

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
TEACHING AND LEARNING COMMITTEE
May 13, 2008 – 6:00 p.m.
Student Services Foyer, Norco Campus

Committee Members: José Medina, Committee Chairperson
Janet Green, Vice Chairperson
Ray Maghroori, Vice Chancellor, Academic Affairs
Debbie DiThomas, Interim Vice Chancellor, Student
Services/Operations
Doug Beckstrom, Academic Senate Representative,
(Moreno Valley Campus)
Sharon Crasnow, Academic Senate Representative
(Norco Campus)
Richard Mahon, Academic Senate Representative (Riverside)
Tony Torres, ASRCC Student Representative
Anette Guldhammer, CTA Representative
Sharon Drake, CSEA Representative (Norco)
Gustavo Segura, CSEA Representative (Moreno Valley)

AGENDA

VI. Board Committee Reports

A. Teaching and Learning

1. Update on Middle and Early College High School Programs
- The Committee to be presented with a report on the District's Middle and Early College High School programs.
2. Comments from the public.

Adjourn

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Administrative Assistant
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
TEACHING AND LEARNING

Report No.: VI-A-1

Date: May 20, 2008

Subject: Update on Middle and Early College High School Programs

Background: Presented for the Board's information is an update on the District's Middle and Early College High School Programs.

Information Only.

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Interim Chancellor

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Starting Early:
Middle and Early College High School Programs
Riverside Community College District

Contributors

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Middle and Early College Programs:

The National Context

The middle college was founded in 1973 at La Guardia Community College in New York City as an alternative approach to the education of adolescents who were not experiencing satisfaction or success in large comprehensive high schools. The American Comprehensive High School had grown rapidly in popularity after World War I and by the 1950s was well established as the dominant institution of American secondary education. Even today, following half a century of national criticism, it remains comparatively popular and still closely resembles high schools of half a century earlier.

Middle college high schools have become one program alternative to large comprehensive high schools. By the 1970s, and continuing to the present day, critics were characterizing large high schools of 2,000 to 4,000 students as “one-size-fits-all” institutions that were dysfunctional and off-putting institutions for many students. The students referred to were largely from lower socio-economic backgrounds and from ethnic groups who often were under represented in the college going population. They were, nevertheless, students who had been identified by school officials as having high academic potential, frequently greater potential than what they had been able to demonstrate through their high school records.

In contrast to the comprehensive high schools, the middle college/high schools generally had no occupational programs, no athletic teams, no marching bands or cheer leaders,

Rather, virtually all of the effort is placed on academic skills in a close and supportive environment for every student. Nobody is allowed to become lost or alienated.

- Generally speaking, the middle college high school programs are small, generally limited to 450 students or fewer.
- Typically, middle colleges are located on college campuses, but occasionally the reverse is true.
- The operation usually occurs on a college schedule, with no bells, hall monitors, or metal detectors.
- Quite often, high school faculty gain privileges of college faculty, such as offices, personal telephones, professional respect, and frequently are given an opportunity to teach college classes.
- Class size tends to be smaller than comparable classes at comprehensive high schools
- The programs typically feature intense peer and group counseling, with a high ratio of counselors and paraprofessionals to students. Teachers are expected to be counselor-teachers.

- The school calendar is typically arranged on the college schedule.

The more recent Early College concept is a variation on the middle college. As implied in the name, “early,” this school begins in the 9th grade, as contrasted with the 10th grade for middle colleges. Like the middle college, it focuses on underserved populations. Class size and school size are similarly small, but the school size is typically limited to no more than 400 students. The nature of early colleges requires closer collaboration between the cooperating high school and college.

The concept is recognized officially in California through Education Code Section 11300. That said, states provide no special funding for this type of institution. Both the high school and the community college *are* however, able to collect their usual funding from the state. This means that the high schools are able to claim full average daily attendance (ADA) funding for the students, while the community college is able to claim enrollment credit (FTES) for the students’ enrollments in college classes. Overall, if all the features described earlier are implemented, the middle colleges/early colleges are more expensive to operate than are the comprehensive high school. Program evaluation data are generally positive, consistently so in terms of students appreciating the personalized treatment, and the programs usually result in an increased college-going rate.

Although most early college/middle college programs have targeted comparatively low achieving students with high potential for their programs, there is an alternative model that targets the most talented students from lower socio-economic backgrounds. The socio-economic backgrounds of admitted students remain similar, but comparatively high achievement and high motivation must be demonstrated in order to enter the programs. LaGuardia and Bard High School Early College are among the best known of these programs. Faculty training in the recommended seminar style and project based learning pedagogy takes place annually at Bard College at Simon’s Rock. Over the years, both have been visited by district administrations, board members, K-12 and college faculty who have participated in the training.

The following pages provide a summary of middle and early college programs offered at RCCD.

Middle and Early College High School Programs
at the Moreno Valley Campus of the RCCD

Moreno Valley is the host to three middle/early college programs. These include:

1. *The flagship **middle college high school** in the Riverside Community College District, located entirely on the Moreno Valley Campus, with Moreno Valley Unified School District and Val Verde Unified School District, initiated in 1999, and sustained by funding from the California Community Colleges Chancellor's Office;*
2. ***Vista del Lago Middle College High School** with Moreno Valley Unified School District, initiated in 2002;*
3. ***Nuview Bridge Early College High School in Partnership with the Moreno Valley Campus of RCCD**, with Nuview Union School District, initiated in 2005, with funding from the Bill and Melinda Gates Foundation, in cooperation with the Foundation for California Community Colleges.*

MCHS

The middle college high school on campus (which still has not been given a formal name, descriptive or honorary) is staffed by a full-time director, three full-time high school teachers/counselors, and one full-time secretary. This MCHS attracts ability-identified, under-performing youngsters from feeder high schools representing two unified school districts—Moreno Valley (MVUSD) and Val Verde (VVUSD). All instructional activity during the participants' junior and senior years is carried out at the Moreno Valley Campus. Through college-course enrollment, the students complete all subject matter requirements for high school graduation. Requisite high school English and social studies courses are also provided. This initiative was founded with the vision of reaching high school students academically capable of postsecondary education, but unlikely to complete high school or go to college.

The program is limited to a maximum of 65 entering juniors each fall, serving approximately 120 total students at a time. Because interest exceeds available spaces, a selection process involving high school and college personnel determines those who both qualify for and are most likely to succeed in a college environment. Interested students and their parents/guardians attend an Information Program held each spring which typically draws an audience of 650. Enrollees are carefully tracked by the director and instructors/counselors in residence to ensure they are meeting expected standards of academic progress and personal comportment in an adult learning environment. Weekly required "house" meetings led by the MCHS staff bring students together in groups of six for peer support.

Ongoing since its inception, grant funding from the State Chancellor's Office (approximately \$137,00 per year) has paid the salaries of the director and secretary. The three high school faculty are maintained on the payrolls of their school districts of origin (two from Moreno Valley and one from Val Verde).

Vista del Lago

Second-semester sophomores who are in good standing and have passed both sections of the high school exit exam may apply to participate in Vista del Lago Middle College High School during their junior and senior years. With the permission and guidance of their high school counselors and administrators, as well as from their parents/guardians, students usually select early morning or late afternoon courses.

Located less than one mile north of the Moreno Valley Campus on Lasselle Street, the Vista Del Lago Middle College High School program was conceptualized in the fall of 1998 through planning meetings led by Moreno Valley Unified School District, with representatives from the Moreno Valley Campus, the University of California at Riverside, and the community at large. Moreno Valley Unified chose to emphasize four career pathways: health science, pre-engineering, performing arts (orchestra), and telecommunications/multimedia, with the objective of providing an opportunity for the students to transfer sequentially or directly to a two- or four-year college or to enter the workforce with marketable skills. The MVUSD School Board voted in the fall of 2001 to allow for a minimal geographical service area, with an otherwise magnet recruitment base.

The vision of Vista del Lago Middle College High School is to blend the high school and college curricula by integrating content standards, and to accelerate college readiness for the participants.

This initiative is sustained without grant funding, with coordination carried out by a part-time College coordinator in cooperation with the Campus academic administration.

Nuview Bridge

In September 2005, Nuview Bridge Early College High School became California's seventh early college high school to receive funding from the Bill and Melinda Gates Foundation, in association with the Carnegie Corporation of New York, the Ford Foundation, and the W.K. Kellogg Foundation. Initially, the Foundation for California Community Colleges provided funding for the planning grants and, now, provides ongoing project oversight statewide. The signature Gates organizational framework requires yearly written progress reports focusing on student learning outcomes and sustainability plans, as well as site visits, and twice-yearly "Early College Institute" attendance by faculty and administration from both the high school and the college.

The Gates formula also allows no more than 400 students total, promotes outreach to underserved populations, and expects the completion of a high school diploma and an associate degree and/or transfer to a four-year university and/or a certificate leading to a family-sustaining wage. Four career pathways are in place at Nuview Bridge—health science, early childhood studies, arts, and computer technologies—which seek to capture the imaginations of the participants and assist in formalizing student plans for entry into college.

The funding (\$400,000 over a four-year period) is utilized for the provision of a 40-hour college-high school liaison, a part-time outcomes specialist, and frequent bus transportation between the

two sites on a daily basis. Grant monies initially provided opportunities for college and high school faculty to meet and discuss high-school exit skills in relation to college entry skills with the objective of fostering a smooth transition to the postsecondary curriculum.

Comparative Outcomes

By June 2008, the MCHS on campus will have facilitated the graduation of approximately 390 students from high school since the program's inception, with nearly half of those simultaneously receiving an associate degree. Nuvview Bridge will be graduating its first dual-degree recipient this spring, with some twelve more expected in June 2009.

Graduates from the MCHS on campus have transferred to UC Berkeley, UCLA, UC Riverside, UC Irvine, UC Santa Cruz, La Sierra University, Howard University, Clark University, Cal State Fresno, Cal State San Bernardino, and other institutions. The Nuvview Bridge graduate has announced her choice as UC Berkeley, having had invitations from others. Middle college high school graduates typically apply to transfer to colleges as freshmen, and, upon admission, are awarded upper class status because of their accumulated college-course record.

As for success, the MCHS on campus shows a 79.39% rate, Vista del Lago 70.12%, and Nuvview Bridge 78.48% (compared to a 65.51% District average), with full-time equivalent student (FTES) counts of 48.42576, 23.64702, and 35.80696, respectively.

John F. Kennedy Middle College High School of the Norco Campus

Overview of John F. Kennedy Middle College High School: “... Dream of things that never were ...”

On any given day students can be seen traversing the sidewalk path that leads to and from the Norco Campus. To the unknowing eye one might mistakenly assume that these students were walking to a distant parking lot, or are on their way to a class at some remote location. However, the on-going trail of students going to and coming from the Norco Campus are high school students who attend the John F. Kennedy Middle College High School (JFK). They are the fortunate recipients of a lengthy and strongly forged partnership between the Corona Norco Unified School District (CNUSD) and the Riverside Community College District's Norco Campus.

Preliminary discussions for preparations of JFK's opening began in Spring 2000, followed by visits to 8 other California Middle College High Schools in the Fall 2000 – 2001 academic year. In Summer 2000 – 2005 a Joint Advisory Committee convened, consisting of CNUSD staff and teachers, Deans of Instruction and Student Services, and Norco faculty. It began with a review of literature pertaining to Middle College High Schools and went on to determine application and recruitment processes, eligibility requirements, curricular goals, and admissions procedures. On June 4, 2002, a Planning document was presented to the joint Governing Boards. Joint meetings between the Norco Campus and JFK personnel continue on a weekly basis, and today, John F. Kennedy Middle College High School, which opened on August 9, 2006, serves 450 students from the surrounding CNUSD with a capacity for serving up to 1,200.

John F. Kennedy Student Eligibility

Founded with the mission of increasing school engagement in students who find it difficult to connect with traditional high school programs, JFK promotes career development, AA/AS attainment, and transfer, by following a course of study that combines high school classes and college courses taken at the Norco Campus. Students are expected to complete their core academic courses at the high school, and may complete their electives at the college. As with other CNUSD students, JFK students must meet the graduation requirements of the Corona-Norco Unified School District which includes passing the California High School Exit Exam.

Students attending JFK must enter at either the 10th, 11th, or 12th grade level. Student eligibility requires a 2.0 GPA, and a score at the Basic level or above on the STAR California Standards Test in English/Language Arts and Math. Students who wish to enter JFK as juniors or seniors must also have a passing score of 350 or above on the English/Language Arts and Math sections of the CAHSEE. Students who wish to enter JFK, but fall below the required GPA, may interview with the principal, and be considered based on other factors such as maturity level, academic potential, and motivation.

Collaborative Efforts

Dialogue and collaboration at the early planning and development stage forged the strong partnership that exists today between JFK and the Norco Campus. A \$100,000 Congressional

Grant provided opportunities for curriculum and articulation planning between Norco and JFK faculty resulting in an articulation agreement between RCCD and CNUSD. The agreement permits JFK students who pass Algebra 2 with a “B” or better to be eligible to enroll in Math 4 – Finite Math, Math 5 – Business/Life Calculus, Math 11 – College Algebra, Math 12 – Statistics, Math 36 – Trigonometry, and Math 25 – Math Survey. A Robotics Summer Innovation Institute – Robotics Camp was tailored to the interests of JFK students and offered in July 2007, and curriculum was developed for a new course in Introduction to Robotics. In addition, special efforts are made to facilitate JFK student enrollment in Guidance 45 and 47 courses. Today, Norco’s Deans of Instruction and Student Services, and Admissions and Records Supervisor maintain standing weekly meetings with JFK’s principal, counselor, and assistant principal, in order to facilitate open communication, problem solving, and a continuation of services which ensure the success of JFK’s students.

Registration Processes

Exemplifying the successful partnership between RCC-Norco and JFK are the registration processes which have been developed specifically to facilitate a seamless navigation for JFK student enrollment. Much care and discussion led to the development of these procedures which are designed to be fair and equitable to JFK students, while not displacing the general RCC-Norco student population.

As part of the application for admittance to JFK, a streamlined process allows parents to complete *one* consent form which grants parental approval for participation of JFK students in all Norco Campus activities, whether it be course-taking, club involvement, extra-curricular activities, or health services.

Students are permitted to take up to 8 units in the Fall/Spring and 5 units in the Winter/Summer with a provision to extend that limitation by 3 units with special permissions by the Norco Dean of Student Services and the JFK counselor. Complete Web Advisor access is given to JFK students, permitting them to register after new/returning students or after continuing college students if they are continuing students themselves. A limitation exists of 5 JFK/high school students per course without specific faculty authorization.

Course-taking Patterns and Student Success Rates

The success rate of JFK’s students in Fall 06 was 64.73% while the success rate of Norco’s general population was 68.2%. In Fall 07 the JFK success rates increased to 65.95%, a rate which is slightly higher than the district’s average of 65.51%, and less than 1% lower than Norco’s general student success rate of 66.88%. The commitment to increasing the success rates of JFK students has been the topic of meetings between Norco and JFK staff and administrators during which strategies have been identified for ensuring future student success.

Examples of strategies include, establishing a task force comprised of JFK and RCC-Norco faculty and administrators, a JFK orientation component which focuses more heavily on college expectations for behavior both inside and outside the classroom, workshops on college study habits, JFK recognition assemblies for college achievement, increased monitoring of homework by JFK homeroom teachers, and increased and on-going feedback from Norco faculty who are teaching JFK students. Future strategies for student success might also include a unit limitation for JFK students who are struggling in their college classes. This limitation could be lifted upon the student's academic improvement.

Student Success Rates

JFK Fall 06	Norco Fall 06	JFK Fall 07	Norco Fall 07
64.73%	68.2%	65.95%	66.88%

Interestingly, the course-taking patterns of JFK students reflect a serious interest in transfer. Students tend to take courses in Psychology, Sociology, Health Science, and Speech Communication with the most consistent frequency.

Most Frequently Enrolled Classes by JFK Students

<u>Fall 06</u>	<u>Fall 07</u>	<u>Spring 07</u>	<u>Spring 08</u>
PSY 1	GUI 47	PSY 9	SOC 1
SPE 1	PSY 1	SOC 1	PSY 1
GUI 45	HES 1	PSY 1	HES 1
CIS 119	ANT 2	HES 1	PSY 9
PSY 9	PSY 9	SPE 1	HUM 10

Challenges

As with any new initiative of this nature, there are challenges associated with implementation. The challenge in this case is in regards to the success rates of JFK students, and the associated impact of those rates on Norco’s efforts to increase its overall student success rates. In both fall 2006 (the first semester of the JFK-Norco partnership) and fall 2007, success rates of JFK students enrolling in Norco classes were slightly lower than the overall campus student success rates (3.47% lower in Fall 06, less than 1% in Fall 07). In light of Norco Campus’ objective (and that of the District) to achieve a 70% student success rate by 2010, we will continue our commitment to address this issue through careful analysis of the data, and concerted collaborative efforts on the parts of both Norco and JFK. As the second year of our partnership approaches its conclusion, both campuses look forward to the continued dialogue, trust, and respect that facilitates improved student success.

Special thanks to Don Ward, Dr. Gaither Loewenstein, Raj Bajaj, Mark DeAsis, and Jefferson Tiangco for their invaluable assistance in preparing this report.

Rubidoux Early College High School

A Partnership Between Riverside Community College and Jurupa Unified School District. Rubidoux Early College High School (RECHS), is a partnership between Riverside Community College District/Riverside City College and the Jurupa Unified School District. The Jurupa district encompasses 44 square miles of rural and suburban areas and serves four unincorporated communities with a population of approximately 150,000. Over 36% of the district's students are classified as *limited English proficient* and 74% of the students qualify for free and reduced lunches. The high school is located on the western edge of the community college district in an unincorporated section of the city. According to the 2000 Census, the average income for a household in the neighborhood surrounding the early college high school was \$38,731 with 20% of the households in the area below the poverty line.

During the 2005-2006 academic year, 3,105 students attended Rubidoux High School. (*JUSD Fact Book*, <http://www.jusd.k12.ca.us/cnt/docs/fact%20book.pdf>) According to the Fact Book, the student body was composed primarily of three groups: 67% Hispanic/Latino, 6% Black, and 25% White. The California High School Exit Exam (CAHSEE) in Language Arts was passed by 57%, while 62% of the students were successful on the Mathematics portion of the exam. The Accountability Progress Index (API) for the school in 2006 was 653 out of a possible 1000 (state average was 689 in 2007).

Although the site is located just four miles from Riverside City College, the college-going rate has been consistently lower than the statewide average. The superintendent of the district, Elliott Duchon, is quoted to have said, "It may only be 4 miles from the college to here, but it's 400 miles from here to the college." In 2006, 47% of graduates from the unified school district went on to college compared to the statewide average of 56% for the same period.

California Post Secondary Commission, www.cpec.ca.gov.

College-going rate: College-going rate for Jurupa USD, Rubidoux High School compared to statewide average.

	2002	2003	2004	2005	2006
Jurupa USD	54.7	41.9	46.2	41.7	47.0
Rubidoux High School	51.8	51.0	50.4	43.7	47.8
Statewide	56.7	52.0	54.0	52.6	56.0

In 2003 while anticipating the closure of Rubidoux High School for an extensive modernization project, Jurupa Unified School District (JUSD) formed *The Blue Ribbon Committee*, comprised of Rubidoux High School teachers, present and past Rubidoux High students, Rubidoux High School parents, JUSD Board, Administration and staff, RCOE staff, Riverside Community College District (RCCD) Administration, community members and community business members. The committee's charge was to explore and propose an alternative learning experience/model for students to be used at Rubidoux High School. The committee examined national data and information on a number of programs to determine their efficacy and fit with the perceived needs of the student population.

In fall 2004, the *High School Planning Team* was formed to build upon the work of the Blue Ribbon Committee. The Team was given the responsibility of developing a working model of an innovative high school based upon the concept of Professional Learning Communities.

By 2005, plans were underway to close Rubidoux High School for one year to complete the modernization/renovation project. Students were to be temporarily relocated to a newly completed high school site while, at the same time, the Team was exploring innovative approaches to learning that could take place at the modernized school site when the students returned. The intent was to implement an approach that would promote student success, reduce a relatively high drop out rate, and increase the college-going rate.

Based on the proven results of dual enrollment programs and RCCD's success with middle and early college high school models, the Team had a growing interest in bridging the gap between high school and college through a dual-enrollment program and began to focus on *early college* models.

These programs provide opportunities for high school students to earn credit toward their high school diplomas and college credit simultaneously. The potential benefit of such a program is multi-dimensional. Students who are disenfranchised, disinterested or simply bored with high school classes often find the challenge of college studies exciting; therefore, the appeal of being able to take college courses that can be applied toward high school diplomas becomes a strong incentive to keep potential dropouts in school. Recent dropouts may be enticed back into school when offered the opportunity to be dual-enrolled in both high school and college. For others, early exposure to college by being enrolled in a college courses while still in high school may be the first step in building awareness to the possibility of a college education. High school students immersed in the college environment benefit from the maturity and experience of the college students and soon model their behavior. The gap between the high school preparation and college readiness narrows as students who are still in high school better understand and become more aware of the skills needed to succeed in college. Students become more fully engaged in their learning experience and their level of proficiency increases and, as a result, they complete high school educations, thereby reducing the drop out rate. At the same time, the college-going rate increases naturally.

Because of RCCD's involvement with and success in these programs, leaders and staff from the two districts submitted a grant proposal to the James Irvine Foundation to support the implementation of a dual enrollment/multiple pathway model of student learning. The grant provided \$300,000 in start up funds to support the initiation of learning communities/academies focused on career and transfer pathways, professional development for faculty and staff, faculty to faculty collaboration, innovative teaching strategies, articulation and curriculum development.

The unified school district and community college sent a team of faculty and administrators to New York and Boston to observe the Bard High School Early College and to receive training in the pedagogy associated with the program. As a result of its findings the Team reaffirmed the formation of a new approach to learning to be used at the high school, the concept of beginning an early college high school was finalized. The concept consisted of multiple pathways for

students clustered around career and technical and transfer level studies. Student-teacher interaction would be maximized to increase the level of student engagement.

In 2006, plans to renovate the high school campus were underway, students had been moved and were attending classes at the new site, and most of the campus, with the exception of eleven modular classrooms located on the north end of the high school, was closed for modernization. The unified school district offered the district the use of the eleven classrooms for which the college developed a schedule of 40 general education and career and technical courses, and began offering college courses to the surrounding community in fall 2006.

In late spring and summer of the same year, the unified school district began its recruitment efforts for the new early college high school. Although open to any high school student in the district, a focus was placed on recruiting underrepresented, at risk, and first-generation students, students who might not be considering college as an option. Students who were interested in a non traditional approach to learning were asked to apply. The application process consisted of a brief student-completed form, parental consent agreement, a short essay expressing a desire to attend the new school, and an expressed interest in one of the planned academies. Although Grade Point Average (GPA) was listed on the application form, GPA was not used as a screening device to admit students. Generally, students with a 2.0 or better were accepted into the program.

The opening of RECHS in fall 2006 coincided with the renovation of the high school site, the relocation of over 3,000 high school students, and the opening of a college *annex*, on the high school site. The eleven modular units, collectively known as *The RCC Annex*, are located on the northern perimeter of the high school campus. Students enrolled in RECHS take high school classes for 240 minutes each day (7 periods each day including a mandatory Advisory Council period). After lunch, the RECHS juniors and seniors walk across campus to *The Annex* for their college classes. The early college high school students are enrolled in regularly offered college classes that are open to the community college public. Typically, the early college high school students comprise less than 20% of the total class enrollment. A small percentage of RECHS students also take evening courses, and, on occasion, they take courses at the Riverside City College campus.

The RECHS model began with 61 high school students placed into small learning communities/academies built around academic areas and career and technical education which lead to a college education and career preparation. At the onset, the program had one academy focused on allied health pathways and another on liberal studies. In year two of the program, a public safety academy/pathway was added. In fall, an engineering and technology pathway will begin.

RECHS is a *School within a School Model*. Its development and implementation, have resulted in a number of changes within Rubidoux High School, the large comprehensive high school of which RECHS is a part. The presence of a community college on the high school site has generated a great deal of interest in taking college courses and eventually attending college by high school students, parents, and community members. Other changes that have resulted include high school and college course articulation, ongoing collaboration between Rubidoux High

School and Riverside Community College faculty, high school master schedule aligning with the college semester schedule, innovative teaching methods, seamless transition of high school to college, more frequent progress reporting, advisory counsel course for all RECHS students, and above average API gains by the RECHS students.

Program evaluation has been ongoing with the assistance of Institutional Research to establish base line measures and to share data through California Partnership for Achieving Student Success (CalPASS). The data collected includes student demographics, like age, gender, ethnicity, and overall success rate for the RECHS students in courses for Fall 2006 and Winter 2007. To date, the data indicates that there is no significant difference between the performance of the RECHS students and the general college population in the college courses where comparisons apply. This is an indicator that the RECHS students are performing at the same level as the general college population and on an individual basis, some RECHS students out perform the college students.

In February 2007, the RECHS/JUSD administration and faculty developed a survey to assess *School Wide Effectiveness*. The survey responses indicated a very strong interest by the students in attending the academy as 86% replied they 'usually look forward to coming to RECHS'. According to 80% of the students, the RECHS academy has more contact with their home than other schools they have attended, and 77% of the academy students agree that RECHS has a positive relationship with their home (parents and guardians). Even more significant is the response that 86.3% of the students plan to attend college for 2 to 4 years after leaving RECHS. Another important success indicator for this program is the performance of the RECHS students on the California Standardized Testing and Reporting (STAR). "The growth target for both a school and for each numerically significant subgroup at the school is five percent of the difference between the Base API and 800."

(<http://www.cde.ca.gov/ta/ac/ap/documents/infoguide07g.pdf>) The 2006 API for Rubidoux HS was 653. A gain of 7 points was the growth target. For spring of 2007, the API for RECHS students was 790; this is a 137 point gain and closely approaches the state goal of 800.

In conclusion, RECHS is an exemplary partnership between RCCD/RCC and JUSD. The program was recently recognized by the Riverside County Office of Education with an Excellence Award. The course of study followed by the early college high school students combines the best of traditional academic classes with training and hands-on application in a career and technical education field, referred to by Oakes & Saunders, 2006, as multiple pathways. It is an approach that prepares students who will go directly into the workplace with vocational knowledge and a solid foundation of academic skills. Likewise, for the college bound student, the curriculum provides a basic foundation or core in academic course work suitable for completion of an associate degree or transfer to a variety of majors at baccalaureate institutions. Similarly, the RECHS model has a three-prong approach: First, it prepares students with a variety of traditional college courses that are applicable to the associate of arts/sciences degree and transferable to four-year institutions in a number of different areas of emphasis; second, students choose a career academy (Health or Liberal Arts/Education) which forms the core of their career and technical courses; and, third, students get early exposure to their career area of emphasis through field-based work experience opportunities. Students are prepared to succeed in both college and career. "All pathways lead to the same destination: preparation to succeed in

both college *and* career, not one or the other. This single destination defies and seeks to change a long-standing social hierarchy that makes college *better than work*; and makes *work* the default for those who cannot succeed in college” (Oakes & Saunders. 2006, p. 4). On the basis of different indicators, API score, average GPA in college courses, and successful college course completion, RECHS appears to be positively impacting student performance. Student perception about the school, staff, faculty, class size and formulation of future education goal are overwhelmingly positive and the future goals of the majority include college. That spells SUCCESS by any measure!

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California Post Secondary Commission. (2008). *College-going rate for Rubidoux High School/Jurupa Unified School District*. Retrieved January 20, 2008. <http://www.cpec.ca.gov/OnLineData/OutreachSearch.asp>.

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Oakes, J & Saunders, M. (2006). Reforming California’s high schools: College prep for all? Reinvigorated career and technical education? Or multiple pathways to both? *UCLA’s IDEA and UC ACCORD*, 1-14.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
RESOURCES COMMITTEE MEETING
May 13, 2008, 6:45 p.m.
Student Services Foyer, Norco Campus

Committee Members: Mark Takano, Committee Chairperson
Virginia Blumenthal, Vice Chairperson
Aaron Brown, Interim Vice Chancellor, Administration and
Finance
Melissa Kane, Vice Chancellor, Diversity and Human
Resources
Doug Beckstrom, Academic Senate Representative
(Moreno Valley Campus)
Lee Nelson, Academic Senate Representative (Riverside)
Patricia Worsham, Academic Senate Representative
(Norco)
Dariush Haghghat, CTA Representative (Riverside)
Gustavo Segura, CSEA Representative (Moreno Valley)
Tish Chavez, Confidential Representative (Riverside)

AGENDA

VI. Board Committee Reports

B. Resources Committee

1. Budget Allocation Model (BAM) for Resource 1000 – FY 2008-2009
- The Committee to review the new Budget Allocation Model for
Resource 1000.
2. Comments from the public.

Adjourn

Prepared by: Vickie L. Vega
Administrative Assistant,
Administration and Finance

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1

Date: May 20, 2008

Subject: Budget Allocation Model (BAM) for Resource 1000 - FY 2008-2009

Background: The District's transition from a single-college District with two centers to a multi-college District necessitated a change from the existing Resource 1000 (General Operating) budget allocation model to a model that aligns better with a more decentralized and independent operational environment. This was recognized as a planning agenda item in each of the accreditation self-studies for the Riverside, Moreno Valley and Norco campuses and was indentified by the visiting accrediting teams as a critical step for Moreno Valley and Norco to achieve full accreditation status.

In response, the District's Chancellor called for the formation of a Budget Allocation Model Task Force and charged the group with developing a new budget allocation model that would best serve the needs of a multi-college district. The BAM Task Force was formed with the following member composition:

Aaron Brown - Interim Vice Chancellor, Administration and Finance (Chair)
Michael McQuead - Associate Professor (Moreno Valley)
Dr. Bill Orr - Vice President, Business Services (Moreno Valley)
Tom Wagner, J.D. - Associate Professor (Norco)
Norm Godin - Vice President, Business Services (Norco)
Ajene Wilcoxson - Associate Professor (Riverside)
Cindy Taylor - Outreach/Passport to College Coordinator (Riverside)
Becky Elam - Vice President, Business Services (Riverside)
Patti Braymer - Interim Associate Vice Chancellor, Finance (District)
Vickie Vega – Administrative Assistant (Meeting Recorder)

The BAM Task Force began meeting in September 2007; meeting a total of twenty times through May 2, 2008. The initial meetings of the Task Force were devoted to: establishing timelines and communication processes; defining guiding principles and; discussing concepts such as reserve requirements, equipment and facilities standards, efficiency measures, and growth allocations.

The Task Force spent a considerable amount of time discussing community college financing complexities and the limitations imposed by regulatory requirements such as the 50% Law, the Full-Time Faculty Obligation (75/25 goal), reserve requirements and categorical program matching funds. The Task Force also evaluated sample budget allocation models from five California community college districts.

Beginning in January 2008, members of the Task Force were asked to "sketch" their own version of a budget allocation model by incorporating concepts discussed since the first meeting. This became a turning point of sorts in the BAM development process as the Task Force moved from

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1

Date: May 20, 2008

Subject: Budget Allocation Model (BAM) for Resource 1000 - FY 2008-2009 (continued)

theoretical discussions to the practical application of concepts into a model. The Task Force considered the components of each “sketch” in great detail, noting what worked and what didn’t, eventually leading to the proposed new BAM.

Meeting agendas, minutes, budget allocation model sketches and supporting information, has been shared by members of the Task Force with various constituency groups throughout the BAM development process including Academic Senates, Strategic Planning Committees and Subcommittees, the District Academic Planning Council, the Chancellor’s Executive Cabinet, bargaining unit representatives and, to the institution as a whole by email.

Attached for the Board’s information and consideration is the proposed new Budget Allocation Model; a flowchart; a description of BAM components and; worksheets to support the calculation of BAM components. The amounts shown in the proposed Budget Allocation Model are as of April 22, 2008. These amounts will change during the Tentative and Final budget development processes as more information becomes known and as budget assumptions are changed to reflect updated State and District information. The following were incorporated into the Budget Allocation Model:

Total Available Resources (TAF)

The sum of the beginning balance plus estimated revenues.

Total Available Resources Available for Allocation (TAFA)

TAF less the following reserves and set-asides: 1) 5% minimum contingency reserve, 2) 1% reserve for economic uncertainty, 3) inter/intrafund transfers, 4) new District/College programs and initiatives, 5) operating costs for new facilities and, 6) new positions/part-time faculty growth.

Allocation Increment (AI)

The difference between the prior year base expenditure budget and TAFA. The AI will be used to fund: 1) base budget adjustments for such items as bargaining unit negotiated increases, step and column increases, health and welfare increases, position reclassifications and, election costs; 2) the small college factor for Moreno Valley and Norco; 3) the college enrollment efficiency incentive; 4) a base budget increase for District Office and District Support Service areas and, 5) an allocation to the Colleges based on a three-year, weighted average of credit FTES.

RIVERSIDE COMMUNITY COLLEGE DISTRICT
RESOURCES COMMITTEE

Report No.: VI-B-1

Date: May 20, 2008

Subject: Budget Allocation Model (BAM) for Resource 1000 - FY 2008-2009 (continued)

The BAM Task Force will continue to meet regularly throughout the next fiscal year to assess and evaluate the new Budget Allocation Model and to consider the following items:

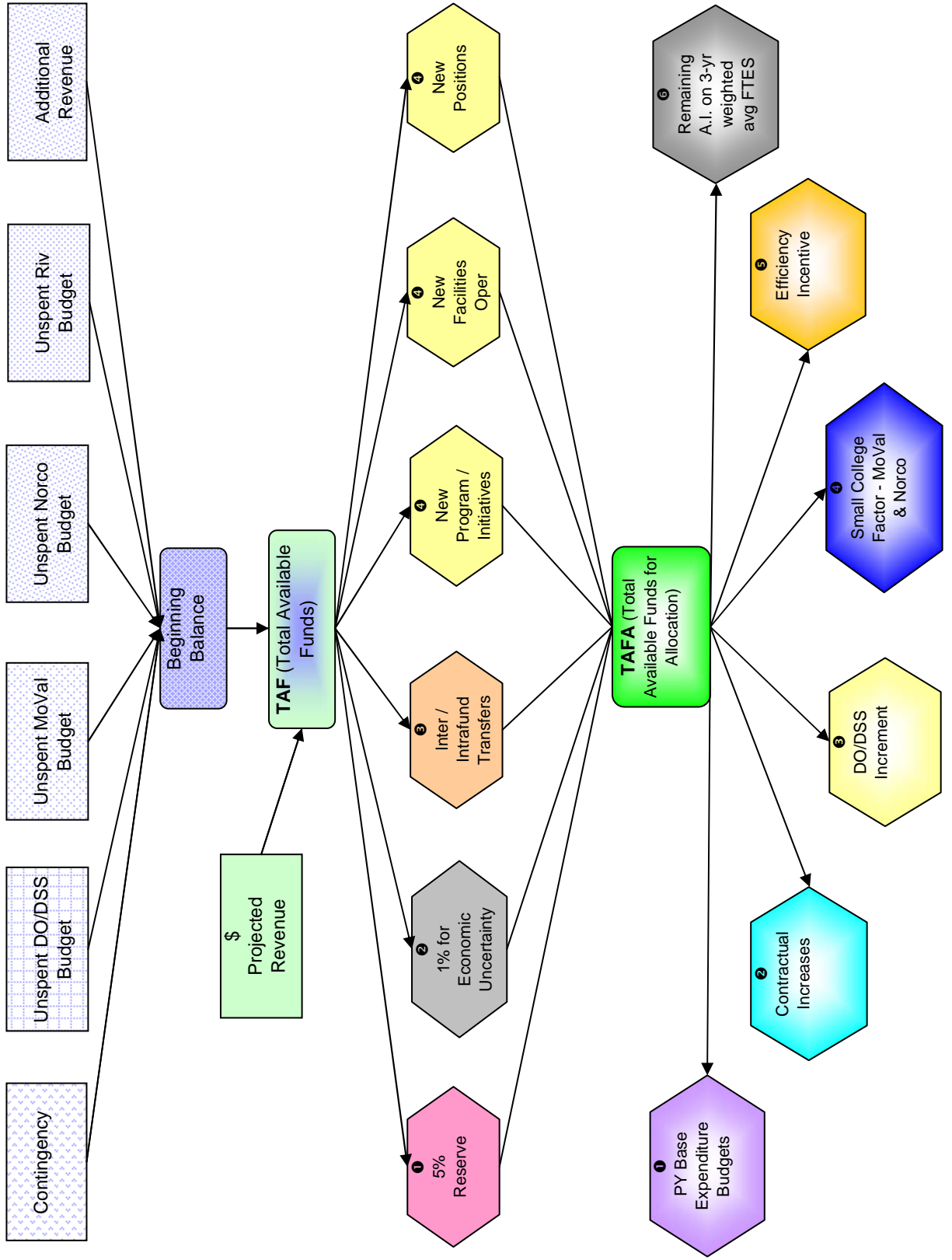
- Review/Analysis of Base Expenditure Budgets
- Development of Discipline WSCH:FTEF Standards
- Student Success Incentive
- New Position Funding Allocation Methodology
- Treatment of Budget Savings
- Base Budget Adjustments
- On-Line Education FTES Allocation
- Other Incentives/Disincentives

Information Only.

James L. Buysse
Interim Chancellor

Prepared by: Aaron S. Brown
Interim Vice Chancellor,
Administration and Finance

**Riverside Community College District
Budget Allocation Model Flowchart
FY 2008-2009**



Riverside Community College District
 Budget Allocation Model
 As of April 22, 2008

Revenue	
Contingency from 2007-2008	\$ 9,423,484
Additional Revenue from 2007-2008	6,135,352
Unspent DO/DSS 2007-2008 Budget	900,000
Unspent Moreno Valley Campus 2007-2008 Budget	300,000
Unspent Norco Campus 2007-2008 Budget	300,000
Unspent Riverside Campus 07-08 Budget	500,000
Estimated Beginning Balance 7/1/08	\$ 17,558,836
Projected Revenue FY 2008-2009	143,241,635
Total Available Funds (TAF)	<u>160,800,471</u>
1. Less, 5% Contingency Reserve (Board Policy)	(8,700,000)
2. Less, 1.0% Reserve for Economic Uncertainty	(1,608,005)
3. Less, Interfund/Intrafund Transfers	(1,635,010)
4. Less, New District/College Program/Initiatives	-
5. Less, Operating Costs for New Facilities	-
6. Set-Aside for New Positions/PT Faculty Growth	<u>(1,068,714)</u>
Total Available Funds for Allocation (TAFA)	<u>(13,011,729)</u>
	\$ 147,788,742

*****NOTE*****
 The amounts shown in the Proposed Budget Allocation Model are based on budget assumptions as of April 22, 2008. Amounts **will** change during the budget development process as budget assumptions are adjusted based on updated information.

Allocation Increment	
PY Base Expenditure Budget (2007-2008)	\$ 142,436,406
CY TAFA (2008-2009)	147,788,742
Allocation Increment (A.I.)	5,352,336
7. Less, Base Budget Adjustments	(3,011,774)
8. Less, Small College Factor	(1,300,000)
9. Less, Enrollment Efficiency Incentive	(543,538)
10. Less, District Office/District Support Services	<u>(284,016)</u>
11. Remaining Allocation Increment	<u>(5,139,328)</u>
	<u>213,008</u>

	Moreno Valley	Norco	Riverside	DSS	DO	Total
Expenditures						
PY Base Expenditure Budget (FY 2007-2008)	\$ 26,852,718	\$ 21,233,736	\$ 65,948,338	\$ 23,324,271	\$ 5,077,343	\$ 142,436,406
Base Budget Adjustments	525,749	356,742	1,239,674	122,989	766,620	3,011,774
District Office/District Support Services				233,243	50,773	284,016
Small College Factor	650,000	650,000				1,300,000
Enrollment Efficiency Incentive	131,701	312,361	99,476			543,538
Remaining Allocation Increment	49,606	47,503	115,899			213,008
Base Expenditure Budget for FY 2008-2009	<u>\$ 28,209,774</u>	<u>\$ 22,600,342</u>	<u>\$ 67,403,387</u>	<u>\$ 23,680,503</u>	<u>\$ 5,894,736</u>	<u>\$ 147,788,742</u>
% Increase to PY Base Budget	5.05%	6.44%	2.21%	1.53%	16.10%	3.76%
\$ Increase to PY Base Budget	\$ 1,357,056	\$ 1,366,606	\$ 1,455,049	\$ 356,232	\$ 817,393	\$ 5,352,336
% of Allocation Increment	25.35%	25.53%	27.19%	6.66%	15.27%	100.00%

Riverside Community College District
Budget Allocation Model
Component Description Notes
FY 2008-2009

1. Per Board Policy BP 6200, the first item funded is the minimum 5% contingency reserve of Total Available Funds (TAF). Use of the contingency reserve requires a two-thirds vote of the Board of Trustees.
2. "1% Reserve for Economic Uncertainty" represents a set-aside to provide a "safety-net" to respond to significant unexpected, mid-year occurrences which impact the current year adopted budget. Such occurrences could include mid-year budget cuts imposed by the State, statewide property tax and enrollment fee shortfalls that are not backfilled by the State, unrealized District growth estimates, emergency situations (fires, floods, winds, earthquakes), mid-year utility spikes, information technology infrastructure failures, etc. The amount set aside in this reserve will equal 1% of TAF. Use of this reserve must be approved by Executive Cabinet.
3. "Interfund/Intrafund Transfers" represents monies set-aside to fund the District's match requirements for categorical programs such as DSP&S, Instructional Equipment and Federal Work Study, and to provide administrative support relative to programs such as Performance Riverside, Early Childhood Services, Customized Solutions and Self-Insured Health & Liability as approved by Executive Cabinet.
4. "New District/College Programs/Initiatives" represents budget set-aside to fund new or expanded District/College programs that have been approved through the District Strategic Planning/Executive Cabinet processes and that cannot be supported through existing base budget funding.
5. "Operating Costs for New Facilities" represents funds set-aside to provide for increased operating costs associated with new facilities that are coming on line in the next fiscal year. This line item is established to temporarily provide for projects that are already in the "pipeline" until a mid-range financial model is developed and the District's/College's planning processes are more fully developed and integrated. Included are items such as increased

**Riverside Community College District
Budget Allocation Model
Component Description Notes
FY 2008-2009**

utilities costs, maintenance supplies, additional support staff, new equipment maintenance agreements, etc.

6. "Set-Aside for New Positions/PT Faculty Growth" represents budget provided to fund new full-time faculty; increased part-time faculty costs associated with anticipated growth; and new classified, confidential and management positions arising from the Program Review process, prioritized and approved by the Strategic Planning Committees, and Executive Cabinet after consideration for growth funding limitations, facility capacity, the Full-Time Faculty Obligation Number (FON, 75/25 Goal), 50% Law, and applicable staffing standards (such as M&O).
7. "Base Budget Adjustments" represent expected changes to the adopted budget that arise during the current year for items such as staff reclassifications and promotions, new positions, etc. that will have an effect on the adopted Base Budget. Base Budget Adjustments also represent known or expected changes for the subsequent year that are not in the current year Base Budget for such items as bargaining unit contractual provisions, utility rate increases, contracts, election costs, etc.
8. "Small College Factor" represents an advance of new apportionment funding that the District will receive when Norco and Moreno Valley are recognized by the State Chancellor's Office as independent colleges for funding purposes. The amount that has been allocated to Norco and Moreno Valley will be added to their base budgets and will provide funding to begin addressing indentified operating and staffing needs as they transition to full college status. A minimum of 50% of the allocated amounts will be committed to "Current Expense of Education" applicable expenditures in order to comply with the requirements of the 50% Law. The BAM Task Force will analyze the Small College Factor as a component of the BAM for fiscal year 2009-2010 and will make recommendations for modification as necessary.

Riverside Community College District
Budget Allocation Model
Component Description Notes
FY 2008-2009

9. “Enrollment Efficiency Incentive” represents funds added to a colleges’ base budget based on the results of effective enrollment management practices as measured by a three year weighted average of Fall Term WSCH:FTEF above the standard of 525. For fiscal year 2008-2009 only, the allocation methodology assigns a dollar value to each “unit” above the 525 standard. The “unit” value has been established at the 2008-2009 Base Credit FTES funding rate of \$4,564.83. As an example, a campus whose three year weighted average WSCH:FTEF is 550 will receive an Enrollment Efficiency Incentive of \$114,121 ($550-525 = 25$ “units” x \$4,564.83). The BAM Task Force will analyze the Enrollment Efficiency Incentive as a component of the BAM for fiscal year 2009-2010 and will make recommendations for modification as necessary.

10. “District Office/District Support Services” (DO/DSS) allocation, added to the base budget for fiscal year 2008-2009, represents the increase provided to the DO/DSS areas to support: 1) the impact of institutional growth on the DO and DSS areas; 2) District Strategic Planning Committee/Executive Cabinet priorities and initiatives; 3) capital equipment and facility renovation needs, etc. The calculation of the DO/DSS allocation increment equates to 1% of the prior year DO/DSS Base Expenditure Budget. Historically, the District Office and District Support Services budgets have been combined under the “Axx” location designation in the District’s budget and accounting system. In fiscal year 2008-2009, the District Office budgets and the District Support Services budgets will be disaggregated. The District Office has been defined as the offices of the Chancellor, Vice Chancellors, and Chief of Staff. District Support Services has been defined as those areas which support and assist the operations of the Colleges and District as a whole, including such areas as Finance, Purchasing, Payroll, Information Services, Risk Management, Diversity and Equity, Human Resources, Grants & Contracts, Administrative Support Center, District Facilities Planning Design and Construction, and all of the associated costs for those areas. The BAM Task Force will analyze the DO/DSS allocation methodology in the BAM for fiscal year 2009-2010 and will make recommendations for modification as necessary.

**Riverside Community College District
Budget Allocation Model
Component Description Notes
FY 2008-2009**

11. "Remaining Allocation Increment" represents the amount of remaining funds available to allocate after all other allocations have been made. This allocation is calculated using a three year weighted average of credit FTES.

Riverside Community College District
 Budget Allocation Model
 Prior Year Base Expenditure Budgets (FY 2007-2008)
 As of April 22, 2008

	Moreno Valley	Norco	Riverside	DSS	DO	Totals
Three Year Weighted Average Credit FTES %	23.29%	22.30%	54.41%			
PY Base Expenditure Budgets	\$ 26,852,718	\$ 21,233,736	\$ 65,948,338	\$ 23,324,271	\$ 5,077,343	\$ 142,436,406

Riverside Community College District
 Budget Allocation Model
 Base Budget Adjustments
 As of April 22, 2008

Description	Moreno Valley	Norco	Riverside	DSS	DO	Total
One Percent Increase	\$ 196,522	\$ 187,431	\$ 532,795	\$ 124,778	\$ 15,610	\$ 1,057,136
Step & Column	117,467	112,048	318,437	79,877	4,003	631,832
Health & Welfare	115,160	103,080	350,290	190,090	41,380	800,000
Reclassifications and Other Personnel Changes	34,975	(1,117)	49,829	95,283	25,977	204,947
Chancellor and President Recruitments	-	-	-	(200,000)	-	(200,000)
Contractual Adjustments	111,147	-	(10,000)	9,815	(20,350)	90,612
Rent/Utilities Adjustments	-	-	13,170	1,315	-	14,485
Election Expense	-	-	-	-	700,000	700,000
Grant and Categorical Adjustments	-	-	-	(13,431)	-	(13,431)
Various Other Adjustments	(49,522)	(44,700)	(14,847)	(164,738)	-	(273,807)
Totals	\$ 525,749	\$ 356,742	\$ 1,239,674	\$ 122,989	\$ 766,620	\$ 3,011,774

Riverside Community College District
 Budget Allocation Model
 Projected Ending Balance and Estimated 2008-2009 Revenues
 As of April 22, 2008

Beginning Balance 7/1/07	\$ 18,576,517
Add Revenues	
Approved Revenue Budget for FY 2007-2008	134,906,283
Plus:	
2006-2007 Apportionment Recalculation Adjustment	(2,140)
2007-2008 Apportionment Adjustment	7,663,767
2007-2008 Property Tax Shortfall - Deficit	(2,047,775)
Food Sales	15,000
Cosmotology Sales	(15,000)
Interest Income	400,000
Other Student Fees	1,500
Other Revenue	100,000
Indirect Cost Recovery from Grants and Categorical Programs	20,000
Total Available Funds (TAF) for FY 2007-2008	<u>\$ 159,618,152</u>
Deduct Expenditures	
Approved Expenditure Budget for FY 2007-2008	\$ 153,482,800
(Less) Plus:	
Contingency from 2007-2008	(9,423,484)
Estimated Positive Budget Variance	<u>(2,000,000)</u>
Total Estimated Expenditures for FY 2007-2008	142,059,316
Estimated Ending Balance 6-30-08	<u>\$ 17,558,836</u>
Estimated Beginning Balance 7-1-08	\$ 17,558,836
Estimated Revenue for FY 2008-2009	<u>143,241,635</u>
Total Available Funds (TAF)	160,800,471
Less, 5% Contingency	8,700,000
Less, 1.0% Reserve for Uncertainty	1,608,005
Less, Inter/Intrafund Transfers	1,635,010
Available for Allocation for FY 2008-2009	<u>\$ 148,857,457</u>

Riverside Community College District
 Budget Allocation Model
 Three Year Weighted Average Credit FTES and WSCH:FTEF
 As of April 22, 2008

FY	Weight	Moreno Valley		Norco		Riverside		District	
		Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted
FY 2004-2005 (weighted .20)	0.20	5,413	1,083	5,427	1,085	13,729	2,746	24,569	3,934
FY 2005-2006 (weighted .30)	0.30	6,083	1,825	5,781	1,734	14,274	4,282	26,138	7,841
FY 2006-2007 (weighted .50)	0.50	6,130	3,065	5,799	2,900	13,852	6,926	25,781	12,891
Three Year Weighted Average Credit FTES		5,875	5,973	5,669	5,719	13,952	13,954	25,496	25,646
Three Year Weighted Average Credit FTES %		23.04%	23.29%	22.23%	22.30%	54.72%	54.41%	100.00%	100.00%
Fall 2005 WSCH (Common Disciplines) (weighted .20)	0.20	514.97	103	518.95	103.79	543.44	108.69		
Fall 2006 WSCH (Common Disciplines) (weighted .30)	0.30	533.00	160	555.41	166.62	521.70	156.51		
Fall 2007 WSCH (Common Disciplines) (weighted .50)	0.50	581.91	291	646.03	323.01	563.19	281.59		
Three Year Weighted Average Fall WSCH		543.29	553.85	573.46	593.43	542.78	546.79		
Units over 525 Standard			28.85		68.43		21.79		
Percent of Standard		103.48%	105.50%	109.23%	113.03%	103.39%	104.15%		
Modified Three Year Weighted Average Credit FTES		6,079.79	6,300.72	6,192.25	6,464.63	14,424.63	14,533.21	26,696.67	27,298.56
Modified Three Year Weighted Average Credit FTES %		22.77%	23.08%	23.19%	23.68%	54.03%	53.24%	100%	100%

rounded to 4 decimals

Riverside Community College District
Budget Allocation Model
Interfund and Intrafund Transfers
As of April 22, 2008

Interfund and Intrafund Transfers to/from Resource 1000

To:		
Resource 1090 - Performance Riverside	\$	193,257
Resource 1170 - Customized Solutions		173,470
Resource 1190 - Grants and Categorical Programs		
DSP&S		665,157
Instructional Equipment Match		86,267
Federal Work Study		176,859
Resource 3300 - Child Care		240,000
Resource 6100 - Health and Liability Self-Insurance		250,000
From:		
Resource 1110 - Contractor-Operated Bookstore		<u>(150,000)</u>
Total	\$	<u><u>1,635,010</u></u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
PLANNING COMMITTEE
May 13, 2008– 7:15 p.m.
Student Services Foyer, Norco Campus

Committee Members: Janet Green, Committee Chairperson
Mark Takano, Vice Chairperson
Ray Maghroori, Vice Chancellor, Academic Affairs
Kristina Kauffman, Associate Vice Chancellor, Institutional
Effectiveness
Doug Beckstrom, Academic Senate Representative,
(Moreno Valley Campus)
Richard Mahon, Academic Senate Representative (Riverside)
Tom Wagner, Academic Senate Representative
(Norco Campus)
Yajaira Tiscareño, ASRCC Student Representative
Gail Zwart, CTA Representative (Norco)
Ginny Haguewood, CSEA Representative (Riverside)
Gustavo Segura, CSEA Representative (Moreno Valley)

AGENDA

VI. Board Committee Reports

C. Planning

1. Planning Process Update
- The Committee to be presented with an update on the District's Planning
Process for Facilities Planning, Design and Construction.

Adjourn

Prepared by: Naomi Foley
Administrative Assistant
Academic Affairs

RIVERSIDE COMMUNITY COLLEGE DISTRICT
PLANNING COMMITTEE

Report No.: VI-C-1

Date: May 20, 2008

Subject: Planning Process Update

Background: Presented for the Board's information is an update on the District's Planning Process for Facilities Planning, Design and Construction.

Information Only.

James L. Buysse
Interim Chancellor

Prepared by: Rick Hernandez
Director Capital Planning
Facilities Planning, Design and Construction

Michael Webster
Riverside Community College District Planning Consultant
Facilities Planning, Design and Construction

RIVERSIDE COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

GOVERNANCE COMMITTEE MEETING

May 13, 2008, 7:45 p.m.

Student Services Foyer, Norco Campus

Committee Members: Virginia Blumenthal, Committee Chairperson
José Medina, Vice Chairperson
James Buysse, Interim Chancellor
Jim Parsons, Associate Vice Chancellor, Public Affairs and
Institutional Advancement
Doug Beckstrom, Academic Senate Representative
(Moreno Valley Campus)
Richard Mahon, Academic Senate Representative
(Riverside)
Deborah Tompsett-Makin, Academic Senate Representative
(Norco)
Houtan Homaizad, ASRCC Student Representative
Karin Skiba, CTA Representative (Norco)
Gustavo Segura, CSEA Representative (Moreno Valley)
Jim Sutton, CSEA Representative (Norco)

AGENDA

VI. Board Committee Reports

D. Governance Committee

1. Revised and New Board Policies - First Reading
- The Committee to consider Board Policies submitted for first reading.
2. Revised and New Board Policies - Second Reading
- The Committee to consider Board Policies submitted for second reading.
3. Proposed Revision to Board Policy 3092, Academic Rank
- Informational report relative to proposed policy revision.
4. Comments from the public.

Adjourn

Prepared by: Charlotte Zambrano
Administrative Assistant, Chancellor's Office

RIVERSIDE COMMUNITY COLLEGE DISTRICT
GOVERNANCE COMMITTEE

Report No.: VI-D-1

Date: May 20, 2008

Subject: Revised and New Board Policies – First Reading

Background: In keeping with our current process of updating our current Board Policies and adopting new Policies, the items below pertaining to the Board of Trustees and Business and Fiscal Affairs come before the Board for first reading.

Board of Trustees

Policy 2430 – Delegation of Authority to Chancellor and Presidents – This policy was originally approved by the Board in May of 2007. The Academic Senate recently requested that some additional language from the Education Code be made a part of this Policy.

Policy 2510 – Participation in Local Decision Making - This policy was originally approved by the Board in May of 2007. The Academic Senate recently requested that some additional language from the Education Code be made a part of Policy 2430. However, the administration feels that language would be better placed in Policy 2510.

Business and Fiscal Affairs

Policy 6900 – Travel and Itemized Expense Reimbursement –Current Policy 7011, updated. Once approved, our Administrative Procedures will be updated to more accurately reflect current business practices on reimbursement for travel and itemized expense reimbursement.

Recommended Action: It is recommended that the Board of Trustees accept for first reading Policies 2430, 2510 and 6900.

James L. Buysse
Interim Chancellor

Prepared by: Ruth W. Adams, Esq.
Director, Contracts, Compliance and Legal Services

Riverside Community College District Policy**No. 2430****Board of Trustees****DRAFT****BP 2430 DELEGATION OF AUTHORITY TO CHANCELLOR AND PRESIDENTS**

References:

Education Code Sections **70902(b)(7)**, 70902(d) and 72400;
Accreditation Standards **IV.A**, IV.B.1.j and IV.B.2

District Chancellor

The Chancellor is appointed by the Board of Trustees.

The Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.

The Chancellor may delegate any powers and duties entrusted to him or her by the Board of Trustees (including the administration of the District and colleges), but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Chancellor is empowered to reasonably interpret Board Policy. In situations where there is no Board Policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board of Trustees. It is the duty of the Chancellor to inform the Board of such action and to recommend written Board Policy if one is required.

The Chancellor is expected to perform the duties contained in the Chancellor job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description shall be developed by the Board of Trustees. The goals and objectives for performance shall be developed by the Board of Trustees in consultation with the Chancellor.

The Chancellor shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion.

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

The Chancellor shall make available any information or give any report requested by the Board of Trustees as a whole. Individual Board member requests for information shall be met if, in the opinion of the Chancellor, they are not unduly burdensome or disruptive to District operations. Information provided to any Board member shall be provided to all Board members.

The Chancellor shall act as the professional advisor to the Board of Trustees in policy formation.

College Presidents

Authority flows from the Board of Trustees through the Chancellor to the College Presidents. Each College President is responsible for carrying out the district policies. Each College President's administrative organization shall be the established authority on campus. The College President is the final authority at the college level.

Riverside Community College District Policy

No. 2510

Board of Trustees
DRAFT

BP 2510 PARTICIPATION IN LOCAL DECISION MAKING

References:

Education Code Section 70902(b)(7);
Title 5 Sections 53200 et seq. (Academic Senate), 51023.5 (staff), and 51023.7 (students);
Accreditation Standard IV.A
Government Code Section 3540

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Chancellor action under which the District is governed and administered.

Procedures shall be established, consistent with minimum standards established by the Board of Governors, to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, and to ensure the right to participate effectively in District and College governance.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate (Title 5 Sections 53200-53206)

The Board of Trustees, or its designees, will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5 Section 51023.5)

Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CSEA and the Management Association will be given every reasonable consideration.

Students (Title 5 Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board of Trustees shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540 et seq.

**Business and Fiscal Affairs
DRAFT**

BP 6900 TRAVEL AND ITEMIZED EXPENSE REIMBURSEMENT

References:

Education Code Sections 72423 and 87032

❖ **From current Riverside CCD Policy 7011 titled Travel Expense Payment**

The Riverside Community College District recognizes the need for travel **and travel related expenses** in connection with ~~District~~ College business and, therefore, the Board of Trustees authorizes that ~~Trustees', employees', and employee candidates'~~ actual and necessary travel expenses **for Trustees, employees and employment candidates** will be paid according to **Administrative Procedure 6900**. ~~the regulations prescribed for this policy.~~ **The Board further authorizes that employees will be reimbursed for necessary business expenses according to Administrative Procedure 6905.**

NOTE: This policy is **legally required**. The language in **bold type** is recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The language in **bold italic type** is provided by District Staff. The language in **regular type** is current Riverside CCD Policy 7011 titled Travel Expense Payment adopted on 11-1-83.

Date Adopted:

(Replaces current Riverside CCD Policy 7011)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
GOVERNANCE COMMITTEE

Report No.: VI-D-2

Date: May 20, 2008

Subject: Revised and New Board Policies – Second Reading

Background: In keeping with our current process of updating our current Board Policies and adopting new Policies, the items below pertaining to Business and Fiscal Affairs and Human Resources come before the Board for second reading and approval.

Business and Fiscal Affairs

Policy 6327 – Deferred Compensation [403(b) and 457(b)] Plans – Current Policy 7005 Updated – The Board adopted Resolutions for the District to participate in the San Diego County Office of Education Fringe Benefit Consortium 403(b) and 457(b) plans. The updated Policy reflects those Resolutions.

Policy 6750 – Parking – Current Policy 6090, updated. Once approved, our Administrative Procedure will be updated to more accurately reflect information on current parking fees, locations, metered parking, as well as other areas which need to be addressed.

Human Resources

Policy 7200 – Faculty Internship Program – New - In order to enhance recruitment of qualified persons, Administration asked that a faculty internship program be developed. This program is in accordance with the Education Code and California Code of Regulations, Title 5. Language has been updated from first reading to reflect that Interns are not guaranteed a full time position with the District.

Policy 7700 – Whistleblower – New – It is the intent of the legislature that community college employees and other persons disclose, to the extent not expressly prohibited by law, “improper governmental activities” and that they not thereafter be subjected to retaliatory conduct. This also protects refusals to obey illegal orders. Employees and others are encouraged to use guidance provided by this Policy for reporting all allegations of suspected improper activities.

Recommended Action: It is recommended that the Board of Trustees approve Board Policies 6327, 6750, 7200 and 7700.

James L. Buysse
Interim Chancellor

Prepared by: Ruth W. Adams, Esq.
Director, Contracts, Compliance and Legal Services

Riverside Community College District Policy

No. 6327

**Business and Fiscal Affairs
DRAFT**

**BP 6327 DEFERRED COMPENSATION [403(B) AND 457(B)] PLANS
TAX SHELTERED ANNUITY PROGRAM**

Reference:

No reference

- ❖ From Riverside CCD Policy 7005 titled Tax Sheltered Annuities

The Riverside Community College District will make available to its employees the provisions ***a tax sheltered annuity program that is an eligible deferred compensation plan within the meaning*** of Internal Revenue Code Sections 403(b) ***and 457(b)***, Public Law 87-370, and the California Revenue and Taxation Code, Section 17512, and Board of Trustees Resolutions ***No. 1-07/08 for 403(b) plans dated August 21, 2007, and No. 36-07/08 for 457(b) plans dated March 18, 2008.*** ~~October 7, 1969.~~ Use of the ***deferred compensation*** tax sheltered annuity plan by an individual employee shall be left to his/her own discretion. ~~and~~ ***The President Chancellor*** of the College ***District*** or Vice President, Administration and Finance ***Vice Chancellor, Diversity and Human Resources***, is authorized to act ~~in~~ ***on*** behalf of the District in the purchase and administration of these annuity contracts, ***including the hiring of a third party administrator to manage the plans***, subject to ratification of ~~by~~ ***by*** the ~~g~~ ***Governing b*** Board. ~~per California Education Code Section 15961.~~ The detailed functions are outlined in the related regulations to this policy.

NOTE: The information in regular type is current Riverside Policy 7005 adopted on 10-7-69; amended on 5-7-75 and 10-4-83. The information in ***bold italic type*** is provided by RCCD staff.

Date Adopted:

(This is current Riverside CCD Policy 7005)

Riverside Community College District Policy

No. 6750

**Business and Fiscal Affairs
Draft**

BP 6750 PARKING

References:

Education Code Section 76360;
Vehicle Code Section 21113

- ❖ From Riverside CCD Policy 6090 titled Use of Parking Lots

The Riverside Community College District recognizes and supports the need for student and staff parking lots and desires to have ~~equitability~~ equality in the use of these lots. A ~~nominal fee~~ Parking fees will be imposed in accordance with ~~statute requirement~~ Education Code Section 76360. The use and fees to be paid will be in conformance with the ~~procedure~~ regulations for this policy.

The Chancellor shall establish such administrative procedures regarding vehicles and parking on campus as are necessary for the orderly operation of the instructional programs. No person shall drive any vehicle or leave any vehicle unattended on the campus except in accordance with such procedures.

NOTE: The **bold type** signifies **legally required** language recommended from the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in *italic type* is additional language to consider including in this policy. The information in regular type is current Riverside CCD Policy 6090 titled Use of Parking Lots adopted on 6-19-84.

Date Adopted:

(Replaces current Riverside CCD Policy 6090)

**Human Resources
Draft**

BP 7200 Faculty Internship Program

References:

Education Code Sections 87482.5 AND 87487;
Title 5 Sections 53500-53502

Inasmuch as the District is continually seeking qualified candidates for faculty positions within the District, it is deemed to be in the best interests of the District to establish a Faculty Internship Program.

The purpose of the program includes, but is not limited to, the following:

- ***To enhance the recruitment of qualified persons pursuing an associates, master's or doctoral degree, as well as recent recipients of such degrees with limited teaching experience, into faculty positions in the District, particularly for disciplines for which recruitment is difficult, where current industry experience is important, or for disciplines in which a shortage of qualified faculty is anticipated. The internship program shall serve to introduce graduate students, before they approach the end of their graduate studies, as well as industry practitioners, while encouraging them to complete their associates degree, to the community college environment and student population;***
- ***To enhance the District's efforts toward building a diverse faculty. The internship program shall place special emphasis on promoting inclusive efforts to locate and attract qualified graduate students who are members of monitored groups as defined in Title 5.***

The District may employ, as faculty interns, graduate students enrolled in the California State University, the University of California, or any other accredited institution of higher education, or, in career and technical fields where a master's degree is not generally expected or available, persons who are within one year of meeting the regular faculty minimum qualifications. Persons who meet the regular faculty minimum qualifications, but who lack teaching experience, may also be included in the internship program.

Individuals employed as faculty interns shall be employed as temporary faculty members and shall meet the minimum qualifications for faculty interns.

Faculty interns are not guaranteed a full time position within the District. All prospective faculty candidates, including faculty internship participants, for full time positions in the District, will be selected through the District's faculty a competitive hiring process.

The term "faculty intern" does not include any person, no matter how designated, who only assists in a class taught by a regularly qualified faculty member, and who has no independent responsibility for instruction or supervision of students. Such a person may be termed an "intern" and may serve as a volunteer or receive a stipend.

The Chancellor shall prepare administrative procedures, which outline the minimum qualifications for faculty interns, as well as requirements for faculty intern mentors.

Date Approved:

(This is a new policy for the District)

Riverside Community College District Policy

No. 7700

**Human Resources
DRAFT**

BP 7700 WHISTLEBLOWER PROTECTION

References:

California Labor Code Section 1102.5;
Government Code Section 53296;
Private Attorney General Act of 2004 (Labor Code Section 2698)
Education Code Sections 87160-87164

The Chancellor shall establish procedures regarding the reporting and investigation of suspected unlawful activities by District employees, and the protection from retaliation of those who make such reports in good faith and/or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, “unlawful activity” refers to any activity—intentional or negligent—that violates state or federal law, local ordinances, or Board Policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices, and protections are provided to those employees who, in good faith, report these activities and/or assist the District in its investigation.

Furthermore, District employees shall not: (1) retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order; or (2) directly or indirectly use or attempt to use the official authority or influence of his or her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the District. The District will not tolerate retaliation and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

NOTE: *This policy is **legally advised**. The **bold type** is language recommended by the Community College League and legal counsel (Liebert Cassidy Whitmore). The information in **italic type** is additional language to consider including in this policy. There does not appear to be a current policy that addresses this issue.*

Date Adopted:

(This is a new policy recommended by the CC League and the League’s legal counsel)

RIVERSIDE COMMUNITY COLLEGE DISTRICT
GOVERNANCE COMMITTEE

Report No.: VI-D-3

Date: May 20, 2008

Subject: Proposed Revision to Board Policy 3092, Academic Rank

Attached for the Governance Committee's review and information are copies of an Academic Senate proposal concerning "Academic Rank" and the district's current policy and regulations concerning this subject. Representatives of the Academic Senate and the administration will be prepared to discuss this matter at the May 13, 2008, meeting of the Committee.

Information only.

James L. Buysse
Interim Chancellor

Prepared by: James L. Buysse
Interim Chancellor

Moreno Valley Academic Resolution #2:
Revision of Board Policy 3092: Academic Rank

Mover: Travis Gibbs
Seconder: Eric Thompson

First Reading: February 26, 2007
Second Reading: March 5, 2007
Passed March 5, 2007

Whereas academic rank matters professionally, and

Whereas the rank of professor has been administratively suspended, and

Whereas it makes little sense to have an academic rank policy that excludes the rank of professor while maintaining such ranking as assistant and associate professor, and

Whereas there is little standardization in the community college system about academic rank (with some leaning towards new hires being assistant professors and achieving tenured status means becoming an associate professor), and

Whereas academic rank is largely a faculty-driven issue with administration and Board of Trustees' concerns being primarily about the fiscal impact and whether the ranking system is unprecedented, and

Whereas community colleges are teaching institutions and teaching expertise is presumed to be about education (as in degree status) and years of teaching experience, and

Be it Resolved that Academic Rank, Policy 3092 be based on the following criteria:

Tenure-track:

With less than an M.A. or a B.A. + 30 = Instructor.

With a minimum M.A. or a B.A. + 30 (or the equivalency as certified by the appropriate college entity) = Assistant Professor.

Tenured:

With less than an M.A. or a B.A. + 30 (or the equivalency as certified by the appropriate college entity) = Assistant Professor

With a minimum M.A. or a B.A. + 30 (or the equivalency as certified by the appropriate college entity) = Associate Professor

Rank of Professor (experience, education, and satisfactory service):

Tenured with 10-years minimum full-time teaching experience (or the equivalent as calculated by the formula used by RCCD's Human Resources Department), satisfactory improvement of instruction, certification of having met the committee assignments and

flex obligations per the contract, and a doctorate or an M.A + 45 or a B.A. + 75 (or the equivalency as certified by the appropriate college entity) = Professor.

Tenured with 13-years minimum full-time teaching experience (or the equivalent as calculated by the formula used by RCCD's Human Resources Department), satisfactory improvement of instruction, certification of having met the committee assignments and flex hours per the contract, and a minimum M.A. or B.A. + 30 (or the equivalency as certified by the appropriate college entity) = Professor.

Temporary, Non-tenured Grant, or Part-Time Faculty:

Temporary one-year hire, or non-tenure track grant hire, with less than an M.A. or a B.A. + 30 = Visiting Instructor

Temporary one-year hire, or non-tenure track grant hire, with a minimum of an M.A. or a B.A. + 30 (or the equivalency as certified by the appropriate college entity) = Visiting Assistant Professor.

Temporary one-year hire, or non-tenure track grant hire, with a doctorate or an M.A + 45 or a B.A. + 75 (or the equivalency as certified by the appropriate college entity), a minimum of 6 years of full-time teaching experience at an accredited institution (or the equivalent as calculated by the formula used by RCCD's Human Resources Department), and proof of satisfactory improvements of instruction (or the equivalent) = Visiting Associate Professor.

Part-Time Faculty with less than a minimum M.A. or a B.A. + 30 (or the equivalency as certified by the appropriate college entity) = Part-Time Instructor.

Part-Time Faculty with a minimum of an M.A. or a B.A. + 30 (or the equivalency as certified by the appropriate college entity) = Part-Time Assistant Professor.

Part-Time Faculty with a doctorate or an M.A + 45 or a B.A. + 75 (or the equivalency as certified by the appropriate college entity), the equivalent of 6 years of full-time teaching experience at an accredited institution (or the equivalent as calculated by the formula used by RCCD's Human Resources Department), and proof of satisfactory improvements of instruction (or the equivalent) = Part-Time Associate Professor.

Professor Emeritus

The policy governing Professor Emeritus shall stand as presently written (Appendix B, Part F), with the addition of what constitutes "special achievement" (see italics below).

The Board of Trustees may award the rank of Professor Emeritus to any faculty member who has earned retirement or professorial status or who has been recommended by the Professional Growth and Sabbatical Leave Committee on the basis of special achievement (*e.g. publications, individual research, fellowships and grants, community service, college and/or community leadership, etc.*). The rank of Professor Emeritus may

be awarded posthumously to one who has achieved associate professorial standing and dies in service.

Application of the Plan (Appendix B of Policy 3092)

Section II, items A through H, including the policy of transferring academic rank shall stand as presently written.

Rationale for revising Board Policy 3092—Academic Rank:

Professional Titles Matter

Titles are an accepted part of being honored for professional accomplishment and academic rank is such a title.

Deciding the Policy for Academic Rank

Though policy governing academic rank ultimately rests with the Board of Trustees, in the absence of stipends, unprecedented titles, or unprecedented procedures for gaining rank, the policy's primary impact is upon faculty. As such, the policy should be a faculty-driven issue.

Academic Rank and Stipends

The proposed modifications to Section I of Policy 3092 continue the existing statement in the present Regulations for Policy 3092—"This plan involves no additional expense to the Riverside Community College District. It is not attached to salary, nor is it a merit plan for salary increases" (page 75 of the 2000-2001 Faculty Handbook). Since there is no stipend attached to academic rank, the fiscal impact of the proposed system of rank, including professor and non-tenure track faculty, is nil, except for new business cards and the work in updating faculty information. Attempting to attach a stipend to rank will raise fiscal, contractual, and merit salary increase issues, which will unnecessarily complicate any implementation of the policy—besides, faculty at RCCD already have row and column salary increases based on education and experience.

System of Ranking

Research indicates that there is little standardization in the community college system regarding academic rank though there is some leaning towards new tenure-track hires being assistant professors and achieving tenured status means becoming an associate professor (re: past committees researching rank, simple Google searches, and Fred Brose's recent findings). Thus it is up to RCCD faculty to make cogent recommendations.

Academic Rank: Education, Experience, and Service

Community colleges are teaching institutions and teaching expertise is presumed to be about education (as in degree status) and years of satisfactory teaching experience. The present proposal of ranking is based on that premise

Academic Rank: Temporary, Non-Tenured-Grant, and Part-Time Faculty

A majority of faculty at RCCD presently fall outside of tenure-track or tenured status, yet in many cases those faculty have achieved educational degrees and teaching experience commensurate with their full-time colleagues. Therefore, from a professional point of view, it seems reasonable that one-year temporary, non-tenure track grant, and part-time

faculty be awarded academic rank commensurate with their position and experience (as in Part-time Assistant Professor, or Visiting Assistant Professor, etc.).

Earning Academic Rank: Is it Automatic?

The proposed system of academic rank is not automatic. There is nothing automatic about being hired (even part-time faculty hires must undergo some degree of review and have some area of acknowledged expertise) and there is nothing automatic about becoming tenured. Even obtaining the rank of professor is dependent upon higher than the minimum standards of education, teaching experience, and satisfactory improvements of instruction, than are required for the rank of instructor, assistant, or associate professor.

Defining Experience and Education

Experience and degree status plus extra semester units are based on the District's column and row placement per the Faculty Salary Schedule, where salary advancement does not stall out solely because of degree achievement and/or years of teaching experience (see Appendix A1, page 68, Faculty Salary Schedule, Column F, row 10-13 versus Column E or below, row 10-13 of the current contract). Since the Faculty Salary Schedule is a contractual issue, both the Union (and the faculty by way of voting) and the Administration have agreed that those levels of education and experience warrant uninterrupted salary advancement.

Transferring Rank

Existing Board Policy 3092 governing academic rank allows the transferring of rank for new faculty hires at RCC who were faculty at another educational institution and had previously achieved a higher rank than they would otherwise be assigned when starting employment at RCC. The proposed policy continues that avenue. It makes little professional sense to base rank at RCC on educational achievement, teaching experience, and fulfilling contractual obligations, yet deny granting the appropriate rank to a new hire (e.g., why would we hire a retired professor who becomes a part-time faculty member at RCC and give them the rank of instructor, much less hire a tenured professor at another institution and give them the same rank of instructor?). Rank is about professional attainment, continued employment (as in receiving tenure) is about goodness of fit with our institution—thus allowing a policy of transferring rank is not the same as policies governing continued employment.

Granting the Rank of Professor

While the present Board Policy governing academic rank includes professor status, the granting of professor has, by administrative action, long been suspended. There seems little justification for having the rank of assistant or associate professor status—terms that indicate less than a terminal rank status—without granting the rank of professor.

Earning the Rank of Professor: Is Distinguished Service Appropriate Criterion?

The basis for our present policy is that going through the requirements for being hired and staying hired qualify for the ranking of Instructor, Assistant, or Associate Professor, while advancement to professor—whether that advancement has been administratively suspended or not—is quite a different animal. Shifting the underlying principle of the ranking system when it comes to professor is designed to make the rank of professor something “special” beyond “ordinary rank” advancement. However, we might consider what we mean by the term “distinguished.” Setting and fulfilling criteria will mean that anyone meeting the criteria will, “by default,” be advanced. In other words, a ladder is a ladder. If what we mean when we use the term “distinguished” are those individual faculty who go beyond a set of requirements (as in a college degree with an honor such as cum laude, magna cum laude, or summa cum laude), we are making a clearer and more salient distinction between efforts to obtain a specific and/or terminal title and efforts that go beyond those requirements. In light of this, while the principle of distinguished service is a valid concept, it is suggested that such an honor might be more meaningful by separating it from the policies governing academic rank and creating other venues for recognizing faculty who go above and beyond the considerable degree of achievement required to be hired, obtain tenure, and earn rank (e.g., creating an additional part of RCCD’s Hall of Fame to include more than Distinguished Faculty Lecturer, Alumni of the Year, and exceptional athletes—such as Distinguished Faculty of the Year, etc.).

Criteria for the Rank of Professor (experience, education, and satisfactory service):

The proposed policy to obtain the rank of Professor requires a minimum total of 6 improvements of instruction (at least two beyond the requirements for tenure). A faculty member with a doctorate or an M.A. + 45 or a B.A. + 75 (or the equivalency as certified by the appropriate college entity), would undergo one improvement of instruction for each of the first 4 years during the tenure process and 2 additional improvements of instruction following tenure—one at the 7th year of college service and one at the 10th year. A faculty member with a minimum M.A. or B.A. + 30 (or the equivalency as certified by the appropriate college entity) would undergo one improvement of instruction for each of the first 4 years during the tenure process and 3 additional improvements of instruction following tenure—one at the 7th year of college service, one at the 10th year, and an additional one at the 13th year.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

ACADEMIC RANK

Recognizing the value accrued to the College, to students, and to the community through the improvement of the instructional process which can result from continued and systematic faculty professional growth, the District encourages faculty incentives through a number of methods including recognition through titles of academic rank recognized by most institutions in higher education.

Riverside Community College District encourages contract certificated faculty to continue their professional preparation through scholarly study, teaching, and research endeavors beyond those skills, proficiencies, and attainments presented at the time of the initial appointment to the College District.

Submitted to Board for First Reading _____ 1-18-83

Approved by Board _____ 4-19-83

Adopted: February 14, 1966
Amended: January 8, 1974
May 7, 1975
April 19, 1983

Regulation 3092

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Regulations for Policy 3092, Academic Rank

This plan involves no additional expense to the Riverside Community College District. It is not attached to salary, nor is it a merit plan for salary increases.

I. Academic Ranks

A. Lecturer

The title of Lecturer is applied to non-contract faculty paid on an hourly basis.

B. Instructor

The title of a faculty member shall be Instructor while he is serving in contract or part-time contract status, except as otherwise designated in Section II, Item A, and in any case until he has had two (2) years of full-time college teaching experience or special achievement either by recommendation or application. Rank through special achievement shall be recommended to the Board of Trustees by the Professional Growth and Sabbatical Leave Committee.

C. Assistant Professor

The title of a faculty member who gains tenure shall be Assistant Professor. A teacher of a vocational subject must be a holder of a full-time Community College credential authorizing the teaching of an occupational subject or other appropriate full-time permanent credentials, in order to qualify as an Assistant Professor of Vocational Education. This rank may also be awarded on the basis of special achievement.

D. Associate Professor

The title of a faculty member shall be Associate Professor after five (5) years as full-time Assistant Professor, part or all of which may have been served at another accredited college or university, and either (1) an earned Master's Degree, (2) an earned Doctor's Degree from an accredited institution of higher learning, or (3) forty-five (45) units of study beyond a Bachelor's Degree as approved by the Professional Growth and Sabbatical Leave Committee. A full-time certificated faculty member employed by the Riverside Community College District shall be an Associate Professor if he has seven (7) years of

Regulation 3092

full-time college service, partly or all of which may have been served at another accredited college or university. This rank may also be awarded on the basis of special achievement.

A faculty member in a vocational subject area who possesses a full-time Community College credential authorizing the teaching of an occupational subject or other appropriate full-time permanent credentials shall be an Associate Professor of Vocational Education after five (5) years of full-time service as an Assistant Professor provided he has either (1) a Bachelor of Vocational Education Degree, (2) a Bachelor of Science or Arts Degree from an accredited institution of higher learning, or (3) seventy (70) or more units of study acceptable to the Professional Growth and Sabbatical Leave Committee.

E. Professor

The title of a faculty members may be Professor after a minimum of three (3) years as an Associate Professor, part or all of which may have been served at another accredited college or university. The Associate Professor must have an earned Master's Degree and must meet the qualifications and acceptable standards established by the Professional Growth and Sabbatical Leave Committee.

1. An application must be submitted to the Professional Growth and Sabbatical Leave Committee demonstrating distinction in faculty performance as evidenced by a minimum of seven (7) of the following nine categories, commencing with the hire date.
 - a. Faculty Evaluation - Outstanding recommendations appearing on two biennial evaluations of a tenured faculty members.
 - b. Pertinent Course Work - Course work that enhances classroom or job effectiveness. This includes credit course work, special workshops, etc., approved in advance by the Professional Growth and Sabbatical Leave Committee.
 - c. Off-campus Professional Contributions - Leadership or active membership in professional organization(s).
Examples: President of the Two-Year College Chemistry Curriculum of the United States or President of the State Academic Senate, state and/or national speaking engagements, etc.

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- d. College-wide committees - Curriculum Committee, PG & SL, etc. Length of service and number of committees served on would be important criteria, along with chairman evaluations and/or recommendations.
 - e. Campus Leadership - Leadership or service on faculty committees. Examples: departmental committees and the Academic Senate.
 - f. Co-curricular Activities - Faculty advisor to student clubs, programs or events.
 - g. College-wide contributions - Examples: College hour lectures, department concerts, programs, and drama productions, staff development, seminars, workshops, faculty lecturer, etc. The Professional Growth and Sabbatical Leave Committee would have to separate the programs/concerts/activities that comprise part of the job description from those programs/concerts/activities that represent an effort of broader scope.
 - h. Community Contributions - Activity and involvement that enhance the stature of the College in the community. Examples: Elected position (Legislature, Board of Education, City Council, City, County, or State Advisory Committee appointments), music or drama festival adjudicator and public event coordinator. Workshops, conferences and special events hosted and sponsored by the College.
 - i. Community Service Organizations - Leadership or active membership in community organization(s). This includes service clubs special interest groups (Friends of Mission Inn, Friends of the Library, Art, Museum, Opera, etc.)
2. After completion of Professional Growth and Sabbatical Leave Committee review and approval of section E (1-9), an ad hoc committee, appointed by the President of the College in cooperation with the Academic Senate President, will be formed to work with the professorial candidate. This ad hoc committee will review and evaluate current activities, represented by the following:
 - a. Evidence of unique teaching abilities suggesting the attributes of a master teacher, supported by observation and evaluation (requirement).

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One selection from the following (b, c, or d):

- b. Individual research, fellowships and grants. According to PG & SL guidelines, commencing with the hire date.
- c. Publications: Articles published in scholarly journals, textbooks, lab manuals, novels and short stories where appropriate. Merit should be given to the entire body of publications, evaluating the length, professional contribution, and other related criteria commencing with the date of hire.
- d. Curriculum enrichment: The development of innovative courses and/or programs in cooperation with the ad hoc committee.

One selection from the following (e or f):

- e. Experimentation with effective teaching techniques and instructional systems analyses.
- f. Leadership of college-wide committee(s) dedicated to maintaining excellence in instruction.

For some professorial candidates the criteria may not be applicable. Professorial candidates from these disciplines should submit criteria to the ad hoc committee that demonstrate a similar level of excellence.

The ad hoc committee will submit its recommendations to the Professional Growth and Sabbatical Leave Committee for deliberation and recommendation to the President of the College and Board of Trustees.

F. Professor Emeritus

The Board of Trustees may award the rank of Professor Emeritus to any faculty member who has earned retirement or professorial status or who has been recommended by the Professional Growth and Sabbatical Leave Committee on the basis of special achievement. The rank of Professor Emeritus may be awarded posthumously to one who has achieved associate professorial standing and dies in service.

Regulation 3092

II. Application of the Plan

- A. A faculty member who joins the Riverside Community College District in a full-time teaching capacity and who held academic rank in his previous teaching position shall have equivalent rank, provided the requirements in Section I (above) have been met.
- B. Each academic rank shall be identified in a subject area.
- C. The subject area in which the title is granted must be one in which there is a sequence of course offerings of the College, and the subject title must be on the master list of subject areas as established in the most current College catalog.
- D. For those faculty members not, at the time of awarding rank, teaching in a subject area, the designation shall be determined by the department and division or divisions concerned in consultation with the applicant.
- E. A faculty member holding rank in accordance with the provisions of this section may request a change in subject area title at such time as he is qualified under Item D (above).
- F. Faculty serving in administrative, supervisory, and counseling capacities may retain such rank as had been conferred upon them during their tenure in the classroom.
- G. For the initial establishment of the ranks of Assistant Professor and of Associate Professor, non-teaching personnel shall have the rank for which they would have qualified if they had retained their position in the classroom.
- H. The Professional Growth and Sabbatical Leave Committee shall recommend to the President of the College those faculty who qualify for the various ranks. After approval, the President of the College shall make recommendations to the Board of Trustees.

March 1, 1983