor the specific activities of each unit and evaluate each unit's Annual Assessment report, and link goals, vision, and processes for planning to resource allocation.

B. The SPLCs, in accordance with their respective charges, shall determine when meetings are necessary in order to:

    1. Develop and implement the college's long-range strategic plans;
    2. Create integrated action plans to monitor, evaluate, and advance each unit's action plans;
    3. Make recommendations to the Educational Planning Oversight Committee;
    4. Facilitate the dissemination of strategic planning information to the college community;
    5. Advance the implementation of college goals and targets; and
    6. Assess the progress each year the college makes to achieve its targets.

C. The four (4) leadership councils are Student Access and Support (SAS); Teaching and Learning (TL); Resource Development and Administrative Services (RDAS); and Governance, Effectiveness, Mission and Quality (GEMQ).

D. With the assistance of the faculty co-chair of EPOC, the RCCAS President shall accept nominations for the presiding faculty co-chairs of the SPLCs and bring them to the RCCAS for ratification. Appointments for presiding faculty co-chair and other faculty positions on the SPLCs shall be for two years; incumbents may be reappointed. To the degree possible, appointments shall be staggered terms. Members may be removed after three absences at the discretion of the constituent group. At the beginning of each academic year, the council shall provide the EPOC with a roster of voting members and other participating members.

E. The faculty co-chairs of SPLCs shall represent their committees as ex-officio, non- voting members of the RCCAS and shall provide monthly reports to the RCCAS.

F. The composition and charge of the SPLCs shall be articulated in the Constitution and Bylaws of EPOC and the Riverside Strategic Planning Councils.

Section 3: Standing Committees

A. In general, committees perform work necessary for the policy and procedure recommendations of the SPLCs. Other committees are charged with addressing faculty issues under Title 5 §53200's "10+1" and serve as stand-alone strategic and operational inputs, such as Curriculum. Committees that are tasked with academic issues (e.g.

Curriculum, Academic Standards, Associate Faculty) shall consist solely of faculty as voting members.

B. Committees shall elect their chair in the spring prior to the term that begins in the fall. Faculty chairs of Committees shall be selected by the membership of the Committee and brought before RCCAS for confirmation. Committees who wish to do so may designate a faculty co-chair. The Chair of the Curriculum Committee shall serve as an *ex officio,* non-voting member of the RCCAS and shall provide reports as needed, at least once per semester, to RCCAS with the co-chairs of the Leadership Councils.

C. 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 District cooperate under the auspices of a Standing Committee of the District Academic Senate.

D. The College President or designee shall identify an Administrator to serve as non-voting co-chair and to provide a liaison to the Administration on any Committee that has a committee that meets at the District level.

1. **Curriculum Committee**

    a. The Riverside City College faculty shall establish a Curriculum Committee, for the purposes of representing the faculty through the Senate to the Administration and to the Board of Trustees on all matters relating to any courses offered by the College. The Committee may freely utilize the expertise of all faculty in questions regarding specific courses, and shall direct special attention to the general issues of curriculum philosophy and development.

    b. The term of the chair of the Curriculum Committee shall be two years, beginning in the fall of even- numbered years. Should the Curriculum Committee choose a co-chair, the term shall commence in the fall of odd-numbered years.

    c. The Curriculum 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.

    d. In the event that a departmentally elected Curriculum Committee 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 Curriculum Committee meetings, the Department shall elect a replacement representative for the balance of the term.

e. The following Departments shall elect Curriculum representatives in 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.

    The following Departments shall elect Curriculum representatives in 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.

f. The RCC Articulation Officer is a voting member of the curriculum committee.

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

2. **Academic Standards Committee**

a. The Riverside City College faculty shall have representatives on the District Academic Standards Committee. This committee will effectively function as a district committee with college representatives. RCCAS reserves the right to reformulate this committee as a college committee, if deemed necessary. Academic Standards exists for the purpose of recommending policy pertaining to student academic standards at Riverside Community College District and therefore, at Riverside City College. For example, the committee may recommend grading policies, withdrawal policies, degree standards, certificate standards, performance testing, remedial standards, transfer standards, non-transfer standards.

b. The Academic Standards committee is composed of the curriculum chairs from each college in the district, the three Articulation officers from each college in the district, and one faculty member from each college's curriculum committee. As such, RCCAS is represented by its elected curriculum chair and another departmentally elected faculty from the curriculum committee, whose election is identified in the "Curriculum Committee' section of this document (3D1).

3. **Departmental Leadership Committee   [need to update to include the Enrollment Management Committee]**

   a. The Riverside City College faculty shall recognize the Departmental Leadership Committee, which shall be tasked with articulating departmental and disciplinary issues, considering best practices for departmental operations, scheduling, and working with Academic Deans to assess and prioritize Comprehensive Program Review and five-year plans and other departmental and disciplinary matters.

   b. The members of the Departmental Leadership Council shall be constituted of department chairs as established in the prevailing "Agreement between Riverside Community College District and Riverside Community College District Faculty Association CCA/CTA/NEA."

Section 4: Subcommittees

A. Subcommittees perform work necessary for the policy and procedure recommendations of the SPLCs and Committees. Typically, Subcommittees work directly with the Committees to which they are attached. Subcommittees that are tasked with academic issues (e.g. Professional Growth and Sabbatical Leave, Course and Program Assessment, Faculty Program Review) shall consist solely of faculty as voting members. Subcommittees charged with ongoing, regular strategic and operational functions (such as Course and Program Assessment) shall have structures that mirror the college's departmental structure.

B. Subcommittees shall choose their chairs by majority vote at their first meeting, except for the chair of PGSL and the Faculty Development Subcommittee. This chair, the Faculty Development Coordinator, shall be determined by the subcommittee's members, brought to the President of RCCAS and the President of Riverside City College and confirmed by the RCCAS. The faculty chairs of other Subcommittees shall be selected by the membership of the Subcommittee and brought before RCCAS for confirmation.

C. Subcommittees shall meet, at a minimum, once a month during the academic year. Subcommittees may meet as part of District-wide committees where the colleges of the District cooperate under the auspices of a Standing Committee of the District Academic Senate.

D. Each Subcommittee that has a District Academic Senate counterpart shall have an Academic Administrator to serve as non-voting co-chair and to provide a liaison to the Administration.

   1. **Professional Growth and Sabbatical Leave Subcommittee (PGSL)**

      a. The RCCAS shall establish a Professional Growth and Sabbatical Leave Subcommittee, for the purpose of representing the faculty on all matters relating to professional growth and sabbatical leave. This subcommittee will

effectively function as a district committee with college representatives. RCCAS reserves the right to reformulate this committee as a college committee, if deemed necessary.

b. Two members of the RCC faculty will serve as voting members on the Riverside Community College District (RCCD) PGSL Committee, except when one of the members is serving as chair (see 4D1d). One voting member will be elected in even years and the other in odd years.

c. The term of service for each member will be two years. In the spring, RCCAS officers will solicit nominations for this committee to be later ratified at an RCCAS meeting.

d. The chair of the RCCD PGSL rotates amongst the three colleges each year. The chair of the committee does not have a vote during their year of service.

e. RCC representatives on the Professional Growth and Sabbatical Leave Subcommittee shall liaison with the RCC Human Resources Committee of the Resource Development and Administrative Services Leadership Council.

2. **Course and Program Assessment Subcommittee**

a. The RCCAS shall establish a Course and Program Assessment Subcommittee, for the purposes of representing the faculty in the Assessment Committee, known as the Riverside Assessment Committee or RAC, and to the Board of Trustees on all matters relating to ongoing academic course, program, and institutional level learning outcome assessment. The RAC may freely utilize the expertise of all faculty in questions regarding course, program and degree level assessment and shall direct special attention to the general issues of student learning outcomes assessment philosophy and development. The goal of the committee is to inform, instruct, and provide resources to faculty to facilitate discipline and department assessments.

b. The RAC 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.

c. In the event that a departmentally elected RAC 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 Assessment Committee meetings, the Department shall elect a replacement representative for the balance of the term.

d. The following Departments shall elect Assessment representatives in 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.

   The following Departments shall elect Assessment representatives in 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.

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

f. RAC shall liaison with the Governance, Effectiveness, Mission and Quality (GEMQ),

3. **Academic Program Review Subcommittee**

   a. The Riverside City College faculty shall establish an Academic Program Review Subcommittee for the purpose of working with academic units to complete Program Review and Plan (PRAP) document and Annual Unit Plan Updates or their equivalents and to bring this information to the Governance, Effectiveness, Mission and Quality (GEMQ).

   b. The Academic Program Review 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.

   c. In the event that a departmentally elected Academic Program Review Committee 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 Academic Program Review Committee meetings, the Department shall elect a replacement representative for the balance of the term.

d. The following Departments shall elect Academic Program Review representatives in 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.

The following Departments shall elect Academic Program Review representatives in 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.

e. Election of members of the Academic Program Review Committee shall take place by the full-time faculty members of the Departments in the same manner as Department Senators and Curriculum representatives are chosen. Academic Program Review Committee members shall serve beginning on the first day of service of the academic year.

f. The Academic Program Review Subcommittee shall liaison with the Governance, Effectiveness, Mission and Quality (GEMQ) leadership council.

g. The chair of the Academic Program Review committee also serves on district committees for which program review is a focus area.

h. The chair of the Academic Program Review committee shall attend EPOC meetings.

4. **Distance Education Subcommittee [possible update in progress]**

a. The Riverside City College faculty shall establish a Distance Education Subcommittee to develop policies and promote practices that contribute to the quality and growth of distance education and bring these to the Teaching and Learning Leadership Council and Resource Development and Administrative Services Leadership Council ("RDAS").

b. The Distance Education Subcommittee shall be composed of six elected members serving two-year terms and representing the six divisions: Career and Technical Education; Counseling, Library and Learning Resources, and Academic Support; Fine and Performing Arts; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology; Nursing. Three members shall be elected in even-numbered years and three shall be elected in odd-numbered years.

The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology.

The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.

c. The Distance Education Subcommittee will interface primarily with the Technology Resources Committee of Resource Development and Administrative Services Leadership Council.

5. **Faculty Development Subcommittee**

a. The RCCAS shall establish a Faculty Development Subcommittee that seeks to encourage the professional development of faculty through collegially supported learning opportunities that share the vision and values of RCC.

b. The Faculty Development Subcommittee shall be charged with creating the faculty development section of the Staff Development Plan.

c. The Subcommittee shall consist of twelve voting members: ten full-time faculty members proportionally representing the academic divisions and one Associate (part-time) faculty member representing Associate faculty. The full-time faculty members shall be selected by their respective divisions via division elections, and the Associate faculty members shall be selected by the Associate Faculty via an Associate faculty election. The composition of the Subcommittee shall be as follows:

- Languages, Humanities, and Social Sciences – three members
- Career and Technical Education – two members
- Mathematics, Science and Kinesiology – two members
- Counseling, Library and Learning Resources, and Academic Support – one member
- Fine and Performing Arts – one member
- Nursing – one member
- Associate (Part-Time) Faculty – one member

The above-mentioned faculty members shall serve as voting members on the Committee. Other non-voting faculty members may participate in the Committee planning and discussion.

The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology.

The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.

d. The Faculty Development Subcommittee shall liaison with the Human Resources Committee of the Resource Development and Administrative Services Leadership Council.

6. **Course Materials Affordability SubCommittee [possible update in progress]**

a. The Riverside City College faculty shall establish a Course Materials Affordability Subcommittee (CMAC) to develop policies and promote practices that support efforts across the college related to Open Educational Resources (OERs), Zero Textbook Cost (ZTCs), and Low Textbook Cost (LTCs) materials in line with state legislation.

b. The voting membership of CMAC shall be composed of six elected faculty members serving two-year terms and representing the six divisions: Career and Technical Education; Counseling, Library and Learning Resources, and Academic Support; Fine and Performing Arts; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology; Nursing. Three members shall be elected in even-numbered years and three shall be elected in odd-numbered years.
    - The following divisions shall elect representatives in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Mathematics, Science and Kinesiology.
    - The following divisions shall elect representatives in even-numbered years: Counseling, Library and Learning Resources, and Academic Support; Languages, Humanities and Social Sciences; Nursing.

c. The CMAC will interface primarily with the Teaching and Learning Leadership Council

Section 5: Permanent Workgroups

A. Permanent Workgroups perform work necessary for the policy and procedure recommendations of the SPLCs and Committees and generally have a charge narrower than that of Subcommittees. Typically, Permanent Workgroups work directly with the Subcommittees to which they are attached. Permanent Workgroups that are tasked with academic issues shall consist primarily of faculty and shall have, at minimum, a majority of faculty as voting members.

B. Faculty chairs for Permanent Workgroups shall be chosen by the membership of the Permanent Workgroup.

Section 6: Temporary Workgroups

A. Temporary Workgroups perform work necessary for the policy and procedure recommendations for strategic planning. Temporary Workgroups are given a specific, narrow charge by superordinate strategic planning groups (typically Permanent Workgroups) and may be convened or dissolved as necessary.

B. Chairs of temporary workgroups shall be selected by the membership of the Temporary Workgroup and brought before the relevant strategic planning group for confirmation.

ARTICLE IV. ASSOCIATE FACULTY COMMITTEE

The Riverside City College faculty shall establish an Associate Faculty Committee, for the purpose of developing and representing the Associate Faculty issues to the RCCAS.

Additionally, as Associate Faculty are a valued part of the RCC faculty, any Associate Faculty member who wishes to broaden her/his experience by serving on a committee, subcommittee or workgroup other than the Associate Faculty Committee should contact the appropriate chair.

A. The Associate Faculty Committee shall comprise five elected members serving two-year terms. Two shall be elected in even-numbered years and three shall be elected in odd-numbered years.

B. The elected Associate Faculty Senator shall serve as chair on the committee and shall report to the RCCAS.

RESOLUTION OF THE BOARD OF TRUSTEES OF
THE RIVERSIDE COMMUNITY COLLEGE DISTRICT
AFFIRMING THE RIGHT OF ALL STUDENTS TO A PUBLIC EDUCATION
REGARDLESS OF IMMIGRATION STATUS

RESOLUTION NO. 69-24/25

WHEREAS, the evolving landscape of immigration and education policies under the current administration of the U.S. federal government has created significant uncertainty, raising concerns about the potential impact on students and their families; and

WHEREAS, the Riverside Community College District (RCCD) and its three colleges—Moreno Valley College, Norco College, and Riverside City College—are federally recognized as Minority-Serving Institutions and Hispanic-Serving Institutions, with over 60% of students identifying as Hispanic; and

WHEREAS, census data from the Migration Policy Institute estimates that nearly 6% of Riverside County's 2.4 million residents are undocumented immigrants, with more than 75% identifying as Hispanic, underscoring the intersection of immigration status, racial and ethnic disparities; and

WHEREAS, the District not only serves a large Hispanic student population but also deeply respects and values Hispanic culture, traditions, and contributions, recognizing their profound impact on the social, economic, and educational fabric of the community; and

WHEREAS, RCCD remains steadfast in its mission to provide equitable access to post-secondary education for all students who seek to better their lives through learning; and

WHEREAS, the U.S. Supreme Court, in *Plyler v. Doe*, 457 U.S. 202 (1982), unequivocally affirmed that a student's citizenship or immigration status, as well as that of their parents or guardians, cannot be used as grounds to deny access to public education; and

WHEREAS, The State of California has enacted several statewide laws as a deliberate declaration that California recognizes and values the contributions of members of our communities, regardless of immigration status including:

- RCCD, as a publicly funded institution within California's higher education system, is governed by state laws that protect all residents' rights to higher education, including the Equity in Higher Education Act (Cal. Educ. Code §§ 66270 et seq.), which prohibits discrimination in postsecondary institutions; and

- Assembly Bill 540 (Cal. Educ. Code § 68130.5) and the California Dream Act allow eligible undocumented students to pay in-state tuition and access state financial aid, ensuring greater educational opportunities regardless of immigration status; and
- Senate Bill 54, The California Values Act (Cal. Gov. Code §§ 7282 et seq.), affirms the state's commitment to protecting immigrant communities by limiting cooperation between state agencies, including public educational institutions, and federal immigration enforcement, thereby fostering a safer learning environment for all students; and
- Assembly Bill 21 (Cal. Educ. Code §§ 66093 et seq.) mandates that California's public postsecondary institutions take action to safeguard undocumented students, faculty, and classified professionals from immigration enforcement activities on campuses, thereby promoting a safe and inclusive educational environment for all members of the academic community;"

WHEREAS, the Board of Trustees has an established history of taking steps to support undocumented students in Riverside County, including:

- Adopting a resolution in 2017, affirming that all students have the opportunity to receive an education in the community college system, regardless of immigration status or any other protected status, and declared that the District and its colleges shall not cooperate with any efforts to create a registry of individuals based on protected characteristics such as religion, national origin, race, or sexual orientation (Resolution No. 38-16/17);
- Adopting a resolution in 2017 in support of undocumented immigrants who came to the United States as children ("Dreamers") and/or participants in the Deferred Action for Childhood Arrivals (DACA) program, advocating for a federal legislative solution to allow Dreamers to remain in the country (Resolution No. 04-17/18); and

THEREFORE, BE IT RESOLVED, that the Riverside Community College District (RCCD) reaffirms its unwavering commitment to fostering an accessible and safe learning environment for all students, regardless of their immigration status; and

BE IT FURTHER RESOLVED, that RCCD and its colleges—Moreno Valley College, Norco College, and Riverside City College—will continue to uphold and implement policies that protect the rights and privacy of undocumented students, in accordance with state and federal laws, including but not limited to the California Values Act, the Equity in Higher Education Act, and Assembly Bill 540; and

BE IT FURTHER RESOLVED, that RCCD will actively support and expand resources for undocumented students, including access to financial aid, academic counseling, legal assistance, and mental health services, to ensure their success and well-being in higher education; and

BE IT FURTHER RESOLVED, that RCCD calls upon state and federal policymakers to enact and uphold legislation that strengthens protections for undocumented students, including a permanent legislative solution for Dreamers and recipients of the Deferred Action for Childhood Arrivals (DACA) program; and

BE IT FURTHER RESOLVED, that RCCD will continue to work in partnership with community organizations, advocacy groups, and legal service providers to raise awareness and provide support for undocumented students and their families; and

BE IT FINALLY RESOLVED, that RCCD reaffirms its dedication to equity and access in higher education by ensuring that all students, regardless of background or status, have the opportunity to achieve their academic and career goals in a safe, welcoming, and supportive environment.

PASSED AND ADOPTED this 18th day of February of 2025 at the regular meeting of the Riverside Community College District Board of Trustees.

_____
Jose Alcala, President, Board of Trustees
Riverside Community College District

From: **ASCCC Communications** communications@ASCCC.ORG
Subject: [EXTERNAL SENDER] President's Statement: Upholding ASCCC Values
Date: February 14, 2025 at 11:00 AM
To: Jo.Scott-Coe@RCC.EDU

AC

No images? Click here

Academic Senate
for California Community Colleges
LEADERSHIP · EMPOWERMENT · VOICE

February 14, 2025

ASCCC Stands Firm Against Federal Threats to Diversity, Equity, and Inclusion (DEI)

Dear Colleagues,

Recent executive orders from the new federal administration have raised significant concerns for many, particularly among our most vulnerable populations. Actions impacting immigration, gender identity, financial aid, and dismantling of diversity, equity, and inclusion (DEI) initiatives in higher education threaten the well-being of our students, staff, and faculty across the California Community Colleges system. These policies are more than just political shifts—they are direct challenges to the foundational values of inclusion, diversity, equity, anti-racism, and accessibility (IDEAA) that define our mission.

The Academic Senate for California Community Colleges (ASCCC) remains steadfast in our commitment to protecting all students, faculty, and staff, ensuring that our colleges remain spaces of opportunity, learning, and academic freedom. During our advocacy visit to Washington, D.C. this week, we spoke directly with congressional members who expressed concerns about the impact of federal executive orders dismantling DEI initiatives and funding to our colleges. These policymakers emphasized the importance of collective voices, personal narratives, and institutional data in challenging harmful policies and advocating for equity-focused solutions.

Now more than ever, we must reaffirm our commitment to fostering inclusive learning environments where all students, faculty, and staff are valued and supported. The ASCCC calls on local Senate Presidents, faculty leaders, and college administration to take bold action to uphold our commitments to inclusion, diversity, equity, anti-racism, and accessibility.

What Can We Do as Faculty and Senate Leaders?

As faculty and local senate leaders, the 10+1 provides us with the tools to influence policies and practices that

sustain inclusive education. Below are key actions we can take:

- **Know your Rights**: We must protect student and faculty privacy, especially regarding immigration status, and may not disclose such information unless legally required. Any immigration-related inquiries should be directed to your designated campus contact. Community college police and staff are prohibited from assisting with federal immigration enforcement. Under SB 54, they cannot use resources to detain individuals, share non-public information, or transfer individuals to immigration authorities without a judicial warrant.

- **Educate Yourself and Others**: Seek fact-based information and connect with community-based organizations to stay abreast of personal rights, legal options, and recommended responses to federal policy actions, discrimination, and confrontation; share the information with campus communities, especially students, and with personal networks. The [Immigrant Legal Resource Center has Red Cards](#) which outlines certain rights and protections under the Constitution.

- **Advocate for Students**: Actively support undocumented students, refugees, trans and queer students, and individuals affected by federal policy changes by ensuring they have access to legal resources, mental health support, and academic assistance.

- **Protect and Defend Equity-Driven Curriculum**: Ensure curriculum remains inclusive, anti-racist, and culturally responsive. Advocate for gender-inclusive and equity-based pedagogy that affirms the experiences of LGBTQ+ students, students of color, and other marginalized groups.

- **Leverage Shared Governance for Institutional Change**: Advocate for local and district-wide policies that reinforce our colleges as safe, welcoming environments for all students. Push for institutional statements and resolutions reaffirming your college's commitment to inclusion and opposing harmful federal actions.

- **Create Safe and Inclusive Spaces**: Reaffirm that our colleges are safe havens for learning, free from discrimination and fear, where all individuals—regardless of race, ethnicity, gender, sexuality, nationality, religion, or immigration status—can thrive; take action to
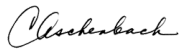
reinforce safety, particularly during a time when few spaces feel safe for many.

- **Engage in Active Allyship**: Stand in solidarity with marginalized communities by practicing cultural humility, anti-racism, and inclusivity. Stay alert and speak up for those impacted, especially when they cannot.

While federal policies may present obstacles, California's community colleges have always been champions of social justice, equity, and accessibility. The ASCCC remains committed to working alongside faculty, students, staff, and administrators to ensure that every individual has the opportunity to pursue their academic and professional aspirations without fear or exclusion.

We urge all faculty and Senate leaders to stay engaged, stay vocal, and stay committed to equity. Together, through collective action and advocacy, we will ensure that our colleges remain places where all students—regardless of citizenship status, gender identity, race, or background—are seen, valued, and supported.

In community,

Aschenbach

Cheryl Aschenbach, ASCCC President

Kgenica

Krystinne Mica, ASCCC Executive Director

Forward

AP 2101   INDEPENDENT STUDY

References:
      Title 5 Sections 55230 et seq.
      Title 5 Section 58003.1, subdivision f on Alternative Attendance Accounting

Lower-division independent study courses provide individual students challenging and in-depth study or practicum experience on approved topics within any subject area under the director of an instructor. Independent study courses provide the students experience in planning and outlining a course of study with their independent study instructor and under departmental supervision.

> **Commented [KD1]:** Questions remain around whether simply encouraging and describing student-driven projects only (like an honors project for non-honors students) vs. an outright prohibition of faculty-originating projects should be in the policy. Given that no faculty have research release as part of the RCCD load and we are a lower division institution, DCC is struggling to define this and answer questions and multiple scenarios asked about at the College Committees.

Independent study courses can be designed and offered as a .5 or 1-unit class. In a .5-unit class, students will have 9 hours of direct contact with the instructor and 18 hours of independent work/study/practicum. In a 1-unit class, students will have 18 hours of direct contact with the instructor and 36 hours of independent work/study/practicum. The units and hours of study should be defined in the student learning contract.
- Faculty direct contact hours:
  - .5-unit class: 9 hours of direct contact; weekly student contact .5 hour
  - 1-unit class: 18 hours of direct contact; weekly student contact hour
- Independent study courses will be assigned as overload only and be compensated at the part-time lab rate.
- ~~Faculty compensation info here? Faculty load calculation based on alternative attendance accounting method for independent study??~~ ~~CCC Independent Study accounting method~~ ~~(beginning p. 30)~~
  - ~~FTES = (# Students x "WCH" x TLM) / 525~~
  - ~~1 student w/18 contact hours = 0.034 FTES~~

> **Commented [KD2]:** Needs FA review before final Board approval

> **Commented [KD3]:** Needs FA review before final Board approval; Legal for review as well (?) — to see if needed on BP? FA may want it there

> **Commented [KD4R3]:** After RCC CC meeting, we realized we may have confused load and compensation; this was taken from somewhere else and offered as a suggestion — not what we are committed to. Committees want this as overload and need clarity on load equivalency per student and if there's a different of individual students with different projects vs. multiple students on same project; need guidance on fair load equivalency rate

Students enrolling in independent study courses must be currently enrolled in a credit course within the district and have successfully completed one course in the intended independent study discipline in the district. Students taking an independent study course cannot be on academic probation. Independent study courses may be taken only once within a discipline. Students enrolling in an independent study course in a Career Technical Education field must pursue a major or certificate in the Career Technical Education area of which the independent study project is a part.
(Maximum Independent Study units allowed per student needed? If so, what? Is there a financial aid applicable maximum? Already not transferable)

> **Commented [KD5]:** Standards didn't finish discussion; can add in at DCC if approved by colleges (and get college input)

Students interested in an independent study course must first develop a learning contract with their instructor and the appropriate administrator. The content of the independent study will be outlined when the specific topic and/or project are developed between the student and instructor and must remain lower-division work. Independent study should not be used to meet college requirements that can be satisfied through regular course offerings. This information will be included in the Independent Study Learning Contract which must be submitted to Admissions and Records.

The Independent Study Learning Contract must include:
- Detailed course components that outline what the independent work that the student will do and what the focus of the weekly student contact hours will be.
- How the student will meet the objectives and outcomes of the course based on the existing course outline of record
- Agreement on terms addressing the credit/citations the student will receive in any publications incorporating the independent study work, if applicable to project.
- Faculty advisor requirements
  - Must be an RCCD full-time academic employee.
  - Responsible for the supervision, control, and evaluation of the course and the enrolled student(s).
  - Provides orientation, guidance, and information regarding course content materials and services for each student subsequent to the student's official enrollment.
  - Maintains records/notes to illustrate student grade computation based on course components.
- Work product to be evaluated
- Number of units/hours as stated above
- Signatures
  - Student
  - Faculty advisor
  - Department chair
  - Division dean

Academic standards and procedures for evaluation of student progress for independent study are the same as those applied to other credit or noncredit courses.

Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

The University of California (UC) determines credit after transfer, which means that independent study courses are not counted for admission. Students should be advised to see a counselor for transfer limitations and other details.

_____

Administrative Approval:

Legal Citations for AP 2101

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55230

§ 55230. Purpose.

The provisions of this article should be read in conjunction with the provisions of sections 58051 and 58003.1 concerning attendance in approved courses and programs designed and conducted as independent study.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY
1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer of subchapter 2 and section and new article 3 (sections 55230-55240) and section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35). For prior history of subchapter 2, see Register 93, No. 25.

Title 5. Education
Division 6. California Community Colleges
Chapter 6. Curriculum and Instruction
Subchapter 3. Alternative Instructional Methodologies
Article 3. Independent Study

5 CCR § 55232

§ 55232. Academic Standards.

Academic standards applicable to courses of independent study shall be the same as those applied to other credit or noncredit courses, as appropriate, at the college.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

5 CCR § 55234

§ 55234. Student Progress.

Procedures for evaluation of student progress shall be in accordance with regulations established by the college. A report by an instructor on appropriate records bearing the student's name for purposes of state apportionment shall certify that adequate and proper progress toward accomplishment of the course objectives is being maintained by the student.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

5 CCR § 55236

§ 55236. Availability of Instructor.

The college shall provide access to the instructor for the students enrolled in courses offered pursuant to this article at least equivalent to that commonly available to students enrolled in courses conducted by other instructional methods in addition to regularly scheduled office hours as practiced at that college.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
2. Editorial correction of History 1 (Register 95, No. 20).
3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

5 CCR § 55238

§ 55238. Eligibility for State Funds.

In order for attendance in a course of independent study to be eligible for state apportionment pursuant to the provisions of this article, the course must be reported as required by this article, and meet all other requirements of statute and regulation relative to eligibility for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

5 CCR § 55240

§ 55240. Instruction.

The instructor assigned to a course conducted pursuant to this article shall:

(a) Be qualified to provide service in that capacity during the period in which that service is rendered;

(b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;

(c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and

(d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course. This schedule is to be included in the written record of student progress required by section 55234.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 20).

3. Repealer and new section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

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EQUITY-MINDED JOB DESCRIPTION REVIEW GUIDE

USC Race and Equity Center

Our mission is to illuminate, disrupt, and dismantle racism in all its forms. We do this through rigorous interdisciplinary research, high-quality professional learning experiences, the production and wide dissemination of useful tools, trustworthy consultations and strategy advising, and substantive partnerships. While race and ethnicity are at the epicenter of our work, we also value their intersectionality with other identities, and therefore aim to advance equity for all persons experiencing marginalization.

EQUITY-MINDED
JOB DESCRIPTION REVIEW GUIDE

INTRODUCTION

The *job announcement* and *job description* are two major artifacts of the hiring process that are sometimes used interchangeably and are related, but serve different purposes.

The **job announcement** is a critical hiring artifact that communicates—explicitly and implicitly—the institution's priorities, a brief description of the duties of a position, and the knowledge and skills that matter. It is primarily a marketing tool, and therefore, it also highlights how a candidate might benefit from the organization and the position in hopes of attracting applicants. The job announcement is a worthwhile starting point for assessing whether the priorities, duties, and skills being sought align with racial equity and closing institutional racial equity gaps.

The **job description** is an artifact of practice that exists beyond the hiring process. In addition to informing the duties included in the job announcement, it is also an internal organizational document that dictates the day-to-day responsibilities of a position with more detail and formality. Therefore, it also permeates processes regarding employee experiences and retention after being hired, including performance reviews, tenure reviews, and the skills and professional development needed to enact the duties assigned.

This guide focuses on the job description. The importance of the job description in recruitment, hiring, and retention suggests it is also a critical artifact to align with an institution's racial equity goals and values. Therefore, a systematic review of the job description is necessary for preparation for the job announcement and beyond. This protocol is intended to guide practitioners through a race-conscious review of the job description to inform changes that will improve racial equity in the hiring process and success for Asian American, African American, Latiné/x, Indigenous, Pacific Islander, and other minoritized students.

This guide is also designed to support practitioners at varying levels of knowledge and experience to engage in productive conversations about racial equity in hiring and retention. So it will intentionally focus on race and racism, not because other social identities like gender, sexual identity, or ability status do not matter—or that the intersection of these identities do not matter. **They do.** But we focus on race because racism and racial inequity are especially persistent [1] and people tend to avoid meaningful conversations about race and actions to address racism [2].

[1] Smedley, A., & Smedley, B. D. (2005). [2] Bonilla-Silva, E. (2003); Bonilla-Silva, E., & Forman, T. A. (2000).

GUIDE GOALS:

- Build an understanding of the ways race is made salient and racism can operate in job descriptions
- Support race-conscious inquiry as an institutional practice
- 'Uproot' and replace messages perpetuating or enabling racism with language and messaging that is **equity-minded** and enables responsibility for racial equity

WHAT IS EQUITY-MINDEDNESS?

According to Estela Bensimon and colleagues [3], achieving racial equity requires that practitioners develop equity-minded competence that is characterized as being:

- Critically race-conscious, recognizing that race has no biological reality [4] in determining skills or abilities but is still made salient due to racist ideas and the ways they have and continue to be built into institutional structures;
- Aware that practitioner beliefs, assumptions, knowledge, and approaches are racialized and can have racial consequences, whether intended or not, typically to the disadvantage of students from minoritized racial groups;
- Aware that norms, policies, and practices that are taken-for-granted in higher education can perpetuate racial hierarchies and inequalities, even in the absence of explicit racism; and
- Willing to reflect on racialized outcomes and exercise agency to produce racial equity.

Read Bensimon's **What is Equity-Mindedness** to learn more.

TABLE OF CONTENTS

[3] Bensimon, E.M. (2024); Bensimon, E.M. (2012); Dowd, A.C. & Bensimon, E.M. (2015). [4] Smedley, A., & Smedley, B. D. (2005).

JOB DESCRIPTION REVIEW GUIDE

You may have heard that racism and other forms of oppression are entrenched characteristics of colleges and universities. That means every practice, policy, and structure can serve to perpetuate racial patterns in our higher education institutions. Job descriptions are artifacts that uphold these practices, policies, and structures.

INSTRUCTIONS

1. Familiarize yourself with the forms that racism can take in job descriptions.
2. Locate a job description you want to review. You can review it on your own or with one or more colleagues.
3. Read/skim your job description and answer the reflection questions for each form of racism. If you are not able to answer all of the prompts, that is okay. Do note though when you are unable to answer a question and why: What information is still needed?
4. Identify possible job description changes based on your reflections. If applicable, be ready to discuss your observations and recommendations with others.

FORMS OF RACISM IN HIRING

Bias in hiring and racial equity research points to four forms of racism that a job description can perpetuate. This is not an exhaustive list. It is a place to begin discussions on a not yet fully explored topic. This guide contains questions to help users reflect on how each form of racism may be rooted in the job description.

1 COMMUNICATING RACIAL STEREOTYPES AND BIAS

2 EXCLUDING OR CONSTRAINING RESPONSIBILITIES FOR RACIAL EQUITY

3 UNREALISTIC AND UNBALANCED EXPECTATIONS FOR DEI POSITIONS OR EMPLOYEES OF COLOR

4 MISLEADING EXPECTATIONS OF A CULTURE OF EQUITY

COMMUNICATING RACIAL STEREOTYPES AND BIAS

Job descriptions often contain language that can be biased or exclusionary. This language can signal that a job may be a better fit for specific groups, for example, white men. For instance, terms like "cultural fit" can be used to justify hiring decisions that favor a particular racial or ethnic group. Additionally, masculine descriptors such as "superior" or "assertive" coded language that dissuades women and racially minoritized groups who are more likely to be searching for communal and interpersonal cultures rather than traditional masculine cultures that signal competitiveness and hierarchy. These words can deter certain groups from applying to these positions and sets the stage for the culture of the organization [5].

Language that labels or signals a job as a "DEI position" can fuel stereotypes that the person who holds that position was hired because of their race, triggering stereotypes and calling into question their qualifications [6].

When job descriptions contain language that emphasizes student deficits rather than institutional factors as the cause of racial inequities, educators are also less likely to see it as their responsibility to address racial stereotypes, prejudice, and discrimination. To ensure these issues are effectively addressed, the responsibility must be explicitly stated in the job description, even when the job is not focused on DEI efforts.

EXAMINE YOUR JOB DESCRIPTION FOR LANGUAGE THAT CAN COMMUNICATE RACIAL STEREOTYPES AND BIAS

YES   NO

1. Are there any terms or phrases in the job description that could be interpreted as exclusionary or biased? *(See list of deficit terms in Appendix A on page 16).*
2. Does the job description use terms like 'cultural fit', 'superior', 'assertive', or similar terms that communicate hierarchical, competitive, and traditional masculine cultures?
   a. If yes, how might these terms impact the perception of who a suitable candidate is?
   b. Who benefits as a result of the terminology in this job description?

[5] Collier, D., & Zhang, C. (2016). [6] Derous, E., & Ryan, A. M. (2019).

3. Does the job description contain language that highlights student deficits, painting students and other individuals as problems to be fixed, managed, or controlled? For example, ensuring student or employee compliance, emphasizing student or class-room 'management', and referring to students being "underprepared" or 'at-risk'?

YES   NO

☐   ☐

4. How does the job description ensure that it does not unintentionally favor historically privileged racial groups, particularly white men?

ADDITIONAL QUESTIONS FOR DEI-SPECIFIC POSITIONS

YES   NO

5. Does the job description contain language that might reinforce racial stereotypes, particularly in the context of hiring for roles perceived as "DEI positions"?

☐   ☐

IN CONTRAST TO ABOVE...

6. Is there language that moves the culture surrounding the position towards a more communal and interpersonal work space that is welcoming and inviting of racially minoritized groups, women and other minoritized identities?

☐   ☐

7. What intentional structures and messaging are being put in place to ensure the position is not marginalized, under-resourced, and over-committed?

8. What messages will be sent to counteract the idea that this employee is a 'diversity hire'?

PROVIDE EQUITY-MINDED CHANGES ADDRESSING LANGUAGE THAT COMMUNICATES RACIAL STEREOTYPES AND BIAS HERE OR ON THE JOB DESCRIPTION DOCUMENT:

2 EXCLUDING OR CONSTRAINING RESPONSIBILITIES FOR RACIAL EQUITY

Job descriptions can perpetuate racial invisibility, silencing, marginalization, and isolation when they leave out key information about the position's responsibility for addressing racial inequities [7] and contributing to the institution's racial equity goals (and minority-serving status, if applicable). While there are ways to constrain responsibilities even for DEI-related positions, this is especially pernicious when left out of positions that are not specific to DEI. Without explicit responsibility for racial equity gaps, it is more likely that leaders and practitioners can say, "racial equity is not my job [8]."

Most institutions are interested in closing racial equity gaps as it improves institutional and departmental goals for diverse student enrollment, completion, and persistence/retention. Job descriptions can also signal that contributing to the department's DEI and racial equity goals is insignificant or peripheral to the job [9]. Job descriptions usually include color-evasive (a.k.a. color-blind) duties, knowledge, and skills that are meant to tangentially mitigate risk [10]. Similarly, job descriptions may have boilerplate language about compliance with non-discrimination policies that are also meant to mitigate risk.

The exclusion of DEI responsibilities in most roles or constraining racial equity in job descriptions to only compliance does not signal a value or responsibility to a diverse, equitable, inclusive institution for Asian/Asian American, Black/African American, Indigenous, Latinx/Latiné, or Pacific Islander students. Furthermore, this exclusion makes it harder to hold practitioners in these roles accountable for racial equity change. This is true for both academic and non-academic positions.

EXAMINE YOUR JOB DESCRIPTION FOR EXCLUDING OR CONSTRAINING RESPONSIBILITIES FOR RACIAL EQUITY

	YES	NO
1. Are racial equity and DEI responsibilities excluded from the job description?	☐	☐
a. If included, are they vague and peripheral?	☐	☐
b. If included, are DEI responsibilities secondary or optional?	☐	☐
2. Does the job description use race-evasive language that avoids directly addressing racial inequities?	☐	☐

[7] Castrellón, L. E. (2021). [8] Hernandez-Hamed, E. (2024). [9] Dowd, A.C. & Bensimon, E.M. (2015); McNair, T. B., et al (2020). [10] Jabaily, A. (2008).

3. Does the job description use generic or boilerplate language (ex. language that focuses on compliance with non-discrimination policies or risk mitigation concerning diversity, equity, and inclusion efforts)?

YES **NO**

☐ ☐

IN CONTRAST TO ABOVE...

4. Does the job description explicitly include responsibilities related to addressing racial inequities and/or contributing to the institution's strategic goals related to racially minoritized communities/students?

☐ ☐

5. Does the job description mention relevant metrics for which the employee could receive data disaggregated by race/ethnicity to inform decision-making?

☐ ☐

6. How does the job description signal the importance of DEI and racial equity within the role?

PROVIDE EQUITY-MINDED CHANGES ADDRESSING LANGUAGE THAT EXCLUDES OR CONSTRAINS RESPONSIBILITIES FOR RACIAL EQUITY HERE OR ON THE JOB DESCRIPTION DOCUMENT:

3 UNREALISTIC AND UNBALANCED EXPECTATIONS FOR DEI POSITIONS OR EMPLOYEES OF COLOR

Unrealistic and unbalanced expectations and work conditions can lead to racial trauma and exploitation.

Job descriptions set the expectation of workloads and delineate how to distribute time on management, coordination, research, teaching, or service. Sometimes, excessive workloads are visible in the job descriptions. There isn't enough time in a day, week, or academic year to adequately carry out the duties listed. This may be the case for some DEI roles that carry the majority of the responsibility for achieving equity goals at their institutions. Roles specifically related to DEI are more likely to be held by employees of color. If the job description includes unrealistic workloads and expectations, it can set racially minoritized candidates up for failure, making it easier for others to exploit their efforts and take credit for their work [11].

However, job descriptions sometimes do not accurately capture all practitioners' work. Research suggests that employees of color (whether in DEI roles or not) are generally called to do more service (e.g., committees, mentorship, leading professional development for their peers, representing diversity to the outside community, etc.) [12].

EXAMINE YOUR JOB DESCRIPTION FOR UNREALISTIC AND UNBALANCED EXPECTATIONS FOR DEI POSITIONS OR EMPLOYEES OF COLOR

YES   NO

1. Does the job description clearly delineate the expected workload across different responsibilities (e.g., management, coordination, teaching, research, service)?
   a. If yes, are these expectations equitable, particularly against duties assigned to similarly compensated roles?

2. Are additional service activities (e.g., committee work, mentorship, leading professional development) disproportionately assigned to the role, particularly if it involves DEI?
   a. If yes, how are these expectations balanced with other duties?

[11] Franklin, J. (2016); Rodgers, A. J., & Liera, R. (2023); Zembylas, M. (2024). [12] O'Meara et al (2018); Jimenez et al (2019).

3. Are there any unrealistic expectations in the job description t
    burnout or failure, particularly for racially minoritized candidates?

    a. If yes, does the description address the support and resources
        available to meet these expectations?

IN CONTRAST TO ABOVE...

4. Are there mechanisms in place to ensure that the workload is manageable and
    that the candidate has opportunities for professional growth and advancement?

PROVIDE EQUITY-MINDED CHANGES ADDRESSING LANGUAGE THAT COMMUNICATES UNREALISTIC OR UNBALANCED EXPECTATIONS FOR DEI POSITIONS OR EMPLOYEES OF COLOR HERE OR ON THE JOB DESCRIPTION DOCUMENT:

4 MISLEADING EXPECTATIONS OF A CULTURE OF EQUITY

If the job description sets the expectation that the work culture is positively race-conscious, but that does not match the reality, it sets the stage for racial gaslighting [13] and further exploitation [14].

We don't want job descriptions to set up racially biased environments that perpetuate racial invisibility, silencing, marginalization, and isolation. However, we also don't want job descriptions to portray an institutional environment that is free from racial bias and is positively race-conscious when this is not the case. This can happen if the job includes racial equity terms or duties but does not provide the support or accountability structures to follow through with racial equity priorities.

What we do want are job descriptions that contribute to an environment where racial bias and racial inequities are not ignored or dismissed but instead can be adequately addressed. To ensure racial inequities and racial harm are addressed, we want to have job descriptions that ensure racial equity is a priority and contain routines and material practices that make it a responsibility to which employees can be held accountable.

EXAMINE YOUR JOB DESCRIPTION FOR MISLEADING EXPECTATIONS OF A CULTURE OF EQUITY

YES   NO

1. Is there a potential mismatch between the stated expectations of a positive, race-conscious culture and the reality of the institution's environment? ☐ ☐

2. Is there an expectation to fit into an existing framework or culture without room for innovative or transformational change? ☐ ☐

IN CONTRAST TO ABOVE...

3. How does language in the job description reflect the institution's culture and values?

[13] Wood, J. L., & Harris III, F. (2023). [14] Rodgers, A. J., & Liera, R. (2023).

4. Are there provisions in the job description that allow the candidate to shape or influence the racial equity aspects of the role?

☐ ☐

5. Does the job description outline accountability structures for identifying and addressing racial equity gaps?

☐ ☐

6. Are sufficient resources, decision-making power, and the power to hold others accountable for racial equity allotted to the position, especially if it is specifically related to Diversity, Equity, and Inclusion?

☐ ☐

PROVIDE EQUITY-MINDED CHANGES ADDRESSING LANGUAGE THAT MISLEADDS EXPECTATIONS OF A CULTURE OF EQUITY HERE OR ON THE JOB DESCRIPTION DOCUMENT:

ABOUT THE JOB DESCRIPTION

The following questions to learn more about job descriptions as an institutional artifact. These questions can help us "make the familiar strange," allowing participants to let go of any assumptions about the job description so that we can adequately question its role in racial equity and take appropriate actions to change it.

Answer the following questions individually, then discuss your answers as a group.

QUESTIONS ABOUT YOUR JOB DESCRIPTION

1. Where can you (or someone else) find this job description?

2. Do you know the origin and history of this current job description? (e.g. who created the job description? when it was last updated?)

3. When and how often are job descriptions reviewed and updated? Are there routine procedures to update your job description?

4. Who can make changes to this job description? What is the process?

5. What is the racial composition of those who have held/hold this position/title?

6. What is the racial composition of the field/department/office?

7. If applicable, why did previous employees leave this position?

WHAT SHOULD I DO NOW?

Thank you for engaging with this tool as an initial step to identifying what job descriptions communicate about college and university employees' role in racial equity. Now what comes next? Below is a list of recommendations. Choose to take the next step as a way to intentionally support racial equity at your institution!

1. The purpose of this job description guide is to provide an opportunity to find areas of improvement in our job descriptions.

    -   Were there particular gaps that stood out to you?
    -   Are there areas that you would need more information to answer (e.g. data from the institutional research office or HR, a survey, or other form of inquiry to inform the answers to the questions in this guide)
    -   How open is the institution to allowing the candidate to reshape the job description or expectations based on their experiences and the realities of the work environment?

2. Engage with a community of practitioners to discuss what job descriptions have to do with racial equity. Provide a summary of recommendations.

    -   What should the priorities be?
    -   What changes need to happen in the document and beyond the document?

3. Now that you have recommendations, who do they go to? It's time to use the questions in the About the Job Description section to ensure recommendations are being discussed with the person or parties responsible for discussing, updating, and approving job descriptions.

4. Ensure you stay well-informed with the latest research and trends on racism in recruitment, hiring, and retention.

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APPENDIX A

DEFICIT LANGUAGE

Economically disadvantaged

Poor

At-risk

Underprepared/disadvantaged

Untraditional/non-traditional

Underprivileged

Learning styles

Achievement gap/attainment gap

Classroom management

Superior

Assertive

Strong

Enforce

Discipline

DIVERSITY LANGUAGE

Equity

Culture / cultural

Diversity / diverse

Underrepresented / underserved

Multicultural

Students of color

Minority Serving Institution

All Students/ students/ student

Minority

Working class

First-generation

Disproportionately impacted

EQUITY-MINDED LANGUAGE

Racial equity

Hispanic Serving Institution (HSI), AANAPISI, HBCU, PWI, Tribal Colleges

Ethnicity

Race

Latinx/ Latiné / Latino / Latina/ Hispanic

African American / Black

Asian/ Asian-American

Pacific Islander/Southeast Asian/ Alaskan Native

Native American/ Indigenous

Low-income/ income

Equity-minded

Culturally relevant/ responsive/ sustaining pedagogy

Social justice

Anti-racist

Racism

Inequality

Minoritized

Socioeconomic status