

SBVC College Council MINUTES**Date: May 13, 2015****Location: President's Conference Room, ADSS-207****Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair
Algie Au, Proxy for Academic Senate President, Co-Chair
Dave Bastedo
Aaron Beavor - **A**
Marco Cota
Rania Hamdy - **A**
Leticia Hector
Rick Hrdlicka
Gabriel Jaramillo

Diane Hunter A= Absent
Celia Huston
Haragewen Kinde
Sheri Lillard
Sarah Miller
Ricky Shabazz
James Smith
Scott Stark

Guest(s):

Jimmie Bradley
Melinda Moneymaker
Romana Pires

TOPIC	DISCUSSION and ACTION
Call to Order:	President Fisher called the meeting to order at 1:00 PM and welcomed the group to the last College Council meeting of this academic year.
Approval of the April 22, 2015 Minutes	<p>President Fisher entertained a motion to approve the minutes of the April 22, 2015 meeting. Rick moved, Scott second. No further discussion and the group voted as follows:</p> <p>AYES: Bastedo, Cota, Fisher, Hrdlicka, Huston, Kinde, Shabazz, Smith, and Stark. NOES: None ABSTENTIONS: Lillard and Miller ABSENT: Au, Beavor, Hamdy, Hector, Hunter, and Jaramillo.</p> <p>Motion carried</p>
Upcoming/Filling Positions – G. Fisher	<p>President Fisher advised the group that the agenda item, “Upcoming/Filling Positions”, will be a standing agenda item. If any of the three Vice Presidents or President have any positions to bring forward to the group, we have a placeholder on agenda.</p> <p>Haragewen had <u>three positions</u> to bring forward to the group. The <u>first position</u> was the retirement and replacement position of James Robinson in Human Services. The process of Program Review was followed and the position met the rubric. She recommends we move forward with the replacement of the faculty positions in Human Services since, with James Robinson’s retirement, it only leaves one faculty within this program, and it will make it hard to address issues within the program.</p> <p>President Fisher entertained a motion to approve the replacement position in Human Services. Scott moved, Sheri second. No further discussion</p>

Continued - Upcoming/Filling Positions – G. Fisher	<p>and the group voted as follows:</p> <p>AYES: Au, Bastedo, Cota, Fisher, Hrdlicka, Huston, Kinde, Lillard, Miller, Shabazz, Smith, and Stark.</p> <p>NOES: None</p> <p>ABSTENTIONS: None</p> <p>ABSENT: Beavor, Hamdy, Hector, Hunter, and Jaramillo.</p> <p>Motion carried</p> <p>Haragewen advised the group the <u>second position</u> was the retirement and replacement of the Biology faculty position of Mark Ikeda. This is a highly impacted area and the position follows the rubric. She recommends to move forward to fill this vacancy.</p> <p>President Fisher entertained a motion to approve the replacement position in Biology. David moved, Sarah second. Discussion as follows:</p> <p>Scott asked if this was the position in which Mark Ikeda retired last June and if this was the position that was lost in the past?</p> <p>Haragewen stated, “yes”, this is the position that retired last June.</p> <p>David stated there was another biology position, not this one, that was lost three or four years ago. Historically, right before the economic downturn.</p> <p>Haragewen commented that this was not one of the eight that were going to come back in Phase II.</p> <p>President Fisher advised the group that we need to see if there is funding for the other biology position. When Mark Ikeda retired, we need to confirm that the position was not in the group that did not move forward with funding attached to it. If it has the funding attached, then no problem. If there is no funding for the position, we can approve it, but we cannot fill a position when there is no funding attached. That is the question that Scott is going to answer. That would be the case with any position that comes forward; we are assuming that there is funding for the position. Otherwise, it then becomes a question of just filling a vacancy. We have to look at whether or not the funding went forward with the position.</p> <p>Ricky stated that, regarding the vacancies we have, we are right at the period where these kinds of things happen. What assurance do we have when we forward these positions that we will not keep getting these budgets swiped because of the amount of time it takes to fill positons?</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>President Fisher stated that you do not have any assurances, but this would not fall into the category that you are describing. We have not reduced any positions since the last time we had our conversation, which was a year and a few months ago. We have not eliminated any positions and that is why Academic Senate volunteered to create a rubric for filling these vacancies that occur. We would have something to guide us and we would not be just filling positions just because they became vacant. They would have to meet with the rubric, but it did not have anything to do with the funding not being there. We will have that conversation as a College if we find ourselves in a place where we lose positions because of budgetary reduction. We have not had a budgetary reduction. Right now we are looking at the 15-16 budget year and we are even; no additional positions, other than the positions coming from the Student Success or Student Equity monies; no new positions, other than those that have been authorized on the list as funded positions. That is the question to be answered right now, whether the biology position has funding?</p> <p>David asked if the Human Services position was funded.</p> <p>Haragewen stated the Human Services person is retired as of <u>this year</u>.</p> <p>President Fisher stated that we know the funding is there for the Human Services position. The Biology position was one of the positions we prioritized and was not one of the eight positions. We need to distinguish right now if there is funding.</p> <p>Sheri questioned, regarding the Human Services position, if it has been determined the funding is attached and when will the hiring take place?</p> <p>President Fisher stated as soon as possible. She is sort of in a middle of a conversation with Julia Sanchez, and I am sort of with Human Services. I am glad we have a permanent Vice Chancellor, Dr. Lisa Norman now. I have not had a chance to sit down and have a permanent conversation with her. What I need to do is renew a conversation that I had with Jack and I am getting the answer. I had requested on numerous occasions that the HR Department just simply begin advertising the recruitment for any positions we sent forward, not to have this selected little number that they would send forward at a certain time. Well that was agreed upon, but it never happened. Dr. Shabazz will attest. That has never happened. But at the same time positions are being posted. We have a vacancy in Reading and it was posted right away. I do not know how that was decided.</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>That is why I am in the middle of my conversation with the local HR person, Julia Sanchez. Then, we will take that to Dr. Lisa Norman to find out if we can do what we asked to do because we have a goal of filling these positions for the fall semester. We need to move forward expediently. While we are sitting around deciding which goes first, we are losing time. So, she does not know the answer, but she is working on getting us an answer. I believe with this new person, we should have something concrete that we can look to and say it is going to be groups of five or ten; tell us what you are going to do; we have some thirty vacancies we are trying to fill.</p> <p>Sheri questioned if those do not go forward for the permanent to be hired before fall, will we get a full- time temporary?</p> <p>President Fisher stated we will. We will do what we need to do. We make the decision and we have the funding and that is how we go forward. Worst case scenario, it does not look like this is going to happen. Let's just say it does and that we lose funding and that we don't have these positions filled, then that prompts a different conversation. That conversation takes us back to the white board. Let's decide what is most important and we can incorporate pieces of the new rubric from Academic Senate, but then it becomes about money. The rubric from Academic Senate is totally disassociated with money in the context in looking to see if it is there. That is the Budget Committee's job.</p> <p>Scott apologized that he did not know that this position was coming up today. But this is one of the positions that we lost last year for funding. The positions that were up that were vacant were Aeronautics, Biology, Chemistry, English, Kinesiology, Nursing, Nursing, Nursing, Physics, and Real Estate. We had funding for eight positions last year before the final budget was developed. This was the August timeframe. So, in October of this last year, this body here selected those eight positions. The eight positions selected were Ecology (new position), Kinesiology, two English, Geology, two Nursing, and Physic positions. The positions that we lost permanent funding for (were not abolished, they are on administrative hold) were Aeronautics, Biology, 2 Nursing, and Real Estate. He doubled checked to make sure that there is no funding for this Biology position in our budget.</p> <p>Sheri stated that what prompted all of this was the one million dollars that was lost to us. She is hearing from the grapevine that money is coming back to us to use this year.</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>Scott stated he has a presentation to address that later in this meeting.</p> <p>Sheri asked, "Is it coming back?"</p> <p>Scott stated that it is coming back, but it is all used up with the expense that we have and he will show the group later in this meeting during his presentation.</p> <p>President Fisher stated that we will explain because it is a very good question.</p> <p>Sheri stated that if that money had not been taken away, then it would have not been a problem with this position being filled.</p> <p>President Fisher clarified, was she talking about the \$900,000.00?</p> <p>Sheri stated, "yes".</p> <p>President Fisher stated we are going to explain and we are going to talk about it a little bit today. She wanted to move the group through the agenda, but right now she has a motion and a second. You have heard the explanation given by the Vice President. Any further questions?</p> <p>Celia questioned if we could still approve the position without the funding?</p> <p>President Fisher confirmed, "yes", you can do that. You can approve it, but it is not funded, so it will not be filled.</p> <p>David asked what it means going forward now. When funding is available, will it be funded because it has been approved?</p> <p>President Fisher advised that it is no longer in the same prioritized order as would apply to the context of the rubric. The rubric created by the Academic Senate speaks to funded positions. If we have more requests for unfunded positions and we suddenly get funding for a position, then it is a matter of how many positions. If that is the only position that comes forward and we have funding for one position, then that is it. But, if two other positions come forward for which there is no funding, then it is a matter for this body to make a decision on what is the highest priority, when we only have funding for one.</p> <p>Ricky had a concern that this came up when the Counseling position came up. We did vote on the Counseling position because there was no funding connected to that Counseling position. I would just hope that we would be consistent with the way we approach these positions because</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>there were multiple positions that the funding was swept unannounced to us when we went through this process.</p> <p>President Fisher stated that your case is a little bit different than the one that is under discussion right now, in that there was no intent to sweep the money from the Counseling position. We did not do this; it happened at the District level. She is not making excuses or laying fault. It is a fact. In this situation, that position is no longer a viable position in the discussion of filling vacancies. It is not the same as the Human Services and it is not the same Reading or the same as the Business. Those have the funding, so that is not the decision. The best question to be answered here right now, is whether or not we are going to entertain approving positions to be filled when indeed we know there is no funding. Or, if we do that, where does it go? Do we hold it and look back over the year and say these are the positions that College Council believe were important. Now we have funding for one and there are three positions being held. Which one do we choose? It takes us right back to where we were last year when people were stating we do not have a process. We did not have a process and we still will not have a process. I do not know how clear the process can be when there is no money attached to the position.</p> <p>David question the process for the rubric.</p> <p>President Fisher stated that is the process if there is money.</p> <p>Haragewen stated the process will work for anybody that is retiring since we finish Budget Development, which is for this academic year beginning August. Human Services is just retiring now and the other one just retired in December. Anything prior to that and one of those that were on administrative hold (what Scott is saying) are not attached to funding.</p> <p>David stated that he understands that, but it just seems like we abandoned the position of someone that retired a year ago. It was an important position and valuable position. He is just amazed that we are going to approve anyone that retires right now and we are going to move forward. Last October, this list was made up and it was approved by this Council. It is interesting that we approved a new position over a position in place.</p> <p>President Fisher stated that is what the Academic Senate addressed last year with their rubric. She appreciated their sensitivity in putting a window on it. Their rubric applies to two years. If it happened in the last two years, this is how you are going to look at it. The rubric does not consider money.</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>If there were no monies for a position and, such as with the Biology position, it was one of the positions that did indeed go away. You cannot bring it back from here now. The question for this body is what do we want to do with this type of circumstance?</p> <p>Celia wanted to ask Sheri if this is more approximately for Program Review. She noticed on these attachments for this meeting that there was a retirement Biology position, a prioritized position. Does she happen to know if that was Mark's position? And if the position has already gone to Program Review and it has been prioritized, then how does it impact this conversation here? Your committee thoughts on that?</p> <p>David said of course it was because Mark retired less than a year ago.</p> <p>Sheri stated it seems that it should be considered in some way. If it went through needs assessment and acknowledge that the position was needed, and it is meeting the guidelines of the new rubric, she does not feel comfortable having a position like that falling off the cliff. It seems it needs to be put somewhere in some ranking, if we have already ranked it at Program Review.</p> <p>Celia states it was ranked 21 and I see that Ramona here and Sociology ranked number one on the same list and it is a retirement replacement position as well.</p> <p>Rick stated that it was his understanding after we went through that process of prioritizing, that the names that dropped off would go back into Program Review.</p> <p>President Fisher finds it interesting that it is ranked 21 on the Program Review List.</p> <p>Celia confirmed she sees Biology at 21 and Sheri stated that is the only Biology position.</p> <p>David stated that this position has been here for 20 years.</p> <p>Sarah is concerned that the simple timing of someone's retirement is having an extraordinary impact, and which positions do get hired? She cannot solve it and Academic Senate has come up with a process. I think that there needs to be some consideration to the fact that the simple timing of an instructor's retirement deprives us of that position. It is just a statement of concern.</p> <p>President Fisher stated that is a valuable statement and accurate in that a great deal has to do with timing. Most important in the context in what we</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>are trying to do here now. When that position became vacant it did go away in terms of being prioritized. If we were to go backwards of what we have established and did work to a reasonable extent, then we would put all of the vacant positions that have come forward for retirement. Let's do what we did last time. Let's look at Program Review and everything back to a certain point. Do we only want to deal with the new positions or old positions? I am going to suggest to you that is not where we are going. Where we are going is forward. We have something that works and what we need to know right now is whether or not we want to make a collection of positions. There is no funding for them, just like there is no funding for the position on the Program Review List; where do you put this? If it is already on the Program Review List, then that is almost a redundancy. It is already there. When do we get to pull something off the Program Review List and move it to the top of some other order and say that the first funding that comes through goes to that position instead of the number one position on the Program Review List?</p> <p>Sarah stated that we have a motion on the floor right now.</p> <p>President Fisher stated, "we do", and I want us to vote. I am making sure I am giving everyone an opportunity to hear what the facts are. The motion was to approve the Biology position and we had a first, and a second, and a discussion.</p> <p>No further discussion and the group voted as follows:</p> <p>AYES: Au, Bastedo, and Miller. NOES: Fisher, Hrdlicka, Shabazz, and Stark. ABSTENTIONS: Cota, Hector, Hunter, Huston, Kinde, Lillard, Jaramillo, and Smith. ABSENT: Beavor and Hamdy Motion Failed</p> <p>Haragewen advised the group the <u>third position</u> was a retirement of a Business faculty which was in December. We followed the rubric and it is on target. We also looked at the labor market report where the projection is that there is going to be a 12% increase in the work force for this discipline. I recommend that we move forward. Also there is a significant impact in the transfer degrees. It is the fourth popular degree that students obtained in academic year 13-14. From 2010 to 2011, there were 34 certificates obtained but in the year 14-15 we had 59 certificates, which is a 73% increase. It is an area that students need jobs and it is the fourth highest in issuance of degrees. I recommend that we replace this position.</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>Celia asked if this is Business Administration and what type of classes.</p> <p>Haragewen stated it is Business Administration. Business classes, but the business discipline includes business and accounting.</p> <p>Sheri had a couple of questions. The first question she had was the Academic Senate rubric flow chart. Does it require that the position has gone through needs assessment, because the Business position is not on the list?</p> <p>Haragewen stated it has gone through the needs assessment.</p> <p>Sheri, just for clarification, does the Academic Senate rubric flow chart require that the position has been sent through needs assessment or was it just an acknowledgment of continuation on efficacy?</p> <p>Haragewen stated from that rubric from the last efficacy as they receive continuation, whether it was a year ago, two years ago, or three years ago.</p> <p>Sheri stated the Biology position that we were discussing, whether or not it was on the Program Review List. But for a position like this, it does not need to be on the needs assessment.</p> <p>Haragewen stated that it is two different things. Accordingly right now, these are retirements with funding attached to it. The biology position per the discussion, if there is no funding attached to it, where did it go?</p> <p>Sheri stated it almost seems unfair since the Biology, Reading, etc. are on the list for needs assessment and they have submitted needs assessments. I have an issue with one set of standard, with one program compared to another.</p> <p>Celia, per on the list, is it for a future retirement or a retirement that happened in the past? Or, was it a growth position or replacement position?</p> <p>Sheri stated she would need the actual document to advice.</p> <p>Haragewen stated this retirement happened in December, so there was no need to put in for needs assessment. Needs assessment is for growth.</p> <p>Sheri stated not anymore, it is not.</p> <p>Celia stated if this Committee voted it down, then it would go definitely to needs assessment.</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>Haragewen stated we need to be careful in what we say. This position could involve needs assessment for fall for growth, but the retirement happened in December. That is all she was saying for the record. She is advocating for all faculty; I just want you to know that. Just so we are consistent with what we are saying.</p> <p>President Fisher stated that we are not being as consistent as we ought to be and I appreciate Sheri's comment in which I have brought to the table five times. When we were going through the process to identify, and what would be the fairest way, and take into consideration what the Program Review Committee had determined in regarding a particular department, that is when we go to the needs assessment. The Program Review Priority List document, and, in this particular case, a retirement came about and the program did not submit through the Program Review process. The Academic Senate rubric does not speak to needs assessment or Program Review in the context that it is a recent retirement. Is that your point? Is that what you are in effect getting at? Is that the Biology position is there; it's gone through needs assessment? The Biology position was vacant a year ago. I know that the Reading faculty just came about but they were seeking expansion.</p> <p>Sheri did not know about the Reading position. But, again a department is anticipating and trying to plan and they may have some retirements. Program Review use to be all about going for extension positions. It is not anymore and that is my concern.</p> <p>David said exactly what you said; it use to be a growth. We had this hiccup because we did not have any money. So things started falling out of truly replacement positions, like Biology. We need to go back and that is why this rubric goes back two years. We need to go back two years and fix this. So anybody that retired in the last two years and meets this rubric goes to the top of the list. So we fix that.</p> <p>President Fisher asked it goes to the top of the Program Review List?</p> <p>David stated it goes to the top of the list wherever the money list is. We need to fix these last two years that screwed up Program Review. If that was a position that did not meet the rubric, then it would have to go back into Program Review, a growth position because they could not meet this. If you met this in the last two years, then that position should go to the top of the list before we start adding any other positions. When it is approximate, I would like to make a motion to that effect.</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>Diana had two comments. One, her recollection is that we had that very discussion, David, and we did say to put Biology at the top of the list, it seems to me, at this table. Maybe four meetings ago, we had that discussion and you raised the same concern. I want to say that we said it would go over to the Program Review top of the list.</p> <p>David said we postponed it because we did not have the rubric. Once we have this, we now position the last two years and this position should go to the top of the list wherever the money list is. Program Review is not really the place to do that unless that is where the only money is.</p> <p>Diana said her other comment was that Program Review made it very clear for all departments to submit regardless of growth or replacement. It was made very clear.</p> <p>President Fisher stated that we even stated that at this body.</p> <p>Algie, as putting on her hat for representing Academic Senate for what we were doing for a couple of the positions, said, seemingly, we got through with the first one. She is advocating as Academic Senate that we would replace all faculty who have retired. A comment we have time and time again discussed is if someone was working as of this May and by June they retire and by next year we say we do not have any money for that. What would it mean if they continued to work and they came back in August? Does that mean that if they did not retire, then we do not have money to pay them? That is one statement. We now have this flowchart that was actually requested that falls under our 10 plus 1 under Academic Senate to provide some sort of guidance in terms of how we would deal with this kind of situation (if we have retirements we do not replace or we selectively replace based on priority or needs). When we made this flowchart rubric, we identified the fact that if they retired in the last two years, we know that they are recent. We set up that guideline to say that these two years are recent. So, if College Council has seen the Academic Senate approval of this rubric, we are good with that. You now are looking at three positions and these are within two years or have not happened yet. We are stating that one position can be within the two years and one position may not be in the two years; then why do we have this flowchart? Why did this group look at it here and make this vote, and, as difficult as it may seem, without following the flowchart guidance? Putting her Biology hat on, “yes”, the Biology department needs the position. That is fine and we cannot identify it because budget is tied to it.</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>Putting her Senate hat back on, based on this flowchart, our task is not about the budget. We were not requested to tie the budget to this flowchart. We were asked to do a process and find out what we are going to do. We have done this and set out the process. If Council decided not to follow the process, I will have to bring it back to my Senate. Unfortunately, we do not have a meeting scheduled for the end of this year, but we can always call an emergency meeting about the decision-making of this Council for not following a suggestion that Senate had presented. She does not like to do that, but that seems what that question is about here right now.</p> <p>President Fisher appreciates her comments, but let me be clear. Senate does make a recommendation. It is not about what Senate decided, it is about what this body decided. You agreed to what Academic Senate presented and the group voted. I am in agreement with Algie's comments that Senate made a recommendation to College Council and now we are faced with what we agreed to follow and we should follow it. The only difference here is money, and I can see why the Human Services position just moved right though. I would suggest to you that Biology would have as well if there were money attached to it. Because there is no money, that is the conversation. Now we are bogged down as to whether Business is or is not. We voted on the rubric and, according to the rubric, this Business position became vacant and should move through the process according to what we agreed and we should not be having all of this discussion because the money is there and meets the criteria of the rubric. Maybe we have to be clear and take a lot of time talking about the difference between growth positions and funded positions. I recall too about the Biology position that it was not as high a priority as some other positions. It seemed not to be so much of a battle. We moved the Psychology position off of the Program Review List and misplaced one of the positions from the Prioritized List to say that Psychology was more important. That is how she recalls it. Now we are dealing with what we have agreed to and she is looking for some consistency.</p> <p>Romana stated that the Psychology position is exactly what is happening with her right now and with Aeronautics. That Psychology position was never replaced and deleted without anybody's knowledge. Psychology fought for three long years and that is why she believes it was taken off the Program Review List. She is on Program Review and Senate and there were long discussions throughout the fall semester of how we should do this process. Majority voted on this flowchart and the majority of the Senators spoke that every</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>replacement position needs to be replaced. The Program Review Committee has not been a growth committee for many years. A number of those positions are replacement positions. The Senate did vote on the rubric.</p> <p>President Fisher stated that we need to move on and if we need to come back with this issue, Ramona is welcomed to join us. We agreed to the rubric which is for two years with funding. That is where we are with the Biology position. But right now, we heard a presentation for the request for the Business position and we had a lot of questions.</p> <p>President Fisher entertained a motion to approve the replacement position in Business Administration. Dave moved, Rick second. Discussion as follows:</p> <p>Ricky just has to go back to what Algie just said in that he wanted to be clear; are we being consistent or not? When the Counseling position was voted down, it met this flowchart but there was no funding connected to the position. So, we have a non-instructional faculty member being voted down because it is not connected to funding, and we have instructional faculty, so he would like to see some level of consistency. Two meetings ago, the same situation.</p> <p>Celia stated that Counseling and Biology positions were voted down. Human Services was funded.</p> <p>President Fisher stated that the Human Services was funded. We are talking about two funded positions.</p> <p>Sheri asked how many full-time faculty in Business?</p> <p>Haragewen stated seven and one full-time faculty member.</p> <p>No further discussion and the group voted as follows:</p> <p>AYES: Bastedo, Hector, Hunter, Hrdlicka, Jaramillo, Kinde, Lillard, Miller, Smith, and Stark. NOES: Cota, Shabazz, and Fisher ABSTENTIONS: Au and Huston ABSENT: Beavor and Hamdy Motion carried</p> <p>President Fisher stated we will agenda this again since she is not comfortable where we are leaving it. We will come back in the fall. She thinks the rubric was fair and a good tool. We at the College Council need to have our own set of perimeters in how we are going to apply that</p>
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Continued - Upcoming/Filling Positions – G. Fisher	<p>rubric, so we can avoid this kind of confusion. We need to be specific. We can talk about two years ago, but if there is no money, there is no money. We need to get to the question that Ramona had raised, “Where is the money and why do we not have the money? We know why because we look at these things, so we have the answer.</p> <p>President Fisher confirmed with Haragewen that those were all of her positions? Haragewen stated “yes”, she was done.</p> <p>President Fisher confirmed with the other two Vice Presidents that there were no other positions to discuss with the group.</p>
Title IX Training – R. Shabazz	<p>President Fisher advised the group that Ricky is going to talk to the group about Title IX Training.</p> <p>Ricky provided a handout to the group during the meeting of the “Request for One-Time Urgent Emerging Needs in the amount of \$33,000.00”.</p> <p>Ricky advised the group that he had a request for One-Time Urgent Emerging Needs for \$33,000.00 to train five people, including himself, to meet the guidelines of Title IX, which has been in the news as of late. Particularly in the last two years, it has regarded the Office of Civil Rights (OCR), bullying, and sexual harassment. Those are the topics and beginning July 1st, which we just received notification about a month ago, every student and every employee with the college must begin undergoing Title IX training. Two parts to the training: Training for everyone on campus and then training for individuals who will be working on investigations, which will consist of having four investigators and one administrator, which would be him. The training for each consists of approximately twenty-seven hundred and the software that will take the students and employees through the annual training. It would begin to be required effective July 1st and is approximately \$15,000.00. Refer to the second page of the handout.</p> <p>David asked if this was a one-time funds.</p> <p>Ricky stated “yes” that it is a one-time funds. We can anticipate that there may be additional cost if the OCR decides to change something within Title IX. We would have to go to the software company to have them add a module into the training. We are going to continue to spend some degree of money on Title IX because that is where the Federal Government has placed its compliancy efforts. I do not anticipate more than \$33,000.00 other than for upgrades.</p> <p>Rick ask about the software, if it was hosted or something we have to install and manage?</p>

Continued - Title IX Training – R. Shabazz	<p>Ricky stated it is hosted and he did share this with Dr. Glen Cook before bringing it to this group. It is something that both SBVC and CHC have partnered on, since it is mandated for all Colleges.</p> <p>President Fisher confirmed that we are only talking about paying our portion of the expenses and CHC is taking care of their own expenses, but the software is actually for the District.</p> <p>Ricky confirmed that is correct.</p> <p>Diana asked what an investigator is. Is it for when we get a complaint?</p> <p>Ricky stated, “yes”, typically in this case you would want to have a male and a female. If we have multiple complaints at the same time, you would want to have more than two investigators. The proposal is to have four investigators to assist us.</p> <p>Diana asked if they are current employees.</p> <p>Ricky stated, “yes”, the investigators are current employees. These are employees who would get a certificate that they are approved to be a Title IV investigator. That is why the training is so expensive.</p> <p>President Fisher stated she started down this path a few years ago and started making personal presentations on campus to large groups and smaller groups, and it was burdensome. This is a much more efficient way to get the information out to everyone.</p> <p>President Fisher entertained a motion to approve the request for a One-Time Urgent Emerging Needs of \$33,000.00 expenditure for Title IX training to meet the compliance requirement of the OCR. Scott moved, Marco second. Discussion as follows:</p> <p>Leticia questioned regarding the software; it was mentioned it is for the District?</p> <p>Ricky stated the reality is that we cannot depend on the District to implement this, particularly with the changes going on in Human Resources. In a perfect world the Human Resources Office should be taking care of this on the employee side, not on the student side. The software would be similar to the software we have right now, New Student Orientation or the software, such as we used for sexual harassment or discrimination training. We would log onto this software and go through the modules and get some type of certificate at the end, which then we would have proof that you have attended as well.</p>
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Continued - Title IX Training – R. Shabazz	<p>Leticia questioned that since half of the request of \$15,000.00 is for the software, and it's something that concerns the District, is the money coming from us?</p> <p>President Fisher asked if that is our portion of the software.</p> <p>Ricky stated, "yes", that is our portion of the software, but that is a high estimate. He will be meeting with the vendor tomorrow to obtain an accurate cost.</p> <p>President Fisher asked is CHC paying there 30% cost of the software?</p> <p>Ricky stated, "no", this is our cost.</p> <p>Leticia did not know why the District was not helping out to pay for the cost of the software.</p> <p>Celica asked if they would be reimbursing us.</p> <p>President Fisher advised the group that she had this conversation with Dr. Shabazz. She needs to error on the side of what is in the best interest for this campus. If we are facing a July 1st date, and I do not know how long it is going to take them to get things in order, we need to move forward. Certainly, we have the funding and we can go ahead to process this and get things going. She can take that conversation up with the District at the Cabinet level. It is not singularly our responsibility, but we are responsible for the students. But, in terms of the employees, that should be at a District level, just as sexual harassment and other types of trainings that we managers have to go to each year. That is my feel for it. I cannot sit here and tell you that I know that District is going to pony up their part. They may not; they may say "no", that is really a campus responsibility in total. We cannot wait to get the answer. When we can take advantage of getting ready, showing that we have taken permanent steps to comply with the law, though by no stretch compliant, we will not be able to complete this within even five months. It will take longer than that, since we have to wait until students come back in August.</p> <p>Rick advised the group that, in general, if the software is shared by the two campuses, then the two campuses have to come up with their original purchase and District will pay the ongoing cost after that.</p>
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Continued - Title IX Training – R. Shabazz	<p>Diana stated that this is the question of Human Resources with their responsibility with Keenan & Associates. This is how we have handled this in the past.</p> <p>Rick stated this is software for the students too.</p> <p>President Fisher stated that Keenan & Associates do not employ that part.</p> <p>Diana stated, right, just for the employees.</p> <p>Sarah advised the group that Keenan & Associates are no longer our Risk Manager. Of course, we still have some access and use of some products through the joint power authority. I do appreciate very much what Dr. Shabazz and our President have said that this may not be the best of all situations. But, waiting for District Human Resources to handle anything, does not get us further down the path.</p> <p>Leticia supports that but would like it to be noted that she does struggle with the fact that we are all verbalizing that we are going to do this because we cannot count on them, even though it is probably their responsibility and District. Of course, I want to do what is being mandated and coming down to cover Valley, but it should be at least stated in the minutes that they should be responsible.</p> <p>President Fisher stated she is appreciative of this support and assures that Dr. Shabazz is as well. I am not in any way attempting to be hypocritical of HR. It is just that sometimes things take time and we do not have time, not when we know what we need to do and are in a position to move forward. She thanked Leticia and asked for a vote.</p> <p>No further discussion and the group voted as follows:</p> <p>AYES: Au, Bastedo, Cota, Fisher, Hrdlicka, Hector, Hunter, Huston, Jaramillo, Kinde, Lillard, Miller, Shabazz, Smith, and Stark.</p> <p>NOES: None</p> <p>ABSTENTIONS: None</p> <p>ABSENT: Beavor and Hamdy</p> <p>Motion carried</p>
Governance Handbook – G. Fisher	<p>President Fisher addressed the Governance Handbook which was sent out and made available to the group. She has gone through the handbook and there are several places within the handbook in which there has been several comments made by one of your colleagues and what she has identified. Sarah is a sharp reader and President Fisher was appreciative of that, and also that</p>

Continued - Governance Handbook – G. Fisher	<p>she gave this document her time. President Fisher is not necessarily in agreement with everything that is suggested here. You need not be as well. If by next week, you have not weighed in on the highlighted comments made in this document that have been presented and highlighted in this document, then a decision will be made by the Vice Presidents of what will or will not be made in the handbook. I will turn to the President's Cabinet and then it will be done. She thanked Sarah for her various comments she made to the handbook. Everyone did a great job, but if you have gone through the document, you can see that Sarah found quite a few things that she thought should be at least reviewed. She asked Sarah if that was correct?</p> <p>Sarah stated a moot point was that if we are not actually doing something, and the document is saying that we are.</p> <p>President Fisher stated that she appreciated her comment and that she did notice that change in the handbook, and she marked it in red even though it was already highlighted in the document. The reason for that is by Sarah pointing it out, it just emphasizes the need for us to look towards implementing this, so we have a handbook that gives us a guide on what it is that we are going to be doing as we put it in place. But we should not put the language in the document that says we are doing it when we are not doing it. She did get this.</p>
Cal-PASS Plus MOU – J. Smith	<p>James stated last week he sent out two documents and brought handouts. He explained these two documents to the group. A couple of years ago Cal-PASS, the data sharing consortium, lost its funding from the State. There were two organizations that sprang out of that. One is Cal-Pass Plus and the other is the Institute for Evidence-Based Change (IEBC). The IEBC is financed by the James Irvine Foundation and Cal-PASS Plus is financed some by the State and some by other Foundations. It really does the same thing that Cal-PASS has done in the past; that is the data sharing consortium. It means that there are groups of School Districts - K-12, 2 Year Colleges and the 4 Year Colleges in certain areas. For us, it is Cal State and UC Riverside. They put their data together so that they can track students in the co-horts. The individual student ID #'s are encrypted so no individual students can be identified, but we can track co-horts, let's say from Rialto who took beginning Algebra to find out whether they are successful here in Immediate or Beginning Algebra when they get here.</p>

Continued - Cal-PASS Plus MOU – J. Smith	<p>James advised the group that each year we sign a Memorandum of Understanding (MOU) with the organizations. This is his presentation to the group to let you know that the MOU is back up again and it is for both of these organizations. It is part of a process that some of our grants require. If we do not sign on as part of a member in the consortium, then there are certain grants that we will immediately not be able to be eligible for since they want the ability to track co-horts of students. We are at the last stage of this and CHC has already done their MOU and now it is up to us to sign on. We have done this for the last seven to eight years at least. It is up for discussion. He knows that the data sharing concept has some issues and it is also linked to his next topic on the agenda, which is the goal setting framework from the Chancellor's office. It is linked in this way, the data that we use to set our goals and the data that we share all comes from the same place, referential files that we submit to the Chancellor's office and most of them are publicized in their summarized version. We can go to the Chancellor's data mark and you can see the discipline of what percentage of students are successful, how many people graduate, how many people do not, and how students fair whether they come prepared or not. So that is the same data which is part of what we share. It allows us to know where our students came from and what their level of preparation was in cohorts, how they do when they leave, and how they do with the other members of your cohort. For us, that is the local Cal State and UC Riverside. Irvine is now part of it too.</p> <p>President Fisher entertained a motion to approve the MOU's for Cal-PASS Plus and the Institute for Evidence-Based Change (IEBC) (Linked Learning MOU). David moved, Rick second. No further discussion and the group voted as follows:</p> <p>AYES: Au, Bastedo, Cota, Fisher, Hector, Hunter, Hrdlicka, Huston, Jaramillo, Kinde, Lillard, Miller, Shabazz, Smith, and Stark.</p> <p>NOES: None</p> <p>ABSTENTIONS: None</p> <p>ABSENT: Beavor and Hamdy.</p> <p>Motion carried</p>
Linked Learning MOU – J. Smith	<p>President Fisher asked James about the Linked Learning MOU agenda item.</p> <p>James stated that Linked Learning MOU is the Institute for Evidence-Based Change (IEBC). See above agenda item information on IEBC and MOU motion carried.</p>
Institutional Effectiveness Framework – J. Smith	<p>James advised the group that this was sent to you last week, but he has an update. He was at the RP Group workshop. He provided the handouts of last week and the handout of the "Institutional Effectiveness Partnership Initiative Advisory</p>

Continued - Institutional Effectiveness Framework – J. Smith	<p>Committee Framework of Indicators". What you have this week is kind of a summary and a very condensed form of what he gave the group last week. You will see the form that we have to fill out on the Chancellor's website this month. Also, you will see values that are calculated that we are going to fill in there. These are broken into four basic areas. Student performance divides students who are prepared from those who are not. We have to look at our previous performance and set a goal that we want to achieve in terms of student performance in the future. We did that by using the standard deviation formula that looks at how much variation we had over the last five to seven years. Then finding the average variation and saying we want to be sure that we use this to make a goal for ourselves and we are also consistent with the way we set the floor. We also have the Institution set standards and we use one standard deviation above our past performance. Below that is how low we are willing to go before we sound the alarm that we need to do something or some intervention. So now what we have is, in technical language, are confidence intervals where over time is between one standard deviation below and one standard deviation above. That is where we are, and we have as our goal one standard deviation above. The one standard deviation below is how low we are willing to go. We have Accreditation Status category and we also have Fiscal Viability and Programmatic Compliance. Those are goals that, a couple of them, will defer to Scott to look at. But in general, our salaries are about 80% of our general fund. Right now, because of our raises, it has gone up to 90 to 91%.</p> <p>Scott stated the complete salaries and benefit packages are 90 to 91%.</p> <p>James stated we want to set as a goal to maintain that level and not to go any higher because we need a little bit of space for other things in general funds. We want to maintain that level.</p> <p>Ricky asked if you are saying you are not opposed to raises.</p> <p>James stated what he is saying is we do not want to fire anybody and we know we will need to hire some people. We are going through that. You can infer what you want to, but the idea is that we want to maintain it. He clarified it with Scott.</p>
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Continued - Institutional Effectiveness Framework – J. Smith	<p>Scott stated that is correct.</p> <p>James stated he is for raises.</p> <p>Celia stated we start believing we are cutting income in that percentage, the amount that is in that pot, the percentage will go up, and we can hire more people.</p> <p>Scott stated that is correct.</p> <p>James stated as the economy seems to be on the uptake, as it improves, we should have more money, which a smaller percentage goes to salaries and more room for raises.</p> <p>James stated this gets back to how we want to set our goals for the FTES. We are looking at 2% a year is what we are setting as our goal for that. The fund balance and the annual operating excess and the cash balance, I do not know if we want to spend a long time with that. But if they have any questions, they can ask Scott. The final thing is for audit findings we will not want to have any modifications. The findings should be all saying we are doing everything as it should be.</p> <p>This is where we are and you will notice on this summary sheet there are several places where it says scorecard or data mark. That is where the sources of the data can be found in order to set our goals and see where we are. Again, to say what I said before, that is that the data mark is a summary of the data we provide them from datatel on our campus. So, they are uploaded in a form as referential files and have the data for every student and everything they have done in a certain time frame. The Chancellor's office summarizes that and provides it to us on the data mark. The difference between data mark and scorecard is that scorecard data looks at student performance for any student that starts on our campus, no matter where they end up. For data mark we only are looking at the students and what they did here. Scorecard states if the student starts on your campus, you get credit for their success, no matter where that success is. If a student starts here and goes to Riverside or Chaffey, etc. we still get credit.</p> <p>James stated the deadline for submitting this is the 15th of June. He took this to Academic Senate and got an additional approval for our method of</p>
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Continued - Institutional Effectiveness Framework – J. Smith	<p>establishing goals. Their condition was that I did not change anything after I went to this workshop. James stated that he is not changing anything. He thinks our mythology is so much more systematic than anything anyone else there has and nothing can change his mind. We have a sound way of finding goals and setting goals and we are not changing it, so he has approval from Academic Senate.</p>
Ad Hoc Committee Update – Membership Inclusion of BFSAA and LFSAA – A. Au	<p>Algie stated that the group had already approved the revised handout of the “Requirements and Process for College Council New Member Consideration” form. Perhaps, what Jeremiah thinks is because he was not changing anything and this group approved it after changes were made. You have tentatively agreed that the two organizations who would like to participate will be dealt with in fall when you and the group came back. Perhaps, additionally why this is coming back is because you have a question for our Grand Director or our Communication Director on how that membership will work. So I think, as I recall, to have it as a reoccurring guest. Otherwise, she did not have anything else.</p> <p>President Fisher stated she thinks it is here just because it is in its final form. The last time this body reviewed the form, it had information we had agreed to be deleted. We voted and were given a copy of it, as we agreed for our records. I believe that is what it is.</p> <p>Algie said okay. You need to decide.</p> <p>President Fisher stated she does not think that there was anything left to do.</p> <p>Rick stated that at the last meeting that the form did not have the changes that we agreed to before and now this form does.</p> <p>Algie clarified, does the form handed out look like the corrections you had previously?</p> <p>President Fisher said, “yes”, and we can move on.</p>
Accreditation and Student Learning Outcomes – C. Huston	<p>Celia updated the group on the SLO that we have 99%. We have two degrees and/or certificates that she does not have program mapping for. She has an appointment with one person on Friday. The other person she has identified who she needs to go to and she can get that done. We are moving forward with our PLO’s and she does not see how even ACCJC can continue to give us the dings for having 99% of our PLO’s in on-going assessment.</p>

Continued - Accreditation and Student Learning Outcomes – C. Huston	<p>The Cloud is up and running. We are discovering problems as we go, as we expected, that we have some out-of-date SLO's up there. We have some classes that do not exist up there and we have classes that are brand new that we do not have up there. We are dealing with them every day and getting the data updated daily. It will be a creative semester right at the end and to get this done. It seems to be getting a very favorable response. Of course, we will have other classes taught in fall that were not taught this semester, so we will have a little bit of cleanup in fall. But by this time next year, we should have a smooth running process that is going to generate usable information that is going to help to change and improve student learning.</p> <p>Haragewen added we will be sharing this at the Accreditation & SLO Committee meeting. She will be sharing the new standards with the committee tomorrow and our goal is in the fall to have further discussion. If you like, I can get a scan copy of the new standards to Debby and she can send it out to the group by email.</p> <p>President Fisher stated that would be fine.</p> <p>Celia stated that Haragewen twisted her arm and President Fisher twisted Haragewen's arm, and they wrote a proposal to propose, at the Learning Summit in Phoenix next month, about taking your SLO's from chaos to being compliant and trying to further yourself to create an environment for improvement. They actually selected us to present it.</p> <p>Diane asked that you mentioned new standards? Also, are we being held to the previous standards for our March review?</p> <p>Haragewen clarified that these are just the new standards starting fall 2016. It is advisable to be familiar with the new standards and anything within those areas that we are supposed to respond to. There is something that extends to it, and we can try to address it a little bit. We are not required, but you never know about those who are going to be coming for the site visit, which way they have been trained.</p> <p>Celia stated that we have a recommendation for example 2A 1A C. We are going to look at the new standard for the reference number to the same number and make sure there is no significant change that we may want to talk about when we are addressing our recommendation to show that we are aware of the changes and taking steps.</p>
Campus Climate Survey – J. Smith SENSE	James advised the group that in the fall semester we are going to do a survey that goes by the "SENSE" which is a "Survey of Entering Student Engagement". This is going to be part of a two

<p>Continued - Campus Climate Survey – J. Smith</p> <p>➤ SENSE</p>	<p>semester sequence. The second semester, we are going to have the SENSE which is the Community College Survey Student Engagement. It is a way for us to get some good data on Student Engagement using a survey that has a national normal that allows us to compare ourselves with other schools. CHC is also a part of this. We are going to start notifying people right now to expect it near the end of the semester in fall. When the sample is selected, we need to get at least 99% buy-in and participation from the faculty members who are part of the sample because there are only 57 that will be selected. The company that we contract with does the random sample. In order for it to be valid and representative of our campus we need to get a very high participation rate. So we need to start getting buy-in early and notify people. He cannot notify people of what classes that have been selected until the middle of the semester, partly because he will not know who they will be. After “last start” classes start, I give them the final update of all of the sections and they have a systematic routine which they use to select the random sample. This is the beginning of a campaign to let people know what to expect. I will be working with Greg to make sure he puts things out in our Public Relations and with Wally who has actually worked with the people who developed this at the University of Texas in Austin. This is a big deal now. Wally just happened to be at the place that this whole thing was developed. He has lots of good data and resources that he can share which the College can use to improve Student Services and our relationships with faculty and students to increase engagement. You will start seeing emails about “SENSE” and you will know what it is.</p>
<p>Needs Request/Funding Cycle – S. Lillard</p>	<p>Sheri advised the group that the committee has had discussions about the current cycle that we have now; does it work, in light of all the needs request for funding and the timing and the deadlines? The committee felt that it works in terms of our timing for now. That was basically the sense of the committee, to have a needs assessment in fall with recommendations coming out in late fall, December or so, seems to work. Maybe, the funding and the budgeting and the planning in the spring needs to take place a little bit sooner. It seems our cycle is working for now.</p> <p>Rick thought we were putting any Program Review items to vote on this meeting before we left.</p> <p>President Fisher said, “yes”, coming up.</p>
<p>Program Review – S. Lillard</p>	<p>Sheri reported to the group that they completed efficacy and she will be sending out a report to Senate and she will copy College Council members.</p>

Strategic Planning – J. Smith / C. Huston	<p>Celia advised the group that she had prepared an activity, but she suggested we deal with prioritization and hear from Scott way before we deal with this activity. We are getting short on time. She will postpone the activity at this time.</p> <p>James had one item to discuss with the group. This is still goal 3 and 4. One of our goals is to build a strong relationship between the campus as a whole and the Foundation. This is one of those places where it is not clear to me how we want to measure the current relationship and probably want to measure the progress towards building a stronger relationship. Maybe I can get some quick ideas, if anybody has any. Currently the major relationship is that they give scholarships to the students. I know that other Institutes have stronger relationships between student population, faculty and the Foundation gap that have all sorts of dimensions to them. Some of those related to Alumni contacts and sponsoring events that allow Alumni, faculty, parents, and students to get together. I am looking for some activities that you can recommend that would represent building a stronger relationship with the Foundation.</p> <p>President Fisher stated she serves on the Foundation. She is going to suggest one way to get that information, besides from this body, would be to reach out to the Foundation Committee members and ask them what they would want to see from the College side. I do know we have to strengthen the relationship somehow by having presenters from programs. For example, Nursing. Dr. Bangasser and Carol Wells gave a presentation. They were very excited about that and it did not take much for a donor to come forward to be interested in ways we could expand the Nursing Program and the number of students we serve.</p> <p>James stated he first went to the Foundation members and they stated they wanted a stronger relationship with the campus. He will go back to them and ask them what that means in terms of activities.</p> <p>President Fisher stated we want to sell seats in the auditorium and we want every member of this campus to donate a minimum of \$1 a month to the Foundation. That is the kind of thing that they are going to come up with.</p> <p>Sarah questioned that did we not just spend a giant amount of money on a consultant to the Foundation and did that not result in some sort of a tangible plan?</p> <p>President Fisher stated that it is there, but she had not read it yet, since Kevin just left. On a bi-weekly basis Kevin would provide her with an update. You</p>
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Continued - Strategic Planning – J. Smith / C. Huston	<p>are right that it was \$300,000.00 for a consultant to come in and create a plan and establish the Alumni piece. There is quite a lot of work that has been done and that is why I am not sure where it is coming from in terms of the relationship. A lot of it Kevin has brought to me. That these are the things that we would like to see that the College is more engaged with in order to work more closely with the Foundation.</p> <p>James stated he can read the goals in the plan which President Fisher has, and that they show that they integrate in the goals in our plan.</p>
Program Review Prioritization – G. Fisher	<p>President Fisher had the Program Review document which the members were also provided. She stated it takes a long time to go through this plan and document. We have spent an entire meeting on this document. She can tell you now that the positions for faculty and classified that there is no growth money. We are not in any position to fund any of those spots for planning for the 15-16 year. Whether or not we have a little money for budget augmentation, or whether or not there is equipment out of some other source of money, not all items or positions our funded through general funds. I can speak about the general fund but there are Prop 31 monies and the construction pot of monies that Scott (when he goes through, once we decide what the priorities are, unless they are for safety and then they are at the top of the list) can look to see where he can fund some of those items out of some of the secondary pots of monies. What we have done historically, we have taken the faculty and classified positions and turned the page. So, we do not have any money, but we have priority and we would fill those positions as we go down the page. So what happens with equipment, technology, and facilities? We have to look at monies and see how much money we have that can be pulled off and funded with one of those other pots of monies she is talking about. The goal is to come up with one list of priorities. That is what takes time. The top two items are on the facilities list and the third items is the budget augmentation. Are you following me? For most of us, we have done this before and that is what takes a little bit of time, but it starts with money. We were going to give us a snapshot of the money to lead us into this discussion, so that you understand why we are not going to be doing it right now. That is going through the process. One, we do not have the time today and, two, you need to look at this and take everything into consideration, most importantly the piece about the money that Scott is going to share with you. He represents not only the position of VPAS but also Co-chair of the Budget Committee.</p> <p>Scott stated to the group that we are in the middle of our Developmental Budget process. As far as the Program</p>

Continued - Program Review Prioritization – G. Fisher	<p>Review and the funding that may be available out of general fund, it is very premature at this time, at this point, of where we are at in the Budget Development. Quick review of the process due in 15-16, in round one and round two. We are at round two in adjustments and we will explain that in a minute. In the developmental process, everyone needs to understand that we just do not develop our budget and then submit it and in April we are done after board approval. The process starts in January when the Governor puts out his proposal and we estimate what we think the revenues are going to be and divide it up by the Colleges. We go through our process and the board sets some guidelines and assumptions they approved for the budgeting process. Then we go to work. There is quite a process of adjustment that goes from now until the preliminary budget which is approved in June, and then continued adjustments based on the revenues that are actually going to come in until the final budget gets approved in September. So we are just getting started on this right now. He just wanted everyone to know it is a process.</p> <p>What he just explained occurs every year. What is a little different about this year is we implemented Questica. That is huge and he is already seeing the benefits of Questica in a big way. Next year it is going to be better, but we are on a learning curve so it has been sort of tough. Position Control was a big piece of this in terms of populating Questica with our Position Control, and getting a handle, because 90% of the overall budget for the District is faculty, classified salaries, and benefits. There is only 10% for everything else.</p> <p>Dave asked, “What is Questica?”</p> <p>Scott stated Questica is our new budgeting and budgeting management software, and it also has the Position Control which is huge. Then, the other thing that is different this year is that we have a new resource allocation model that has been proposed and gone to board. The allocation model that I have given numerous presentations on is going to fully fund our College for fixed numbers of FTES, and that is increasing guarantee revenues for use. Those are the things that are new this year in this process. So, in round one we submit our budget and here is what happens. This is part of the normal process and we are over budget based on when things settle out. Crafton was over forecast of just under a million. Valley was over forecast based on assumptions and revenues we thought (a few months ago) was over just under a million, and the District Office was over by half a million. For a total of (this is our issue we have to correct) two and half million dollars deficit right now. That is not a guarantee deficit. We still do not know what the actual revenue is and this is all still based on assumptions. That was round one. So immediately after round one, we had a District Budget Committee meeting and Crafton and the District Office jumped on it really quick and made some quick corrections. Crafton came down from \$900 and something thousand to \$603,000, and District Office went down a couple of hundred thousand. Scott did not get to his corrections prior to the District Budget</p>
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Continued - Program Review Prioritization – G. Fisher	<p>Committee. So, everyone got some adjustments and we had another adjustment that he had looked at and started analyzing. The reason I am making a big deal out of this is that the District Office got a hold of this presentation. Valley is over by a million dollars and everyone else had lowered theirs. That is not the case. He started to look at where mistakes were made and made adjustments. As of Tuesday, May 12th, I do not know where Crafton or District are in making their adjustments, but we have made a million dollars' worth of corrections to ours. He found about \$300,000.00 in errors in Position Control positions that were duplicated (that kind of thing). Salary savings based on positions funded (but it takes a while to hire) had a savings of \$300,000.00. For Adjunct Faculty adjustments where there were additional dollars for Adjunct Faculty, there was a savings of a couple of \$100,000.00. We wanted to significantly increase our Marketing this year and we had to cut that back by \$50,000.00. We increased but not by as much as we wanted. He found a couple of \$100,000.00 in campus wide supplies and contracts. We increased all the programs by 5% to start capturing back a piece of that 10% that was taken away three or four years ago across the board. Without tapping that, we did everything we could to avoid taking back the 5%. So, I took it out of the campus wide supplies and contracts. Anything I felt it was possible to cut, I found the money there. This is not in concrete, this is round two. We have submitted this to Fiscal Services and a lot needs to happen. Here is what the next steps are. The Governor's May revise is coming out tomorrow. The May revise is going to give us a better picture of where our revenue is going to be. The Legislative Analyst's Office and the one for the Community Colleges have been analyzing this. State revenues are up and our own Interim Vice Chancellor is predicting there are going to be increase revenues for K-12 and Community Colleges. We also have to have the District Office assessment adjustment. I have been told that was a certain number and it may be coming down. When their services come down, that means our revenue goes up. It changes the picture. So, based on what happens here, we will make adjustments to ours again. What we will be doing is go back and refilling some of the money I tentatively put aside to take care of that million dollar deficit. We thought we had this new resource allocation model and we thought that was going to bring in \$980,000.00 back to the College. Where did that money go? That is true but here is what happened. Inflation and supply costs have gone up and takes a piece of it. Inflation in contract and services takes a piece of it. We had a number of increased regulatory compliances (or maybe where we have identified where we were lacking) that takes a piece of it. Just this year alone, we had \$300,000.00 in Institutional positions that come to bear out of general fund. We had a couple of percentage increases in FTES, which equates to increases in supplies and more services to take care of those students. Adjunct Faculty rate went up and that is impacting our Adjunct Faculty cost. Our PERS increase and the step in column increase and the column increase based on the 8% raised this year. All of that takes a big bite out of it. We are crossing our fingers that the State Budget is going to go up and we are going</p>
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Continued - Program Review Prioritization – G. Fisher	<p>to get increased revenues. That will help us this year and a little bit better picture than it looks currently. Again, we are right in the beginning stages of this thing and we are going to be working this budget back and forth, all the way until September. That is it.</p> <p>President Fisher asked if anyone had any questions for Scott.</p> <p>James questioned about the money that you found for the duplicate positions; that was not caught during the Developmental Budget?</p> <p>Scott stated when you are populating Questica we had to go by position by position. And even after we did that, this popped in. At the end, we had to go back in and re-analyze and say that is wrong, that position. We had to do that type of analysis to find those mistakes. We were double paying.</p> <p>Sarah asked about inflation of supply cost. That is something that effects any program that is supply dependent as the Science program. My budget does not get increased to cover those inflations and cost. So how do I get in on that? I have never received it. I have been talking about inflation as supply dependent departments; as in Biology and Chemistry, our budget does not grow to compensate for inflations. You say the increase of inflation of supply cost went to pay for inflation, but it is not increasing my supply cost.</p> <p>Scott stated that helped pay for the 5% increase in those. This year was the first attempt in trying to start restoring it. A piece of that was already deteriorating by inflation, but that was our first attempt.</p> <p>Sarah stated that, so on going, there will be attempts to augment supplied budgets for programs that are supply dependent in order to make up for inflations.</p> <p>President Fisher stated “always”. Last year we used one time monies to address that and this time we are looking to set something in the budget that is permanent.</p> <p>Sheri stated a quick comment; the Cal Pers, do you mean Cal Strs?</p> <p>Scott stated, no, Cal Pers.</p> <p>Sheri said her question is the Cal Strs increase; is the District paying for it, or do they pass that onto the campuses (The District contribution to Cal Strs)?</p> <p>Scott said he does not have an answer for that, but it is a big issue. It is being handled at the State level initially.</p> <p>Sheri wanted to know if the District takes that responsibility, or they farm it out to the campuses.</p> <p>President Fisher stated that ultimately it is going to impact our budgets guaranteed.</p> <p>President Fisher referred to the Program Review</p>
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Continued - Program Review Prioritization – G. Fisher	<p>Prioritization List by sharing this information with you to help you understand that we are not ready. But, you are ready to review the documents and start drawing your own conclusion. Now is the time, during the summer. Take a look at the backup paperwork that came with those reports. If you are wondering about any placement of a particular department, or if this is a greater need, read it, you have time. This will be on the agenda and we will prioritize and we will know by then if we have monies to spend on things beyond which is safety driven.</p> <p>David asked if we could prioritize, for the fall, this thing about positions.</p> <p>President Fisher stated that we will put that on the agenda for fall. Something we need to do is create a second rubric, if you will. A process that makes it clear.</p> <p>David said we have it.</p> <p>President Fisher stated we need some framework behind it; how it is entertained when it comes to College Council.</p> <p>David stated also how it interacts with Program Review.</p> <p>President Fisher stated that it is consistent and everyone knows what the process is. Sounds fair?</p> <p>David stated absolutely.</p> <p>President Fisher thanked all and appreciated all.</p>
Program Review Reassigned Time – A. Au	<p>Algie addressed the group regarding reassigned time. Actually, Sheri had detested it, and what we noted, and the handout was prepared by Jeremiah. Leticia can attest to this; there is too much of a load for Program Review Chair to have 8.2 reassign time, just based on all the stuff that needs to be gone over for an entire year. We propose to increase that reassign time and I believe that you had the meeting with President Fisher already and with Jeremiah. This is being brought here for this group to decide. Sheri can speak on it and Celia can speak about previous experiences on how much Program Review load there is.</p> <p>Sheri stated in recent years the work load for the Program Review has increased. We have a lot of needs assessment requests every year. Not so much as growth anymore, but anything new you send through to Program Review. Recently, in the last two years we are now complying with the State Regulation and we also have a review every two years. So, we have a whole new batch of efficacy to review. The work load goes on beyond a .2 and we are advocating for increased reassign time for the Program Review Chair. I brought it to Dr. Fisher and said nobody wants this and that is how the conversation started. We brought it to Academic Senate and it passed Senate this last week.</p> <p>President Fisher asked since she did not recall, does it amount to two classes?</p>

Continued - Program Review Reassigned Time – A. Au	<p>Sheri stated she is going to say one lecture.</p> <p>President Fisher stated it was one three unit lecture. When I talked to Leticia, and how much work and how that compared to Curriculum (because you have a different split), it is not even for fall and spring because of the amount of work that comes through at a particular time. It just seems like a reasonable thing, but it is important that it did go to Senate, and it is important for this body to weigh in on this. It is being brought to us for a motion to approve. What it amounts to is a greater percentage reassign time afforded to Academic Senate, and then Academic Senate will actually determine how to divide up the chunk. You can see the change later, and we are not so much involved in making that decision. We are here today to increase the percentage of reassign time to Academic Senate. I will say this is not contractual. We do not have to, but the work needs to be done and it is a matter of fairness at this point. Program Review has evolved from way back when the standard was established.</p> <p>President Fisher entertained a motion to approve to increase the percentage of reassign time afforded to Academic Senate. Celia moved, Leticia second. Discussion:</p> <p>Diane asked, What is the percentage?</p> <p>Algie stated it would go from a .20 to a .38 per semester. There is a two semester total and it is just for the Program Review Chair. It is a .18 increase per semester.</p> <p>Rick stated the increase total to the Academic Senate is 1.63 in the fall and 1.43 in the spring. The extra .20 for President Elect.</p> <p>No further discussion and the group voted as follows:</p> <p>AYES: Au, Bastedo, Cota, Fisher, Hector, Hunter, Hrdlicka, Huston, Jaramillo, Kinde, Lillard, Shabazz, Smith, and Stark. NOES: None ABSTENTIONS: Miller ABSENT: Beavor and Hamdy. Motion carried</p>
Committee Reports (start at 2:30 p.m.):	No Reports
OTHER:	President Fisher wanted to recognize Gabriel Jaramillo. He has been re-elected as VP of ASG. We are very proud of him and thank him so very much.
Adjournment:	Meeting adjourned at 3:03 PM
Next College Council Meeting: No meetings during Summer months (Note: Fall/Spring Schedule of dates/times for new Academic Year 2015-2016; Bi- monthly, 2 nd & 4 th Wednesday's from 1-3 PM)	

COLLEGE COUNCIL MEETING – SIGN IN

DATE: May 13, 2015

TIME: 1:00PM – 3:00PM

LOCATION: President's Conference Room ADSS-207

NAME	DEPARTMENT	SIGNATURE
Dr. Gloria Fisher	President (Chair)	<i>Present</i>
Algie Au	Proxy for Academic Senate President (Co-Chair & Academic Senate)	<i>Algie Au</i>
Dave Bastedo	Faculty, Science (Technology)	<i>D. Bastedo</i>
Aaron Beavor	Classified Senate President (Classified Senate)	<i>Aaron Beavor</i>
Marco Cota	Dean, Counseling (Matriculation) (Enrollment Management & Student Equity)	<i>MC</i>
Rania Hamdy	Professional Development Coordinator (Professional Development)	<i>Rania Hamdy</i>
Leticia Hector	Faculty, Speech (Curriculum)	<i>L. Hector</i>
Rick Hrdlicka	Campus Technology (Technology)	<i>R. Hrdlicka</i>
Diane Hunter	CTA Representation (CTA)	<i>Diane Hunter</i>
Celia Huston	Non-instructional faculty, Library (Accreditation/SLO's)	<i>C. Huston</i>
Gabriel Jaramillo	ASG VP designee for ASG President (Associated Student Government)	<i>G. Jaramillo</i>
Haragewen Kinde	VP, Instruction (Instruction/Accreditation)	<i>H. Kinde</i>
Sheri Lillard	Faculty, Chemistry (Program Review)	<i>Sheri Lillard</i>
Sarah Miller	Designee for CSEA President (CSEA)	<i>S. Miller</i>
Rick Shabazz	VP Student Services (Student Services)	<i>R. Shabazz</i>
James Smith	Dean, Research & Planning (Research & Planning)	<i>James Smith</i>
Scott Stark	VP Admin. Services (Administrative Services)	<i>Scott Stark</i>

(17 members)

MEETING GUEST – SIGN IN (Below)

NAME	DEPARTMENT	SIGNATURE
Jimmie Bradley		
<i>Myrlinda Maymoke</i>		
<i>R. Pikes</i>		<i>R. Pikes</i>

SBVC College Council AGENDA**Date: May 13, 2015****Location: President's Conference Room, ADSS-207****Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair
Algie Au, Proxy for Academic Senate President, Co-Chair
Dave Bastedo
Aaron Beavor
Marco Cota
Rania Hamdy
Leticia Hector
Gabriel Jaramillo
Rick Hrdlicka

Diane Hunter
Celia Huston
Haragewen Kinde
Sheri Lillard
Sarah Miller
Ricky Shabazz
James Smith
Scott Stark

Guest(s):

TOPIC	DISCUSSION and ACTION
Call to Order:	
Approval of the April 22, 2015 Minutes	
Upcoming/Filling Positions – G. Fisher	
Title IX Training – R. Shabazz	
Governance Handbook – G. Fisher	
Cal-PASS Plus MOU – J. Smith	
Linked Learning MOU – J. Smith	
Institutional Effectiveness Framework – J. Smith	
Ad Hoc Committee Update – Membership Inclusion of BFSAA and LFSAA – A. Au	
Accreditation and Student Learning Outcomes – C. Huston	
Campus Climate Survey – J. Smith ➤ SENSE	
Needs Request/Funding Cycle – S. Lillard	
Program Review – S. Lillard	
Strategic Planning – J. Smith / C. Huston	
Program Review Prioritization – G. Fisher	
Program Review Reassigned Time – A. Au	
Committee Reports (start at 2:30 p.m.):	
OTHER:	
Adjournment:	
Next College Council Meeting: No meetings during Summer months (Note: Fall/Spring Schedule of dates/times for new Academic Year 2015-2016; Bi- monthly, 2 nd & 4 th Wednesday's from 1-3 PM)	

SBVC College Council MINUTES**Date: April 22, 2015****Location: President's Conference Room, ADSS-207****Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair
Jeremiah Gilbert, Academic Senate President, Co-Chair
Dave Bastedo
Aaron Beavor
Marco Cota
Rania Hamdy
Leticia Hector
Gabriel Jaramillo
Rick Hrdlicka

Diane Hunter
Celia Huston
Haragewen Kinde
Sheri Lillard - **A**
Sarah Miller
Ricky Shabazz
James Smith
Scott Stark

Guest(s):
Jimmie Bradley

TOPIC**DISCUSSION and ACTION**

Call to Order:

President Fisher called the meeting to order at 1:05 pm. Agenda items were taken out of order with James discussing the Strategic Planning Goals 3.

Discuss Water Conservation – J. Bradley

Jimmie, a member of ASG gave a Powerpoint presentation on water conservation pertaining to SBVC. There are several areas he proposes to remove the grass and replace with aromatic plants, a supplement of red rock and mulch, add more walkways, benches and umbrellas. \$250,000 is what I would like to request. We need to improve the Wifi on campus and that would cost \$40-50,000.

President Fisher asked him to send the Powerpoint to Suzan Hall and we will review it. There are several pieces we need to review separately. I will do that on your behalf. The process for requesting monies out of our reserve fund calls for a paperwork process. We will have a conversation about what you have presented and we will be back in touch.

Approval of the February 25, 2015 amended Minutes	<p>President Fisher entertained a motion to approve the amended minutes from February 25, 2015. Scott moved, Gabriel second. No discussion and the group voted as follows:</p> <p>AYES: Fisher, Bastedo, Beavor, Cota, Hamdy, Hector, Jaramillo, Hrdlicka, Hunter, Huston, Kinde, Shabazz, Smith, Stark</p> <p>NOES: None</p> <p>ABSTENTIONS: Gilbert, Miller</p> <p>ABSENT: Lillard</p> <p>Motion carried.</p>
Approval of March 11, 2015 Minutes	<p>President Fisher entertained a motion to approve the minutes from March 11, 2015. Scott moved, Rick second. No discussion and the group voted as follows:</p> <p>AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Jaramillo, Hrdlicka, Hunter, Huston, Miller, Shabazz, Smith, Stark</p> <p>NOES: None</p> <p>ABSTENTIONS: Hector, Kinde</p> <p>ABSENT: Lillard</p> <p>Motion carried.</p>
Approval of March 25, 2015 Minutes	<p>President Fisher entertained a motion to approve the minutes from March 25, 2015 with correction on page 1, to read Ed Code section 70901.2. Scott moved, Aaron second. No discussion and the group voted as follows:</p> <p>AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Hector, Jaramillo, Hrdlicka, Hunter, Huston, Kinde, Miller, Shabazz, Smith</p> <p>NOES: None</p> <p>ABSTENTIONS: Stark</p> <p>ABSENT: Lillard</p> <p>Motion carried.</p>
Approval of April 8, 2015 Minutes	<p>President Fisher entertained a motion to approve the minutes from April 8, 2015. Scott moved, Rick second. No discussion and the group voted as follows:</p> <p>AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Jaramillo, Hrdlicka, Hunter, Huston, Kinde, Shabazz, Smith, Stark</p> <p>NOES: None</p> <p>ABSTENTIONS: Hector, Miller</p> <p>ABSENT: Lillard</p> <p>Motion carried.</p>

Bookstore Operations – G. Fisher	<p>President Fisher has scheduled a second open forum for May 7, 2015 in LA 100. We are looking for solutions. What's on the table now is removing the 5% discount ASG sticker and if there are no better suggestions on how we can operate a solvent bookstore, then this is what has been submitted as the proposal.</p>
Gender Neutral Signage Change – S. Stark	<p>Scott stated we do have gender neutral restrooms on the campus so we did a count. There are 19 unlocked unisex restrooms and 5 locked staff unisex restrooms. Those restrooms have signage that have Unisex or male/female on them. The sign shown here with the toilet is available at no cost.</p> <p>President Fisher entertained a motion to retain the type signage we have currently with the man and woman. Aaron moved, Gabriel second. Discussion.</p> <p>Diane mentioned there are disabled students that need assistance so there are other uses as well.</p> <p>No further discussion and the group voted as follows:</p> <p>AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Jaramillo, Hector, Hrdlicka, Hunter, Huston, Kinde, Shabazz, Smith, Stark NOES: None ABSTENTIONS: Miller ABSENT: Lillard Motion carried.</p>
One-Time Funding for ADA door button in LA Building – S. Stark	<p>Scott reported the LA Building double doors have a push button into the lobby but no access into the courtyard. We have a quote for \$4859 from the fund balance to modify that and retrofit the doors.</p> <p>President Fisher entertained a motion to approve adding a push button in the LA Building. Diane moved, Rick second. No further discussion and the group voted as follows:</p> <p>AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Hector, Hrdlicka, Hunter, Huston, Jaramillo, Kinde, Miller, Shabazz, Smith, Stark NOES: None ABSTENTIONS: None ABSENT: Lillard Motion carried.</p>

Strategic Planning (Goals 3 and 4) – J. Smith

➤ District Strategic Plan

President Fisher entertained a motion to approve to take the Strategic Planning goals 3 and 4 out of order. Celia moved, Scott second. No discussion and the group voted as follows:

AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Huston, Kinde, Shabazz, Smith, Stark

NOES: None

ABSTENTIONS: Hector, Miller

ABSENT: Jaramillo, Hrdlicka, Hunter, Lillard

Motion carried.

James has been working with Human Resources to streamline the process of hiring, see Goal 3, 3.11.

President Fisher stated one of the reasons we think we have failed searches is the length of time we begin a recruitment process until the actual recruitment begins from HR and through the committee establishment and training.

James agreed one way we can work with HR is to give them an average time. One of the results of our meeting at the accreditation session is the Board is going to consider approving hires at their Study Sessions as well as the regular Board meeting.

Ricky mentioned what would be helpful is a defined hiring process with a flowchart. Position becomes available, you do X-Y-Z paperwork, it goes to these offices and by this time it's going to be opened.

James continued the discussion with Goal 3, 3.1.2. One of the things we want is to have one news release per week.

President Fisher stated as an institution, we can do Facebook, Twitter, our webpage so we have other ways of getting information available for people to see some of the positives that are happening here and can be done on a daily basis.

Rania added there are a lot of strategies we can use and it's a relationship management that needs to be formed with newspaper people.

James closed the discussion.

<p>Educational Master Plan – J. Smith</p>	<p>James stated this is an introductory part that is connected to all of the Educational Master Plan worksheets. We have updates from every department. I would like a set of volunteers to work on this first, revising what we have to match updates and to rewrite the document, with a deadline of September.</p> <p>Celia and Diane were volunteered by President Fisher.</p> <p>President Fisher said it's important to include a student voice. She charged Gabriel and Jimmie to go back and see if someone from the student body will volunteer to work on this project and report back to James.</p>
<p>Ad Hoc Committee Update – Membership Inclusion of BFSAA and LFSAA – J. Gilbert</p>	<p>Jeremiah stated the document is finalized now. The membership suggestion at the bottom has been removed as it is not part of the document. Now that we have this, we have had two presentations so how do we want to proceed?</p> <p>President Fisher suggested we make this document available to the two organizations and rather than ask them to return, give them the document and ask them to provide bylaws or minutes and then evaluate to see if they meet the criteria and make the decision from there.</p> <p>Rick corrected the third bullet which should say minimum active membership of at least 12 which is what we voted on.</p> <p>Jeremiah will make the correction and remove the bottom suggestion and make the final version.</p> <p>President Fisher will bring this back at a later date to decide and then we will come back in the fall and begin new projects.</p>

<p>Governance Handbook – G. Fisher</p>	<p>President Fisher asked where this is in the Senate.</p> <p>Jeremiah isn't positive. We have looked at it previously. This looks like the same document from last spring.</p> <p>President Fisher stated her goal is to finalize this. You all have a copy of this document and I will bring it back to the next meeting and that will be the last time I bring it back to this meeting for input. Any changes, additions, modifications, or edits please send them to Suzan Hall by email. She will identify what has been submitted from today up to the next meeting. We will get it to Jeremiah for the next Senate meeting.</p>
<p>AP 2510 Collegial Consultation – G. Fisher</p> <ul style="list-style-type: none"> ➤ Talking Points – Expectations of the manner in which shared governance committees are run on our campus 	<p>President Fisher is looking for some guidance.</p> <p>Rick stated the technology committee talked about this at their last meeting. One of the suggestions was when evaluations come up, to go back and look at attendance minutes at the committee meetings to see if they attend/don't attend and include this as part of the evaluation process.</p> <p>Diane added many faculty participate but do not attend the meetings.</p> <p>President Fisher stated it falls under other duties as assigned. I will have that conversation with managers to reach out to the various committee chairs and ask for a copy of the sign in records.</p> <p>Rania suggested having a meeting with all of the committee chairs and co-chairs to set up expectations for the fall semester and have a productive conversation. She could do this as a Professional Development Workshop.</p> <p>Diane will discuss this at CTA and put in the newsletter and on the website and they will work on it.</p> <p>President Fisher said this will be brought back again at a later date.</p>

Accreditation and Student Learning Outcomes – C. Huston	<p>Celia said I am sending this chart around to review so if you have anything you would like brought up we are meeting again on April 30 and we are not finished discussing item 2 yet.</p> <p>Ricky asked if they could bring up requesting a flow chart for hiring processes and also add a timeline for probation evaluations.</p>
Campus Climate Survey – J. Smith	No Report
Needs Request/Funding Cycle – S. Lillard	No Report
Program Review – S. Lillard	No Report
Strategic Planning – J. Smith	No Report
Committee Reports (start at 2:30 p.m.):	No Report
OTHER:	<p>President Fisher will be adding an additional standing item on the agenda and that is the filling of positions. She stated it's not on the agenda and important Dr. Kinde have an opportunity to present to the council on a vacancy due to a retirement so it's listed under Other.</p> <p>Haragewen stated the vacancy does meet the questions asked on the flow chart as shown. I am recommending we fill this vacant position due to retirement at the end of this year.</p> <p>President Fisher clarified when a Vice President brings a position forward, we are going to take it on faith the Vice President has reviewed all the information and meets the rubric. The role of this body is to make a recommendation to the President who still has to approve.</p> <p>President Fisher entertained a motion to approve hiring a Reading faculty to replace a retiring faculty that meets this criteria. Jeremiah moved, Marco second. No discussion and the group voted as follows: AYES: Fisher, Bastedo, Beavor, Cota, Gilbert, Hamdy, Hector, Hrdlicka, Hunter, Huston, Jaramillo, Kinde, Miller, Shabazz, Smith, Stark NOES: None ABSTENTIONS: None ABSENT: Lillard Motion carried.</p>

OTHER:- Continued	<p>Sarah shared one of the things that keeps coming up is how classified staff is put on committees and there is Ed Code on appointments of classified staff to committees. Management does not tell CTA who to appoint they also would not be doing that for CSEA. There has been a lack of clarity and hopefully these handouts will actually help.</p> <p>President Fisher stated she appreciated the documents presented by Sarah. Bring any questions you may have to the next meeting about what you are reading here.</p> <p>Gabriel took a survey during the Financial Aid Awareness Fair in regards to changing the name of the Cafeteria to Café. Out of 289 surveys, 241 voted yes and 48 voted no. So it looks like everybody wants the name changed.</p>
Adjournment:	President Fisher adjourned the meeting at 3:05 pm.
Next College Council Meeting: May 13, 2015	

Program Review Needs Assessment Rankings
2014 - 2015

	Faculty	Classified Staff	Budget
1	Sociology	Libr-media clerk 1	WST-establish budget
2	Nursing-1	CTS-tech-1	Anthro-establish budget
3	Machine Tech	Theatre-tech PT to FT	Dance-establish budget
4	Music	Food-Acct Clerk	Welding-1-budget increase
5	Electricity/Electronics	Welding-Lab Tech	Culinary-budget increase
6	Welding	Nursing-sim lab tech PT	Biology-lab supplies
7	Accounting	RTVF-media specialist	Polit-model UN club
8	Earth Science	Rsrch-interns	Soc-establish budget
9	Human Services-1	Auto Collision-Lab Tech	Child Dev-establish budget
10	HVAC	Culinary arts-Lab Tech	Chemistry-lab supplies
11	Counseling	Auto-Lab Tech	Writing Ctr-budget increase
12	Child Development	Couns-clerical	Auto collision-supplies
13	Psychology-1	Art-tech PT to FT	Counseling-adjunct
14	Art	Aero-Lab Tech	Auto tech-replace Perkins prof expt
15	Math-1	Libr-media clerk 2	Theatre-productions
16	Human Services-2	CTS-clerical	Library-student workers
17	Aeronautics	Grants-clerical	Welding-2 budget increase (lottery decr)
18	Culinary Arts	CTS-tech-2	Biology-field research
19	Chemistry	GIS-PT support spec.	Geogr/Geol-field trips
20	Psychology-2	Pharm Tech-clerical	RTVF-media acad interns
21	Biology		Welding-3 budget increase (supplies)
22	Auto Collision		Geology-tutors
23	Pharm Tech		Library-LearnExpr
24	Math-2		Geography-tutors
25	Nursing-2		Biology-microscope maintenance
26	Communication Studies		Chemistry-maintanance
27	Psychology-3		Nursing-maintenance
28	Reading		Geology-supplies
29			Biology-specimens/supplies
30			Library-binding
31			Biology-journal subscription
32			Sci Div-equipment maintenance
33			Pharm Tech-establish budget

replacement position
(faculty & classified)

establish budget = program currently
does not have a budget and one is
requested

Program Review Needs Assessment Rankings
2014 - 2015

Equipment			
1	Auto tech-steam rack hoist	28	WST-jar test
2	Bio-microscopes	29	Kin-rowing machine
3	Anthro-skeletal models	30	Chem-pipettes
4	Culinary-fryer, ovens, steamer	31	PharmTech-digital thermometers
5	lib-barcode scanners	32	Kin-revolv stepper
6	Auto collision-tools	33	Physics-balances
7	Chem-FTIR	34	Kin-benches
8	Music-pianos	35	Bio-kidney model
9	Electronics-test equipment	36	PharmTech-hotplates
10	WST-lab equipment	37	PharmTech-capsule equip
11	Geol-utility cart	38	Kin-mats
12	HVAC-AC refrig trainers	39	Bio-ear bones
13	Diesel-alignment machine	40	Physics-oscilloscopes
14	GeoGIS-relief maps	41	PharmTech-conical grad cyl
15	Diesel-drum machine	42	Kin-Jacobs ladder
16	Physics-multimeters	43	Anthro-stone tool kit
17	Theatre-sharktooth scrim	44	Anthro-calipers
18	Diesel-flywheel grinder	45	Anthro-flash cards
19	Theatre-muslin drop	46	Anthro-DNA models
20	Kin-steppers	47	Soc-world map
21	Diesel-engine	48	PharmTech-digital balances
22	Auto tech-align ment hoist	49	Bio-balances
23	Physics-force tables	50	Physics-Vernier lab equipment
24	Auto tech-scantool update	51	Bio-pelvis model
25	Kin-recumbent bikes	52	Bio-EKG
26	Auto collision-aluminum mig	53	Bio-spirometer
27	WST-valve models		

Program Review Needs Assessment Rankings
2014 - 2015

	Faculty	Classified Staff	Budget
1	Sociology	Libr-media clerk 1	WST-establish budget
2	Nursing-1	CTS-tech-1	Anthro-establish budget
3	Machine Tech	Theatre-tech PT to FT	Dance-establish budget
4	Music	Food-Acct Clerk	Welding-1-budget increase
5	Electricity/Electronics	Welding-Lab Tech	Culinary-budget increase
6	Welding	Nursing-sim lab tech PT	Biology-lab supplies
7	Accounting	RTVF-media specialist	Polit-model UN club
8	Earth Science	Rsrch-interns	Soc-establish budget
9	Human Services-1	Auto Collision-Lab Tech	Child Dev-establish budget
10	HVAC	Culinary arts-Lab Tech	Chemistry-lab supplies
11	Counseling	Auto-Lab Tech	Writing Ctr-budget increase
12	Child Development	Couns-clerical	Auto collision-supplies
13	Psychology-1	Art-tech PT to FT	Counseling-adjunct
14	Art	Aero-Lab Tech	Auto tech-replace Perkins prof expt
15	Math-1	Libr-media clerk 2	Theatre-productions
16	Human Services-2	CTS-clerical	Library-student workers
17	Aeronautics	Grants-clerical	Welding-2 budget increase (lottery decr)
18	Culinary Arts	CTS-tech-2	Biology-field research
19	Chemistry	GIS-PT support spec.	Geogr/Geol-field trips
20	Psychology-2	Pharm Tech-clerical	RTVF-media acad interns
21	Biology		Welding-3 budget increase (supplies)
22	Auto Collision		Geology-tutors
23	Pharm Tech		Library-LearnExpr
24	Math-2		Geography-tutors
25	Nursing-2		Biology-microscope maintenance
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26	Auto collision-aluminum mig	53	Bio-spirometer
27	WST-valve models		

Program Review Needs Assessment Rankings
2014 - 2015
TECHNOLOGY

Priority	Totals	Division	Department	Request	Cost (K)	Ongoing cost
1	59	Science	Chemistry	Color Printers	3	not requested
2	69	Library	Library Lab	Print Release Station	5.5	from Profits
3	71	Police	Criminal Justice	10 Additional Laptops	13.5	13.5 / 5yr
4	83	Research	Grants	Database Software	6	funded by dept
5	88	Science	Nursing	9 Additional Computers	13.5	13.5 / 5yr
6	94	Student Services	DSPS	Put 20 computers in Rotation	30	30/5yr
7	112	Science	GIS	15 iPads	7.5	not requested
8	124	Science	PharmTech	Desktop & Backup Drive	3	not requested
9	125	Student Services	DSPS	2 Mac, 4 iPads, 4 Laptops	11.5	not requested
10	127	Social Sciences	Child Dev	3 Laptops and Stands	4.5	not requested
11	130	Social Sciences	Sociology	Scate Ignate Software	0.5	not requested
12	139	Science	Geology/Ocean	15 Laptops	30	1.5 yr
13	142	Social Sciences	Sociology	Clickers	4	not requested
14	175	Social Sciences	Sociology	15 Laptops and Cart	25	22.5 / 5yr
15	196	Social Sciences	Psychology	40 Seat Computer Lab	160.5	25k yr

Priority	Totals	Division	Department	Request	Cost (K)
1	59	Science	Chemistry	Color Printers	3
2	69	Library	Library Lab	Print Release Station	5.5
3	71	Police	Criminal Justice	10 Additional Laptops	13.5
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5	88	Science	Nursing	9 Additional Computers	13.5
6	94	Student Services	DSPS	Put 20 computers in Rotation	30
7	112	Science	GIS	15 iPads	7.5
8	124	Science	PharmTech	Desktop & Backup Drive	3
9	125	Student Services	DSPS	2 Mac, 4 iPads, 4 Laptops	11.5
10	127	Social Sciences	Child Dev	3 Laptops and Stands	4.5
11	130	Social Sciences	Sociology	Scate Ignate Software	0.5
12	139	Science	Geology/Ocean	15 Laptops	30
13	142	Social Sciences	Sociology	Clickers	4
14	175	Social Sciences	Sociology	15 Laptops and Cart	25
15	196	Social Sciences	Psychology	40 Seat Computer Lab	160.5

Ongoing cost
not requested
from Profits
13.5 / 5yr
funded by dept
13.5 / 5yr
30/5yr
not requested
not requested
not requested
not requested
not requested
1.5 yr
not requested
22.5 / 5yr
25k yr

FACILITIES AND SAFETY PROJECT PRIORITIZATION FOR FY 15

Description	Department	Approx. Amount	Priority
Program Review:			1-46
Ventilation/Sound in HLS 213, 218, 222, & 230	Science		1
Lighting and AC/Heating in HLS 134, 135, 230 & 235	Science		1
Fix Noisy Fan/Ventilation in HLS 213	Science		1
Install Baseball Safety Netting Between Baseball and Soccer Field	PE	\$ 60,000	2
Install Sound Proofing between Welding Lab and Machine Tech Classrooms	Applied Technology	\$ 10,000	3
Drop Ceiling for HVAC Lab	Applied Technology	\$ 20,000	4
Higher Level of Security for the Health Science Department Office Area	Science	\$ 30,000	5
Area for Storage and to Cut Steel for Welding Lab	Applied Technology	\$ 250,000	6
Room Darkening Shades for Art 107 & 114	Arts and Humanities	\$ 300	7
Additional Space for Student Success Center	Science		8
Additional Space for Nursing Labs	Science	\$ 256,000	9
Replace Noisy AC in Machine Tech Classroom	Applied Technology	\$ 8,000	10
Drop Ceiling for Diesel Classrooms and Lighting	Applied Technology	\$ 20,000	11
Water Supply Technology Office Space	Applied Technology	\$ 5,000	12
Move Projector Screens in HLS 2nd Floor Rooms	Science		13
Replace Football Field Artificial Turf	PE	\$400,000 - \$600,000	14
Replace Track Surface	PE	\$300,000 - \$400,000	15
Dedicated Classroom/Lab for Pharmacy Technology	Science	\$ 122,000	16
Renovation Office Space for Pharmacy Technology Faculty	Science	\$ 1,000	16
Additional Lighting in Art 129 & 131	Arts and Humanities	\$ 2,213	17
New Dance Studio or Modification of Existing Classroom	Arts and Humanities	\$ 19,500	18
Replace Keyed Switch with a Normal Off/On Switch in PS Building Classrooms	Science	\$ 300	19
Additional valve stations in T101	Applied Technology	\$ 20,000	20
Fenced and Shelter Area for Welding Lab	Applied Technology	\$ 35,000	21

FACILITIES AND SAFETY PROJECT PRIORITIZATION FOR FY 15

Description	Department	Approx. Amount	Priority
Program Review:			1-46
Dedicated Lab Space for Water Supply Technology	Applied Technology		22
HLS 218 Needs Biosafety Cabinets not Fume Hoods	Science		23
Move Alarm for 2nd Floor of HLS Building from Nursing Office	Science		24
Door Between HLS 130 & 131	Science	\$ 10,000	25
Benches on Second Floor for HLS for Students	Science		26
Dropped Ceilings in HLS 218 & 217	Science	\$ 35,000	27
BIO Gardens Maintenance	Science		28
Directory for Faculty and Staff in HLS	Science		29
Conference Room for Humanities Division	Arts and Humanities		30
Repair the Soccer Field	PE	\$ 400,000	31
Repair the Baseball Field	PE	\$ 300,000	32
Install Awning for CTS Carts	CTS	\$ 45,000	33
Install Drop Ceiling in Machine Tech Classroom	Applied Technology	\$ 20,000	34

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 322-4005
<http://www.cccco.edu>



April 2, 2015

TO: Superintendents/Presidents
Chief Business Officers
Chief Student Services Officers
Chief Instructional Officers

FROM: Theresa Tena, Vice Chancellor
Institutional Effectiveness Division

SUBJECT: Requirement and Process for Adopting Institutional Effectiveness (IE) Goals Framework and 2015-16 College IE Goals

This memorandum formally notifies colleges/districts of the requirement that each college develop, adopt and post a goals framework as mandated by recently enacted legislation. In addition, this memorandum provides guidance on the process for approving the goals framework, and for adopting and posting the college's goals. The enacted legislation set ambitious deadlines for implementing this new process, which requires expedited activity at both the local and state levels. In recent weeks, representatives from over 104 colleges attended regional trainings on how to meet these new requirements (materials from these trainings can be found at: <http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>).

Background: Recently enacted legislation established a new system of indicators and goals that is intended to encourage improvement in institutional effectiveness at California community colleges. Pursuant to Education Code section 84754.6, the Board of Governors (BOG) adopted a goals framework at its March 16, 2015 meeting to measure the ongoing condition of a community college's operational environment (see attached Consultation Digest and BOG Item). This statute also requires that, as a condition of receipt of Student Success and Support Program funds, each college develop, adopt and post a goals framework that addresses, at a minimum, the following four areas: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines. In addition, it requires that the Chancellor post by June 30, 2015, and before each fiscal year thereafter, the annually developed system wide goals adopted by the BOG, and locally developed and adopted college/district goals.

Adopting Framework and Goals: Each college should adopt the framework of indicators approved by the BOG and colleges/districts adopt at least one goal for each of the four areas identified above (see attached "Select Framework of Indicators definitions" document). Colleges/districts may choose to adopt more than one goal for each area; however, in this initial year of implementation, we anticipate that most colleges/districts will adopt only four goals in the following areas:

- 1) Student performance and outcomes: **Course Completion Rate**
- 2) Accreditation status: **Accreditation Status**
- 3) Fiscal viability: **Fund Balance**
- 4) Compliance with State/Federal guidelines: **Overall Audit Opinion**

The process that a college uses to adopt the framework and college goals should be locally determined, but colleges are encouraged to ensure that all appropriate constituency groups (e.g. academic senate, classified staff, student senate, etc.) are engaged, consistent with their college's collegial consultation process.

Certifying/Posting Framework and Goals: An online monitoring portal has been established for posting each college's/district's goals, and can be accessed at <https://misweb.cccco.edu/ie/>. A unique district password for posting college's/district's goals to the portal will be sent to your district's Chief Information Systems Officer on Monday, April 13, 2015, and should be shared as appropriate.

Action Requested: **By June 15, 2015**, adopt the BOG approved goals framework, adopt at least one goal for each of the four areas, and complete the IE monitoring portal's certification page. The Chancellor's Office will post each college's/district's goals on the institutional effectiveness web site by June 30, 2015.

Contact: If you have any questions regarding this information, please feel free to contact me at ttena@cccco.edu or Jeff Spano, Dean of Institutional Effectiveness at jspano@cccco.edu.

Attachments

cc: Chief Information Systems Officer
President, CCC Statewide Academic Senate

California Community Colleges Chancellor's Office

INSTITUTIONAL EFFECTIVENESS

District Indicator Rates - San Bernardino CCD

Indicator	Long-term (6 Years) Goal (optional for this reporting year)	Short-term (1 Year) Goal (goal for 2015-2016)	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Required Goals							
Fiscal Viability and Programmatic Compliance with State and Federal Guidelines							
Fund Balance	Ending unrestricted general fund balance as a percentage of total expenditures						
	0.0	0.0	19.8	35.5	28.8	36.9	
Audit Findings							
	Unmodified: Unmodified auditor's report without internal control issues						
	Modified: Modified auditor's report and/or internal control issues						
	Modified	Modified	Modified				
Optional Goals							
Fiscal Viability and Programmatic Compliance with State and Federal Guidelines							
Salary and Benefits	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures						
	0.0	0.0	85.4	87.6	85.9	85.9	
Annual Operating Excess/(Deficiency)	Net increase or decrease in general fund balance						
	0	0 (7,378,515)	2,359,890	(4,225,364)	6,975,058	1,61	
Cash Balance	Unrestricted and restricted general fund cash balance, excluding investments						
	0	0	12,250,728	19,522,607	14,041,360	13,008,403	8,70

College Indicator Rates
Crafton Hills College
San Bernardino Valley College

California Community Colleges, Chancellor's Office
 1102 Q Street Sacramento, California 95811
 Send questions to IE | InstEffect@cccco.edu
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California Community Colleges Chancellor's Office
INSTITUTIONAL EFFECTIVENESS

College Indicator Rates - San Bernardino Valley College

Required Response

Has your college developed, adopted, and publicly posted the goals framework pursuant to the requirements of Education Code section 84754.6?

Indicator	Long-term (6 Years) Goal (optional for this reporting year) (goal for 2015-2016)	Short-term (1 Year) Goal	2013-2014		2012-2013		2011-2012		2010-2011		2009-2010	
Required Goals												
Student Performance and Outcomes												
Successful Course Completion (Datamart)	Annual percentage of credit course enrollments where student earned a grade of C or better (Goal should be set as rate)											
	0.0	0.0	67.5		69.0		67.6		65.4		64.9	
Accreditation Status												
Accreditation Status	Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action (See key below)											
			Feb 2014	July 2013	Feb 2013	July 2012	Feb 2012	July 2011	Feb 2011	July 2010	Feb 2010	July 2009
	<input type="text" value="FA-N"/>	<input type="text" value="FA-N"/>	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N
Date of Next Visit	Date of next accreditation visit - information item, no target collected											

Optional Goals

Student Performance and Outcomes

Completion Rate (Scorecard)	Percentage of degree, certificate, and/or transfer seeking students starting first timetracked for six years who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)											
	Student's lowest course attempted in Math and/or English was college level											
College Prepared	0.0	0.0	55.7		59.2		54.2		58.7		60.9	
	Student's lowest course attempted in Math and/or English was pre-collegiate level											
Unprepared for College	0.0	0.0	31.4		31.3		33.1		35.0		33.7	
	Student attempted any level of Math or English in the first three years											
Overall	0.0	0.0	33.5		33.6		35.2		37.3		36.1	

Remedial Rate (Scorecard)	Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline (Goal should be set as rate)											
Math	0.0	0.0	31.6		30.4		31.5		28.3		26.4	
English	0.0	0.0	33.0		32.1		31.5		31.8		31.0	
ESL	0.0	0.0	9.7		15.9		8.7		10.1		13.7	

Career Technical Education Rate (Scorecard)	Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education in a single discipline who completed a degree or certificate or transferred (Goal should be set as rate)											
	0.0	0.0	41.4		41.0		44.2		40.9		45.0	

Completion of Degrees (Datamart)	Number of associate degrees awarded (Goal should be set as total)											
	0	0	983		816		726		598		676	

Completion of Certificates (Datamart)	Number of Chancellor's office approved certificates awarded (Goal should be set as total)											
	0	0	360		369		300		321		383	

Fiscal Viability and Programmatic Compliance with State and Federal Guidelines

Full-Time Equivalent Students	Annual number of full-time equivalent students (Goal should be set as total)											
	0	0	10,114		9,517		9,668		10,579		11,119	

Accreditation Status Code Description

FA-N	Fully Accredited - No Action
FA-RA	Fully Accredited - Reaffirmed
FA-SR	Fully Accredited - Sanction Removed
FA-SR/RA	Fully Accredited - Sanction Removed and Reaffirmed
FA-W	Fully Accredited - Warning
FA-P	Fully Accredited - Probation
FA-SC	Fully Accredited - Show Cause
FA-PT	Fully Accredited - Pending Termination
T	Accreditation Terminated
FA-RS	Fully Accredited - Restoration
IA	Initial Accreditation

[Back to District Rates](#)

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College Indicator Rates with Tentative Goals - San Bernardino Valley College							
Indicators	LT Goals (6 Years)*	ST Goals 2015-16 (1 Year)**	2013-14	2012-13	2011-12	2010-11	2009--10
Successful Completion Rate	68.4	67.7	67.5	69.0	67.6	65.4	64.5
Accreditation Status	FA-N	FA-SR	FA-N	FA-N	FA-N	FA-N	FA-N
Optional Goals							
Completion Rate	College Prepared	58.3	55.7	59.2	54.2	58.7	60.9
	Unprepared for College	33.3	31.4	31.3	33.1	35.0	33.7
	Overall	34.7	33.5	33.6	35.2	37.3	31.6
Remedial Rate	Math	30.1	31.6	30.4	31.5	28.3	26.4
	English	33.3	33.0	32.1	31.5	31.8	36.1
	ESL	12.3	9.7	15.9	8.7	10.1	13.7
Career Technical Ed Rate	44.2	42.9	41.4	41.0	44.2	40.9	45.0
Completion of Degree	892	793	983	816	726	598	676.0
Completion of Certificates	378	354	360	369	300	321	383.0
Full-Time Equivalent Students	10,790	10,347	10,114	9,517	9,668	10,579	11,119

* The long-term (LT) goals for all measures are set at one standard deviation above the mean of available rates

**The short-term (ST) goals for all measures are set at one-fourth of a standard deviation above the available means



OVERVIEW

About SENSE | National Results | About the Survey | Tools | Members Only

Overview

Member Colleges

SENSE Consortia

FAQs

Overview

Today's community and technical colleges are facing unprecedented challenges. Across the country they are confronted with this conundrum: Serve more students who are increasingly arriving underprepared for college work with decreasing financial support. Nationally, nearly 50% of entering students drop out before their second year. Other students stay in school, but struggle to complete developmental sequences.

The Survey of Entering Student Engagement (SENSE) helps community and technical colleges focus on the "front door" of the college experience. Grounded in research about what works in retaining and supporting entering students, SENSE collects and analyzes data about institutional practices and student behaviors in the earliest weeks of college. These data can help colleges understand students' critical early experiences and improve institutional practices that affect student success in the first college year.

SENSE is administered during the fourth and fifth weeks of the fall academic term to students in courses randomly selected from those most likely to enroll entering students. Students respond to the survey in class, and member colleges receive survey reports including data and analysis they can use to improve their programs and services for entering students. Specifically, SENSE data should be useful in improving course completion rates and the rate at which students persist beyond the first term of enrollment.

Participate in the Survey of Entering Student Engagement — and get the data you need to ensure that entering students are starting right.

For more information about the Survey of Entering Student Engagement, please contact us at info@cccse.org or 512-475-6526.



CALIFORNIA PARTNERSHIP FOR ACHIEVING STUDENT SUCCESS

MEMBER INSTITUTION MEMORANDUM OF UNDERSTANDING

In signing this Memorandum of Understanding ("MOU"), **San Bernardino Community College District: SB Valley College & Crafton Hills College** ("Institution") agrees become a member institution of the California Partnership for Achieving Student Success ("**Cal-PASS Plus**") and to be bound by all terms and conditions of this MOU.

RECITAL

A. Cal-PASS Plus is a program conducted by Education Results Partnership, Inc., a California nonprofit public benefit corporation ("**ERP**") together with San Joaquin Delta College ("**SJDC**") and the California Community Colleges Chancellor's Office ("**CCCCO**"). Cal-PASS Plus collects, analyzes, and shares student data with educational institutions who have agreed to become part of Cal-PASS Plus by entering into a memorandum of understanding ("**Cal-PASS Plus Members**"). Cal-PASS Plus collects, analyzes and shares student data among Cal-PASS Plus Members in order to track performance and improve student outcomes from pre-K through 12th grade, and through college and the workplace. Cal-PASS Plus services are provided without fees or cost to Cal-PASS Plus Members. Data sharing also assist educational institutions to meet compliance reporting requirements and to assist organizations with the research necessary to increase knowledge and collaboration among educational institutions. To that end, Cal-PASS Plus will coordinate the process of Cal-PASS Plus Members sharing academic performance data concerning students who have attended or who are attending their institutions by facilitating the transfer of data between Cal-PASS Plus Members in a manner consistent with FERPA, other applicable federal and California state laws and regulations, local regulations, and best practices and guidelines.

B. Cal-PASS Plus is designed to improve transitions and success across educational segments. Cal-PASS Plus Members may use data provided by Cal-PASS Plus to develop, implement, and assess interventions to improve instruction, and also to identify higher performing institutions and programs to support collaboration and peer-to-peer sharing of best practices. Institution-based, multi-segmental work groups (also known as Regional Learning Councils, or RLC's) are the preferred venues for Cal-PASS Plus participation.

C. In entering into this MOU, Institution accepts and agrees to abide by all MOU terms and conditions, elects to become a Cal-PASS Plus Member, and to actively engage in data sharing with Cal-PASS Plus and the other Cal-PASS Plus Members.

THEREFORE, the Institution agrees to the following terms of this MOU:

ARTICLE 1. DEFINITIONS

As used in this Agreement, the following terms have the meanings as specified below:

"**Cal-PASS Plus Parties**" shall have the meaning assigned to such term in Section 2.

"**Cal-PASS Plus**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**Cal-PASS Plus Data**" means the data elements that are defined in the Data Element Dictionary as may be amended by Cal-PASS Plus from time to time and which data elements have been provided to Cal-PASS Plus.

"**Cal-PASS Plus Members**" shall have the meaning assigned to such term in Recital A.

"**CCCCO**" shall have the meaning assigned to such term in Recital A.

"**ERP**" shall have the meaning assigned to such term in Recital A.

"**FERPA**" shall mean the Family Education Rights and Privacy Act of 1974.

"**Institution**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**MOU**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**MOU Addenda**" shall have the meaning assigned to such term in Section 2.

"**Partner Organizations**" shall mean ERP, SJDC and CCCCCO.

"**SJDC**" shall have the meaning assigned to such term in Recital A.

"**Termination Event**" shall mean (a) a material breach of this MOU by Institution; (b) any act by Institution exposing the Cal-PASS Plus, any Partner Organization or any other Cal-PASS Plus Party to liability for personal injury or property damage; or (c) Institution confirms its insolvency or is adjudged a bankrupt, or assumes negative fiscal status; Institution makes a general assignment for the benefit of creditors, or a receiver is appointed on account of Institution's insolvency.

ARTICLE 2. PURPOSE OF CAL-PASS PLUS AND MOU

It is the role of Cal-PASS Plus to create the mechanisms and procedures by which CAL-PASS Plus Members, ERP, SJDC and CCCCCO (collectively, "**Cal-PASS Plus**") share, store, compare, analyse and disseminate academic performance data and research obtained through the analysis of such data, concerning students who have attended or who are attending Cal-PASS Plus Member institutions by facilitating the transfer of data between Cal-PASS Plus Parties in a manner consistent with all federal, state and local laws and regulations including, without limitation, FERPA, and best practices and guidelines within this industry.

The purpose of this MOU is to provide the terms and conditions by which Cal-PASS Plus Parties agree to share and use such data. The Cal-PASS Plus Parties may enter into one or more addenda or amendment outlining additional terms, conditions, roles or obligations with respect to the operation of Cal-PASS Plus ("**MOU Addenda**"). Each MOU Addenda shall be binding on the Cal-PASS Plus Member upon its execution of the MOU Addenda and shall, upon such execution, form a part of this Agreement and its terms shall be fully incorporated herein as though fully set forth in this Agreement.

Institution acknowledges that performance of its obligations under this MOU may require frequent and timely exchanges of information between one or more of the Cal-PASS Plus Parties. Cal-PASS Plus' ability to execute the Cal-PASS Plus program is conditioned upon timely receipt of necessary information from Institution, provided that Cal-PASS Plus provides Institution with reasonable advance notice of the need for such information and the date by which such information is required.

ARTICLE 3. DATA SHARING

Institution shall provide to Cal-PASS Plus the Cal-PASS Plus Data as required of Institution by the Cal-PASS Plus administrator. Said Cal-PASS Plus Data shall be provided in the manner and form as specified by the administrators of Cal-PASS Plus. Cal-PASS Plus Data shall be used by Cal-PASS Plus Parties consistent with the terms and conditions of this MOU.

Occasionally, requests may be made from researchers or research institutions for data aggregated in a particular manner. Cal-PASS Plus may, from time to time at its discretion, provide aggregated and anonymous data based on the data received from Cal-PASS Plus Parties to researchers or research institutions for analysis and research concerning the improvement of academic instruction and student outcomes. Cal-PASS Plus agrees to share the data in a manner consistent with the FERPA guidelines, ensuring the confidentiality of records.

Institution understands that, in order to conduct the Cal-PASS Plus Program, it may be necessary for Cal-PASS Plus and/or its Partner Organizations to share Cal-PASS Plus Data with such third parties as it deems necessary or appropriate to conduct Cal-PASS Plus provided, however, that the third party has agreed in writing to maintain the confidentiality obligations, including compliance with FERPA, as each of the Cal-PASS Plus Parties are required to do under this MOU.

In addition, Cal-PASS Plus shall have the ability to display summary-level reports of Cal-PASS Plus Data on the publicly accessible Cal-PASS website.

A. Confidentiality and Security of Data

All Cal-PASS Plus Parties shall maintain the confidentiality of any and all student data exchanged by each as a part of this MOU and Cal-PASS Plus. In accepting, maintaining and sharing Cal-PASS Plus Data, all Cal-PASS Plus Parties shall comply with all federal, state and local laws and regulations including, without limitation, FERPA. The requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU.

To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, each Cal-PASS Plus Party shall establish a system of safeguards that will, in all respects, comply with federal, state and local laws and regulations including, without limitation, FERPA and other privacy protection laws and regulations. Specifically:

1. Institution, to the extent it is an education institution collecting educational records of its students, understands that it may not disclose educational records without written consent from the parent or eligible student, except to the following parties under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting research or studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.
2. For the purposes of this MOU, Institution acknowledges and agrees that Cal-PASS Plus is considered an organization conducting research and other services on behalf of Institution.
3. Institution will not use Cal-PASS Plus Data received through Cal-PASS Plus for any purpose other than that specifically allowed under the terms of this MOU.

4. This MOU does not allow Institution (or its subcontractors) to disclose Cal-PASS Plus Data to any other third parties except as set forth under this MOU or in limited circumstances permitted under FERPA.
5. To ensure the continued confidentiality and security of the Cal-PASS Plus Data, stored, or transmitted under this MOU, Institution shall assume responsibility of data received and will employ industry best practices, both technically and procedurally, to protect data from unauthorized physical and electronic access.
6. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, Institution shall establish, implement, and maintain policies, procedures, and systems that ensure all Cal-PASS Plus Data is kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data.
7. All staff of Institution involved in the handling, transmittal, and/or processing of Cal-PASS Plus Data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.
8. To ensure the continued confidentiality and security of Cal-PASS Plus Data, stored, or transmitted under this MOU, Institution shall establish, implement, and maintain policies, procedures, and systems shall require the use of appropriate safeguards, including secure passwords to access databases used to process, store, or transmit provided under this MOU.
9. Institution will establish, implement, and maintain internal procedures, systems, and safeguards: to maintain the integrity of their systems and secure databases used to process, store, or transmit Cal-PASS Plus Data provided under this MOU, and to maintain the Cal-PASS Plus Data in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.
10. Institution shall ensure that any and all disclosures comply with all provisions of FERPA and other applicable federal and California state laws and regulations relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act.
11. Institution shall immediately notify Cal-PASS Plus in the event the security, confidentiality, or integrity of the Cal-PASS Plus Data is exchanged, or is reasonably believed to have been, compromised. Notification will take place within 24 hours of discovery.
12. Exchange of data between Cal-PASS Plus Parties and/or third party contractors is subject to the requirements outlined in this MOU. Cal-PASS Plus Parties may subcontract to assist in performing the Roles and Responsibilities hereunder.

B. Method of Transfer

Cal-PASS Plus will employ industry best practices, both technically and procedurally to protect the data from unauthorized physical and electronic access during transfer. Typical secure methods of transfer include Secure File Transfer Protocol (SFTP), Secure HTTPS transfer or via encrypted physical media. Any other transfer methods employed and the procedures utilized by Institution to protect the data provided under this agreement are the responsibility of the Institution but are subject to review and approval by the administrators of Cal-PASS Plus.

C. Disposition of Data

Any Cal-PASS Plus Data received pursuant to this Agreement shall be one way encrypted, stripped of personally identifiable information and the primary source data will be archived securely, detached from all Internet connected devices, and only accessible to the administrators of Cal-PASS Plus authorized staff.

ARTICLE 4. INDEMNIFICATION

Institution shall defend, indemnify, and hold harmless each of the other Cal-PASS Plus Parties and their affiliates, respective officers, directors, shareholders, members, employees, agents, attorneys, representatives and their respective successors and permitted assigns from and against all losses, damages, liabilities, deficiencies, actions, judgments, interest, awards, penalties, fines, costs or expenses of whatever kind (including reasonable attorneys' fees and costs) arising out of or resulting from: (a) any misrepresentations made or factually incorrect information provided willfully or negligently by Institution to another Cal-PASS Plus Party; (b) Institutions' noncompliance with any federal, state or local law, statute, rule, or regulation; (c) Institution's breach of any term or condition of this MOU; or (d) the negligent or intentional acts or omissions of Institution.

ARTICLE 5. ENTIRE AGREEMENT

This MOU states the entire agreement between the Cal-PASS Plus Parties with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

ARTICLE 6. REPRESENTATIONS AND WARRANTIES

Institution represents and warrants that:

- 1) The person signing this MOU on behalf of Institution represents and warrants that he or she has authority to sign on behalf and to bind such party.
- 2) Institution represents that it has the right and power to authorize participation in Cal-PASS Plus and to undertake its obligations as set forth in this Agreement.
- 3) The execution of this MOU by its representative whose signature is set forth at the end hereof has been duly authorized by all necessary actions.
- 4) In performing its obligations under this MOU, Institution will comply with all applicable federal, state and local, laws, rules and regulations.
- 5) Institution shall not knowingly provide to Cal-PASS Plus, Cal-PASS Plus Data that is false or inaccurate.

ARTICLE 7. ASSIGNMENT

Institution may not assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of Cal-PASS Plus.

ARTICLE 8. SEVERABILITY

Each term or provision of this MOU shall be valid and enforced as written to the full extent permitted by

law. If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU, such provision shall be fully severable. This MOU shall remain in full force and effect, unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

ARTICLE 9. WAIVER

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

ARTICLE 10. MODIFICATION AND AMENDMENTS

Except for the Data Element Dictionary, this MOU may only be amended, modified or supplemented by an agreement in writing signed by authorized representatives of the Institution. The Data Element Dictionary may be amended by Cal-PASS Program from time to time by providing Institution with thirty (30) days prior written notice of any such amendment.

ARTICLE 11. TERM

This MOU shall be in effect with respect to Institution upon its execution of this MOU and will remain in effect until terminated in accordance with Article 12.

ARTICLE 12. TERMINATION

Institution, may terminate this MOU and, as a result, its participation in Cal-PASS Plus, by providing Cal-PASS Plus thirty (30) days' written notice. Notice shall be deemed given upon Cal-PASS Plus' actual receipt of the written notice. However, termination of Institution will have no force or effect on the rights and responsibilities as to the remaining Cal-PASS Plus Parties.

A Partner Organization will notify in writing each Cal-PASS Plus Party in the event it decides to terminate its participation in Cal-PASS Plus. This MOU shall also immediately terminate in the event of the termination or cancellation of Cal-PASS Plus as a program.

The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to Cal-PASS Plus at law or equity. Written notice by Cal-PASS Plus shall be deemed given when received by Institution.

ARTICLE 13. JOINDER OF OTHER CAL-PASS PLUS PARTIES

Cal-PASS Plus Parties agree that any school district, county office of education, community college district, WASC accredited public or private four-year college or university located in California or other educational organization whose purpose is to improve student success, may become a party to this MOU by executing a counterpart of this MOU in form substantially similar hereto.

ARTICLE 14. EXECUTION AND DELIVERY OF MOU

A signed copy of this MOU delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this MOU. In executing and returning a signed copy of this MOU, the "Authorized Officer" represents and warrants that he or she has all requisite power and authority to execute and deliver this MOU, all necessary approvals for the

execution and delivery of this MOU on behalf of the Institution has been obtained.

Authorized Officer Signature: _____

Date: _____

Institution Name: San Bernardino Community College District: SB Valley College & Crafton Hills College

Print Name: Steve Sutorus

Title: Business Manager

Phone: (909) 382-4031 **Email:** ssutorus@sbccd.cc.ca.us

MOU Submission

This MOU may be signed and returned through Cal-PASS Plus' secure web portal [<https://www.calpassplus.org/CalPASS/Join/NewMou.aspx>], by e-mail to [ken@edresults.org] or by US Mail addressed as follows:

Ken Sorey
Educational Results Partnership
Cal-PASS Plus Project Director
2300 N Street, Suite 3
Sacramento, CA 95816

If you choose to limit the institutions with which you share data, contact Cal-PASS Plus for assistance.

Designation of Contacts for Cal-PASS Plus

Name of Institution/District: San Bernardino Community College District: SB Valley College & Crafton Hills College

Primary Contact: This person is responsible for coordinating the Cal-PASS Plus process at your institution. This is also the person who will receive a primary User ID and Password, which are required to access data and performance reports on the web site. The primary contact will be notified when a new user from your institution has been given login credentials. If login credentials are to be revoked, it is the responsibility of the primary Contact to notify Cal-PASS Plus in writing. It is the responsibility of the Institution to notify Cal-PASS Plus, in writing, when the Primary Contact role moves to another employee.

Name: Keith Wurtz

Title: Dean, Institutional Effectiveness, Research and Planning

Phone Number: 909-389-3206

Email Address: kwurtz@craftonhills.edu

Data Submission Contact: This person is responsible for generating and submitting the data files. It is the responsibility of the Institution to notify Cal-PASS Plus, in writing, when the Data Submission Contact role moves to another employee.

Name: Dianna Jones

Title: Senior Programmer/Analyst

Phone Number: 909-384-4364

Email Address: dijones@sbccd.cc.ca.us



MOU Attachment G: Special Project- Linked Learning District Data Initiative
Community College District Data Use Agreement

The Institute for Evidence Based Change (IEBC), in coordination with the James Irvine Foundation and ConnectEd, is providing data support for continuous program improvement to Linked Learning K-12 districts in your region. This MOU Attachment G provides detailed data sharing information about the Linked Learning project for community college district partners—it supplements (it does not supplant) the full IEBC MOU. Below is summary information about the project.

Project Name:	Linked Learning
Funder:	James Irvine Foundation
Project Scope:	<p>IEBC is providing data to K-12 Linked Learning districts across the state of California for continuous program improvement.</p> <p>In support of this effort, IEBC is collecting data from community colleges local to K-12 Linked Learning districts to populate the online Linked Learning data tools to track student cohorts from high school to college for the purposes of better understanding this transition including, but not limited to, issues related to remediation and dual enrollment.</p> <p>IEBC will only share your college district's data with K-12 districts that have students in common with your college district. IEBC will share your aggregate data through the online analytic tools or other reporting means with Irvine-supported regional partner school districts and other key stakeholders, such as Foundation or ConnectEd staff.</p> <p>In addition, SRI is conducting the summative evaluation of Linked Learning. IEBC will share anonymous student-level data with SRI for the purpose of the evaluation.</p> <p>IEBC may use your data in the Linked Learning Data tools for demonstration purposes to various audiences, but your district will not be identified.</p>
Data Submission Requirements:	<p>Student demographics, course records, completion records. <i>These records are all easily submitted to IEBC through your referential files that were submitted to the California Community College Chancellor's Office. You do not need to prepare additional files.</i></p>
Timeline:	January 2012-August 31, 2017
Data Sharing Affiliates:	<p>ConnectEd</p> <p>Irvine Foundation</p>

IEBC Project	Lauren Sosenko
Contact:	Isosenko@iebcnow.org
	Ph: 562-743-9304
District Linked Learning	Name: Keith Wurtz, Ph.D
MOU Contact:	Title: Dean, Institutional Effectiveness, Research, and Planning
	Email: kwurtz@craftonhills.edu
	Phone: 909-389-3206

Please sign to acknowledge that you agree to share your data with IEBC and other participants, as described above, and submit the required data to support your regional partner needs.

Superintendent or designee's signature

Date

IEBC CEO or Designee

Date



San Bernardino

Valley College

***San Bernardino Valley College
Governance Handbook***

2013-2014

Decision-Making and Participatory Governance

Published Spring, 2014

BACKGROUND & OVERVIEW

Overview

The *San Bernardino Valley College Governance Handbook* provides a formal resource to faculty, staff, students, and managers on all matters related to governance processes of the College. This document will provide information about how decisions are made –i.e., the many structures and paths available to impact decision-making, with the intent of equipping each member of the campus community with the knowledge needed to participate in the myriad of opportunities available.

Terminology and Legal Authority

As a California community college, San Bernardino Valley College (SBVC) is mandated to operate under the principle of participatory governance. Education Code 70902(b) mandates that the Board of Governors adopt regulations that “...ensure faculty, staff, and students... the right to participate effectively in district and college governance.” Title 5 regulations implementing this mandate (section 53200 et seq., 51023.5, and 51023.7 require that the governing board “consult collegially” with the Academic Senate on academic and professional matters, and that staff and students have the opportunity to “participate effectively” in the development of procedures and recommendations that have significant effect on them (see the Local Practice section below).

The term “shared governance” does not itself appear in law or regulation. Rather, it is used in connection with those college processes involving faculty, staff, and students in decision-making. The term “governance” also refers to the role of a community college’s board of trustees. Board-adopted policies that protect the right of faculty, staff, and students to “participate effectively” in decision-making by making recommendations to the board do not replace the board’s governance role. Neither do these policies abrogate the College President’s responsibility for making decisions, given that s/he is solely accountable to the Board of Trustees for the outcomes of all decisions made.

In addition, the College President is responsible for establishing timelines and institutional priorities, developing structures and processes, providing information, and ensuring that certain policies are in place and that procedures are followed. District executives and the College President are the critical links between constituencies and the Board of Trustees, and usually serve as the designees of the board in governance matters and shared governance committees are advisory to the College President.

While the term “shared governance” is commonly used, the San Bernardino Community College District more often uses the term “collegial consultation” in policies and procedures. The Community College League of California (CCLC) and the State Academic and Classified Senates encourage use of the more precise term, “participatory governance.” For more information visit the CCLC website at <http://www.ccleague.org/i4a/pages/index.cfm?pageid=1> or read the position paper representing the view of the California Community Colleges Classified Senate (4CS) available at http://www.cccs.org/documents/positionpapers/shared_govn.pdf. A copy of the text of the applicable Education Code and Title 5 sections can be accessed from the websites of the State of California’s Office of Administrative Law located at <http://www.oal.ca.gov>.

Local Practice

The San Bernardino Community College District’s Board of Trustees had adopted a policy for collegial consultation (BP 2225) in which it embraces the concept, and requires the establishment of procedures “... to ensure faculty, management, classified staff, and students The right to participate effectively in collegial consultation in particular areas where they have their responsibility and expertise as specified in Title 5 regulations....”

Faculty

In shared governance at SBVC, the Academic Senate represents faculty members. With respect to Academic and professional matters, the Board has adopted a standard in which it will rely primarily upon the Academic Senate’s recommendations. According to Title 5, section 53200, these academic and professional matters are as follows:

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificates requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports Policies for faculty professional development activities
- Processes for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as are mutually agreed upon between the Governing Board and the Academic Senate

When Academic Senate recommendations in these academic and professional matters are not followed by the Board of Trustees, the Chancellor must formally provide the reasons in writing to the Academic Senate President upon request.

The College President will normally accept the recommendation of the Academic Senate regarding academic and professional matters. Only in exceptional circumstances or for compelling reasons will the recommendations not be accepted. In such instances, the College President will deliver the rationale for his or her decision in writing to the President of the Academic Senate.

Classified Staff and Managers

Representatives of classified staff and managers (the two groups included under the term “staff” in Title 5 section 51023.5(a)(1) are appointed to serve on all shared-governance committees at SBVC. The regulations require that both groups:

- ...be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff. (Title 5 section 51023.5(a) (4))

In such matters, the Board will not take action until staff has had the opportunity to participate, except in “unforeseeable, emergency situations.” Moreover, the “recommendations and opinions of staff are [to be] given every reasonable consideration” by the Board, the President, and the shared-governance committees on which their representatives serve.

Through their knowledge of student needs, and position in operational, instructional, and technical areas, classified staff members serve on committees, councils and task forces as stakeholders. Representing their constituents’ perspective, classified staff members provide a unique insight to help guide the decisions made in the governance process.

Managers serve on committees, councils and task forces as initiators, facilitators, and resource persons as well as representatives of their constituency groups. At times their role is also to provide staff support. Manager members are also responsible to implement and enforce the policies and procedures approved through shared governance processes.

Students

Students representatives also are appointed to serve on all shared-governance committees at SBVC, which adheres to the Title 5 requirement that:

- ✚ Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures. (Title 5 section 51023.7(a) (1))

In such matters, as with staff, the Board will not take action until students have had the opportunity to participate, except in “unforeseeable, emergency situations.” Moreover, the “recommendations and positions developed by students are [to be] given every reasonable consideration” by the Board, the President, and the shared-governance committees on which their representatives serve. Finally, in addition to providing the college with valuable student input on a broad range of institutional functions, student participation in governance provides SBVC students an important opportunity to become more engaged in the campus community, to learn about civic responsibility, and to understand how complex institutions function.

PARTICIPANTS IN SHARED GOVERNANCE

Participatory governance is characterized by inclusiveness, rigorous dialogue, and shared decision making involving all constituents. Recognized San Bernardino Valley College constituents include faculty, staff, students, and management.

Faculty

All faculty appointments to college governance bodies are made by the Academic Senate. The Board or its designees will consult collegially with the Academic Senate with respect to academic and professional matters as defined by law. Faculty appointments to standing committees and councils are for two-year terms of service unless otherwise noted in the committee/council charge and membership; additional terms are subject to Senate approval. Whenever possible, the Senate will alternate new appointments to ensure continuity on committees and councils.

Classified Staff

Each shared-governance committee with classified staff representation must have an appointee from both CSEA and the Classified Senate. ~~though sometimes the two constituencies agree to appoint a single staff member.~~ As described in the *Delineation of Rules Roles and Responsibility-Responsibilities* Statement (see Appendix A), ~~this document assigns the right to appoint representatives to shared governance committees solely to CSEA.~~ (S. Miller)

Students

Student members are appointed by the SBVC Associated Student Government (ASG) to serve on shared district and campus committees, task forces, and advisory bodies. The SBVC Associated Student Government appoints members at the beginning of each academic year, though due to attrition or the lack of student volunteers, vacancies may occur. Student appointments are for one year.

Management

While Title 5 includes managers in staff, it also requires that they be categorized separately from non-management staff for the purpose of participation in governance. Administrators may either be appointed to committees by the President or serve *ex officio*. Depending on the manager's committee load, a designee may be assigned. If this is the case, it is important that the committee members are informed that the designee is serving in lieu of the manager named in the membership list.

INCLUSIVENESS IN EFFECTIVE GOVERNANCE

Introduction

Participatory governance can occur effectively only if there is shared responsibility by all the constituencies that are impacted by the decision made. To develop a campus climate that encourages and supports participation in governance, certain facilitative steps must be taken. These steps may be specific to each of the constituencies, or they may apply to the college community in general.

Facilitating Effective Faculty Participation

The full participation of faculty is critical to shared governance and is mandated by faculty contract. The Academic Senate determines the process used for faculty selection of committees and the number of faculty from each Division that should serve on select collegial consultation committees. The Academic Senate can facilitate participation by closely communicating with faculty to determine their strengths, interest, preferences, and the amount of time they have available for committee participation. For certain committees, the Senate may wish to identify replacement members before the end of an incumbent's term to facilitate shadowing and mentoring before full participation is expected ~~(What is our AS process? H. Kinde)~~. Faculty in particular disciplines or divisions may wish to discuss their strategic representation on particular committees, sharing the workload so that no one person is overburdened. In addition, managers must ensure that faculty members have the flexibility to engage in their vitally important role in shared governance.

Faculty vacancies on committees should be reported to the Academic Senate at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Classified Staff Participation

Classified staff members provide the logistical and technical help that is so crucial to facilitating both student success and smooth college operations. They often hold jobs that leave them little flexibility in their schedule. For this reason, manager support for their participation in governance is vital. Allowing staff members the time for committee service and preparation away from the workstations, desk, or duties facilitates their participation in governance, and helps committees by ensuring their access to the valuable experience and fresh perspective that classified employees bring. Some other steps managers might wish to consider include the following:

- Talk with staff members about their interests, and make suggestions for committee memberships
- Ask staff representatives to report committee activities at division or department meeting agendas. ~~(These recommendations may or may not facilitate participation and may have ramification if published and not followed. H. Kinde)~~
- Encourage staff to read, review, and respond to drafts of important college-wide documents, such as the Educational Master Plan.

~~The institution provides little to no tangible support for participation by classified staff. (S.Miller)~~

It is important to note that the President has conveyed in a written directive to all managers his/her expectations that they facilitate participation in college governance activities by classified staff members under their supervision, to the extent feasible.” (make some of this happen.-C. Thomas) Lip service is ample. Support is scant. (S. Miller)

Classified staff vacancies on committees should be reported to the ~~Classified Senate or~~ CSEA as applicable at the earliest opportunity to ensure a timely replacement. Contact CSEA. Classified Senate “appoints” only with the consent of CSEA. (S. Miller)

Facilitating Effective Management Participation

Managers often serve on multiple committees, ~~since because~~ (S. Miller) they are operationally responsible for carrying out many of the tasks recommended by committees ~~(we need to revive the Management Association that can help for this purpose.—H. Kinde)~~. In addition, many committees list managers as *ex officio* members ~~(to the best of my knowledge, we have no managers officially listed as ex officio.—H. Kinde)~~. If a scheduling conflict arises for a given meeting, a management representative may send a designee, but must make it clear to the committee chair that s/he is doing so. However, if an appointed manager has to send a designee on more than an occasional basis, it may be appropriate to ask the President to designate another appointee.

Management vacancies on committees should be reported to the President at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Student Participation

Student involvement in participatory governance is vital, but it is sometimes difficult to accomplish. Students have class and work schedules to accommodate, limited knowledge of governance and their role, and may lack confidence. A student representative may stop attending committee meetings because of other demands, leaving the students without representative voice. For these reasons it is important that the committee chair either acts as or appoints a student mentor. (The responsibilities of the student mentor are listed in a section below.)~~(There are repeated references to mentoring of student participants. It apparently is a fiction. Remove all reference to mentoring unless it actually happens. —S. Miller)~~ (SBVC does not do this but should. — C. Thomas) Chairs can also facilitate students’ participation by asking directly for their input, providing reinforcement for their contributions, and ensuring that communication with committee members occurs in a student-friendly way. For instance, students may not have access to Outlook, so it is important that alternate methods are also used for meeting announcements and other communication. A guide sheet to help chairs facilitate student participation is provided in Appendix A of this handbook. ~~(Student Life should edit this section.—H. Kinde)~~

Student vacancies on committees should be reported to the Director of Student Life at the earliest opportunity to ensure a timely replacement. (check that this is true.-C. Thomas)

Facilitating Effective Participation by ALL Areas of the College

It is important for employees in all areas of the college—Instruction, Student Services, Administrative Services, and the President’s Area – to have adequate opportunities to participate in governance activities. Moreover, all other things being equal, each ~~Area’s~~ ~~area’s~~ committee participation ought to be roughly at parity with the number of college employees in that area, although on some committees it makes sense for an area to have a disproportionate number of representatives (e.g., Instructional representatives on the Curriculum Committee). Assigning each new member a mentor will promote the effectiveness of the committee and support the effectiveness and retention of new members. (SBVC does not have a mentor program but should look into it.-C. Thomas) (Remove reference to non-existent mentoring program. - S. Miller)

Monitoring Participation and Evaluating Effectiveness

An annual census of committee participation by constituency and area is conducted by the President’s Office. In addition, a committee self-evaluation instrument is completed annually by each major committee, and the results are compiled in a report by the Office of Institutional Effectiveness, Research, and Planning (OIERP) (What does this include? Many faculty and managers do not participate in their committee assignment. – S. Miller) (Check for correct name. C. Thomas). Finally, questions related to governance are included in the annual climate survey, and the results are analyzed and broadly shared by the OIERP. The SBVC Council monitors participation and effectiveness of committees, and uses data to improve the governance processes and structure as needed.(What is “SBVC Council? What data has been used to improve the governance processes and structures? S. Miller)-(Does the Office of Institutional Effectiveness, Research, and Planning (OIERP) follow this process? H. Kinde)

COMMITTEE RESPONSIBILITIES

Members

1. Attendance and active engagement: Attend and participate actively in all meetings if it is at all possible. If a member must miss a meeting, he or she should let the convener know ahead of time and must ask another member to share his or her meeting notes and materials. (something like this should probably come from Academic Senate.)
2. Sharing: Share notes and materials with other members who request them.

3. Representation: Members should consider themselves fully empowered to act on behalf of their constituents; only rarely should they have to check with their constituents before acting, and then only if they feel inadequately informed regarding their constituents' interests related to the issue at hand.
4. Communication: Communicate frequently with constituents and colleagues, informing them of progress and soliciting their input at every stage, and then express their issues and concerns in meeting deliberations. This two-way continuing communication is crucial to the success of the work and of the implementation process that will follow. Nothing in the final product should surprise anyone who has taken the trouble to listen to committee members.
5. Institutional perspective: In deliberations, consider not just what would be good for a particular constituent group or office or set of associates, but what would be good for the institution and its students as a whole.
6. Subcommittees
 - a. Each member of a subcommittee should attend and participate fully in its meetings.
 - b. Each subcommittee should designate one member as convener/reporter, who schedules the meetings, keeps records of deliberations and actions, and reports back in writing to each committee meeting on subcommittee progress.
 - c. Each subcommittee should meet regularly and productively until its task is completed.
 - d. Each subcommittee should feel free to call on other resource people as needed.

Convener/Chair

Typically, management co-chairs are appointed by the college President or responsible Vice President. Other co-chairs are elected by the Academic Senate or committee. The convener or chair is responsible for convening the initial meeting and for the following: ~~(Should this section go in the back under a heading called "Guide to Effective Meetings." These are good practices not something that defines our committee structure. —H. Kinde)~~

1. Convene and chair meetings and keep members informed of the schedule. (Faculty and staff co-chairs generally chair the meeting. — S. Miller)
2. With input from all committee members, decide on the committee's ground rules, e.g. what constitutes quorum, meeting times, conduct, attendance, absence notification protocol, etc., and ensure that these ground rules are adhered to in subsequent meetings.

3. If Brown Act rules apply, ensure that they are followed. (As of publication of this handbook, the only groups at SBVC that are required to abide by the Brown Act are the Academic Senate and Student Senate. In general, the Brown Act applies only to committees formed by action of the Board of Trustees.) ~~(This needs to be checked for accuracy.-C. Thomas)~~
4. Review the charge, operational rules, processes and procedures, and logistics of the committee to ensure shared understanding.
5. Maintain a written record of the results of each committee meeting and make it available to all members, other planning committee conveners, the President, and the campus community.
6. Develop information and materials and distribute them to members as needed.
7. Facilitate progress by keeping the committee on task, and ensuring that everyone gets the chance to be heard.
8. Provide clerical and logistical support, including duplicating, mail, etc.
9. Present reports on committee progress to interested groups as appropriate.
10. Assign a faculty, staff, or management member to mentor any student member(s). ~~(Probably a good idea. I don't believe we do this well. H. Kinde)~~ (If SBVC chooses to do this. C. Thomas)
11. Notify the appropriate constituency group when a vacancy occurs.

Student Mentor

The Student Mentor is the committee chair or a member who is designated to work closely with each student member to ensure that s/he has the opportunity to learn about shared governance. Responsibilities of the mentor include the following: ~~(We don't really have mentors. Delete all reference. - S. Miller)~~ (SBVC doesn't do this, but should seriously consider doing to ensure full participation from students. -C. Thomas)

1. Explain the expectations of Committee membership.
2. Explain the committee's "charge" and role in decision-making.
3. Explain the committee structure.
4. Share mentor contact information and preferred method of communication.
5. Invite the student to subcommittee meetings (if applicable and feasible).
6. Review and discuss the committee's actions after each meeting.
7. Give the student responsibilities (e.g., to lead a breakout group, or to act as scribe in a discussion).
8. Model positive communication and social skills.
9. Check in with the student regularly, encouraging questions.
10. Establish goals for the student's participation.

11. Listen carefully, noticing the student's comfort level with participation.

12. Contact the student who stops attending. In the event that a student misses a meeting or scheduled appointment, the mentor should try sending them a quick "I'm concerned about you" email and copying the Director of Student Life.

A complete list of mentoring tips is provided in Appendix B of this handbook.

OPERATIONAL RULES

Quorum

The term "quorum" refers to the minimum percentage or number of members of a committee who must be present before the members can conduct valid business. While a quorum for legislative bodies is a majority of the members, for voluntary associations it can be less than a majority. Many committees set quorum as those present, to ensure that the work of the committee proceeds regardless of how many show up. Committees should decide what their quorum will be at the first meeting of the academic year, and should revisit the ground rule annually.

Open vs. Closed Meetings

Any individual may attend and fully participate in meetings designated as open. The vast majority of committee meetings at SBVC are open. However, some committees review and discuss confidential information as part of their charge, and meetings of these groups may be designated as closed. An example is the Tenure Review Committee. Nonmembers of such a committee may not attend unless the committee invites them.

Committee Decision Models

Committees may choose to use one of the common decision models described below. There are advantages and disadvantages to each model. Consensus is the preferred model at SBVC ~~(Need to look at SBVC. Most committees served on here have had a majority vote preference. H. Kinde)~~ for shared-governance committees, because it tends to produce results with the widest buy-in across constituency groups, but developing consensus often takes considerable time. Majority vote yields a clear-cut decision relatively quickly, but may obscure the opinions and viewpoints of dissenting members. A mixed model allows committees to adopt majority rule for some decisions and consensus for others, but the situations to which each model applies must be carefully defined and the rules must be applied consistently. Committees should choose which decision model they will use at the beginning of the year and should discuss it annually.

Committees may find it helpful to adopt ground rules that expedite dialogue, regardless of the model chosen. Examples of some typical ground rules are listed below:

- ✚ The group has a shared and mutually agreed-upon charge, mission, or purpose.
- ✚ The group values civil, respectful, and honest communication.
- ✚ Opinions are backed up whenever feasible by high-quality information and relevant evidence.
- ✚ Creativity is encouraged.
- ✚ Opposing viewpoints are equally valuable. Disagreements are framed as expressions of different perspectives or positions that must be considered.
- ✚ All viewpoints are carefully examined.
- ✚

Majority Vote: Majority vote is a decision rule that selects an alternative that has the support of a majority, that is, more than half the votes. If there are more than two choices on which to vote, a committee can elect instead to use plurality, a decision rule that selects the option with the most votes.

Consensus: Consensus is a way to use discourse to arrive at a shared understanding and a mutually agreeable path of action for the greater good. A formal process of achieving consensus ideally requires serious treatment of the considered opinions of all members. Attention should be given to dissenting opinions, so that issues can be fully examined. Consensus does not mean unanimity, however: Dissent on minor points, or even mild dissent on a major point, is to be expected. As long as all representatives have had a chance to speak their minds, a few dissenting opinions should not keep the group from finding a solution acceptable enough to all for the committee to move forward. (*Roberts Rules of Order*—C. Thomas)

Example of One Method for Generating Consensus

1. Clarify the problem or question being addressed.
2. Determine the essential criteria for a good solution (e.g., organization, cost, scale, scope, and acceptance). Ensure that all members understand and buy into the essential criteria.
3. Brainstorm a range of alternative solutions.
 - a. Do not evaluate the alternatives during brainstorming.
 - b. Record all alternatives in a comprehensive list that can be seen by everyone.
4. Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine and if possible resolve the reasons for the disagreement.
5. Evaluate alternatives according to the essential criteria.

- a. If any alternatives require further research, carry out that research.
 - b. Rule out any alternatives that fail to meet the criteria or are rejected by the committee after reflection.
6. Make a decision, which might involve combining or modifying the remaining alternatives to elicit the support of as many committee members as possible.

Mixed Model: Committees may find that a mixed model for decision-making, in which consensus applies in certain prescribed situations and majority rule applies in others, works best for them. It is important that committees make a careful, proactive decision on which decision model is to be used for which situations, that those situations are mutually exclusive, and that the rule is thereafter applied consistently. For instance, **the Scholastic Standards Committee** (Is there a Scholastic Standards Committee? - S. Miller) (Do we have this committee? C. Thomas) may agree to consensus for most committee decisions, but majority vote for readmissions.

Note that using majority vote as a failsafe method to resolve a lack of consensus is not an appropriate application of the mixed model. Most of the time, such an approach merely serves to undermine members' confidence in the collaborative decision-making process.

Meeting Notifications

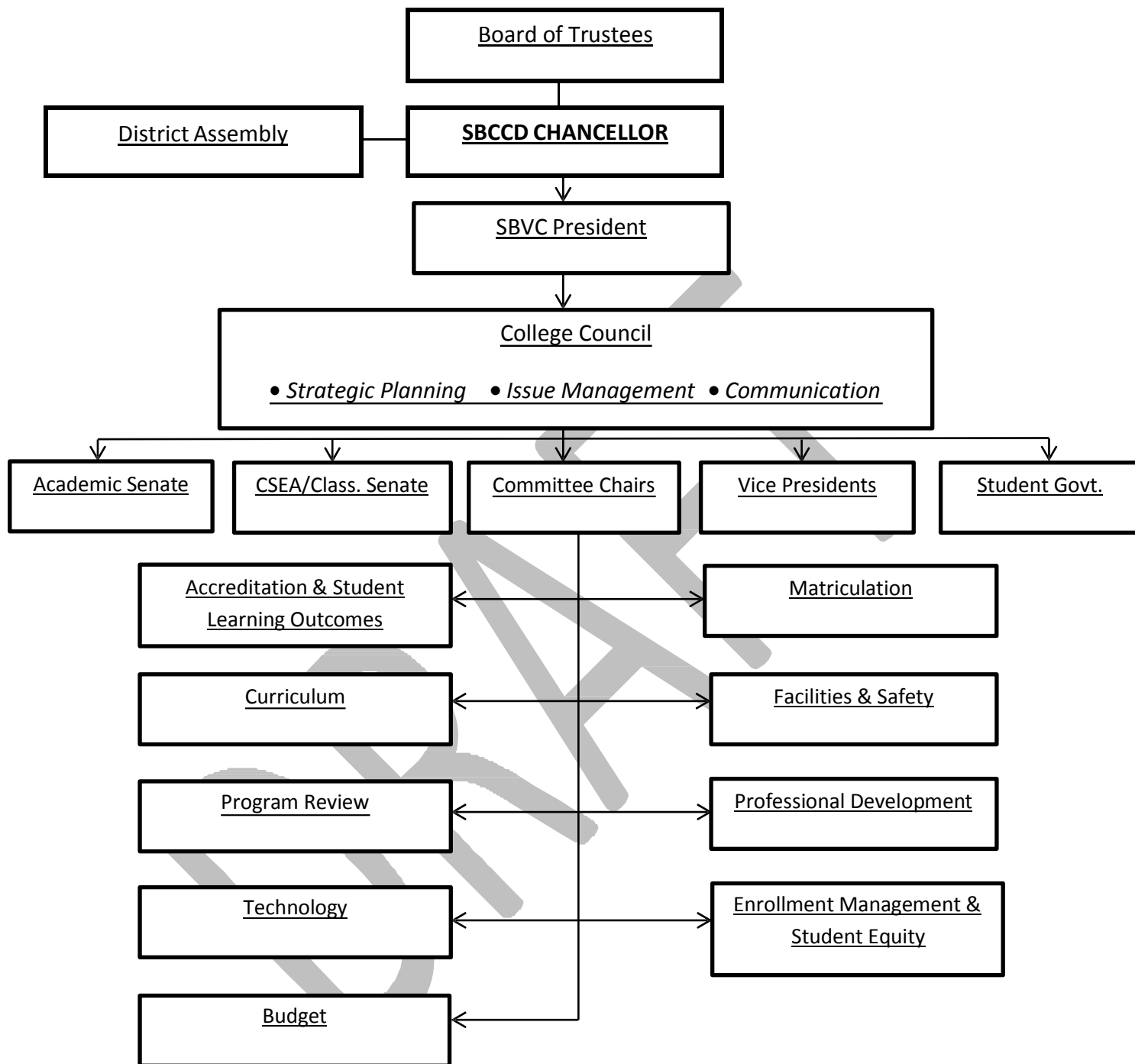
Agendas for all meetings must be available to all members no later than the day prior to the meeting (unless the Brown Act, which requires earlier posting, applies to the committee) (This seems a minimal requirement if you want informed participation. If it is just a "meet and listen" committee, it doesn't matter. – S. Miller) (~~most of our committees distribute agendas at the meeting, this will require buy-in if we modify. H. Kinde~~). Meeting announcements can be posted on the committee website, and committee members may be notified via email, Outlook announcement, or other mutually agreed-upon method.

Minutes or Summaries

Whether or not a specific group is governed by the Brown Act, college governance committee deliberations, votes, and decisions, as well as the method used to arrive at them, should be public. In the interests of transparency and shared understanding, all college governance councils and committees will record and post written committee minutes. Committees may post minutes on the "Committees" webpage of the college website under the appropriate committee name.

GOVERNANCE STRUCTURE

The charts on the follow pages describe the reporting structures for all committees and departments in the college. Constituency groups represented on the college's various committees and councils provide input through clearly defined channels. As a result of broadly shared input, the implementation of our decisions is more effective, and the campus community develops a shared sense of mission and purpose. (This is an unwarranted conclusion not borne out in any way. –S. Miller) It is important to note that individuals and groups who are not committee members may also be heard in any committee by requesting permission to speak, thus broadening the opportunities for dialogue across the campus governance structure.



(Collegial Consultation Flow Chart revised 9/9/13)

San Bernardino Valley College Collegial Governance

MISSION STATEMENT

San Bernardino Valley College provides quality education and services that support a diverse community of learners.

EDUCATIONAL PHILOSOPHY

We believe:

- ✚ That a well-educated populace is essential to the general welfare of the community.
- ✚ That quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- ✚ That an enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills.
- ✚ That our strength as an institution is enhanced by the cultural of our student population and staff.
- ✚ That we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.
- ✚ That we can measure our success by the degree to which our students become self-sufficient learners and contributing members of society.
- ✚ That plans and decisions must be data driven, and based on an informed consideration of what will best serve students and the community.
- ✚ That we must model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines.
- ✚ That as part of the collegial consultation process, all levels of the college organization must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services.
- ✚ That interaction between all members of the college community must be marked by professionalism, intellectual openness, and mutual respect.
- ✚ That we must hold ourselves and our students to the highest ethical and intellectual standards.
- ✚ That we must maintain a current, meaningful and challenging curriculum.
- ✚ That students succeed best when following an educational plan and when enrolled in classes that meet their interest and goals, and match their level of academic preparedness.

- ✚ That all members of our campus community are entitled to learn and work in an environment that is free from physical, verbal, sexual, and/or emotional threat or harassment.
- ✚ That students learn best on a campus that is student-centered and aesthetically pleasing.
- ✚ That we must be responsible stewards of campus resources.

VISION STATEMENT

San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the “alma mater” of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society. (Revised 1-25-06)

GOVERNANCE PHILOSOPHY

San Bernardino Valley College is committed to the idea of Collegial Consultation as assured in AB1725. We acknowledge the rights and responsibilities accorded to all parties within the District to participate effectively in District consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.

We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at Valley College, and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

COUNCIL MEMBERSHIP AND CHARGE

COLLEGE COUNCIL

Charge

The College Council has three primary functions: planning, issue management, and communication.

The college planning function includes the college Educational Master Plan (EMP), thereby developing the college's Education Strategic Plan, the EMP includes the Program Review annual needs prioritization, Technology Plan, Five Year Construction & Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development Plan. College Council reviews each of the plans and analyzes each for budget impact and provides recommendations to the President.

The issue management function takes place as campus issues are presented to the College Council and referred to the appropriate committee for review, consideration, and recommendation to the President.

The communication function is served by the College Council as the central communication venue for college governance issues including budget, in that all constituent groups are represented and are responsible for reporting and disseminating of information to their appointing body.

Membership

Membership is comprised of the President, College Vice Presidents, the President of the Academic Senate, the Classified Senate President, the President of the Associated Students or designee, the CSEA President or CSEA or designee, the Director of Research, and the chairs of the following committees: Enrollment Management & Student Equity, Accreditation, Curriculum, Facilities and Safety, Matriculation, Professional Development, Program Review, and Technology. The President serves as chair of the College Council unless otherwise agreed upon, at which point a faculty member and a manager will serve as co-chairs.

College Council Standing Committees

The standing committees of College Council are appointed annually and have representatives from each of the constituent groups: faculty, staff, students, and managers. Each committee will be co-chaired by one non-manager (faculty or staff) and one manager (that assists with clerical support, copying, and dissemination of materials as needed).

Should representation not occur in any group, the President will confer with the appropriate representative/President/designee to determine the best alternative to secure appropriate representation and participation from the absent group. (What? – S. Miller)

Meetings: Unless otherwise noted, standing committees are not held during the summer.

COLLEGIAL CONSULTATION COMMITTEES

ACCREDITATION AND STUDENT LEARNING OUTCOMES COMMITTEE

Description

The Accreditation and Student Learning Outcomes Committee serves two functions on campus; overseeing the research and creation of the accreditation self-study, develop, implement, and monitor learning outcomes processes.

The Accreditation Self-Study is a collegial process. Traditionally, a team comprised of staff, faculty, administrators and students (as available) is assigned to each substandard. The teams research appropriate information about the sub-standard and compose a draft. A single writer or, a team of writers, finalize and edit the self-study final draft. The campus at large is given many opportunities to participate in the self-study process including, but not limited to, presentations at committee meetings, study sessions, open forums, and all campus activities such as flex day and opening day. The first and second drafts are emailed to the entire campus for feedback. The final draft is also emailed to the campus.

Outcomes ~~Processes~~ processes overseen by the committee include Student Learning Outcome and Program Learning Outcomes for instructional programs, Student Area Outcomes for Student Services and Administrative Services, and Institutional Core Competencies. All courses are mapped to the Core Competencies, and courses are mapped to Program Learning Outcomes as appropriate. At this time (Spring 2014) assessment data for SLOs are gathered for every course, every section, every semester. SLOs, SAOs and PLOs are evaluated a minimum of once every three years. A Core Competency evaluation was conducted in Fall 2015. Further information about outcomes processes can be located at the Vice President of Instruction or the Accreditation and SLO Committee's websites.

Charge

The Accreditation and Student Learning Outcomes Committee prepares the self-study, prepares for the accreditation team site visit, follows up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation. The committee monitors the development and assessment process for student learning outcomes in courses, programs, and general education requirements. The committee generates and regularly reviews guidelines and best practices for all aspects of the student learning process.

Membership

Membership is comprised of the Accreditation Liaison Officer, at least one faculty member from each division and other interested faculty, administrators, staff and students.

Integration with Campus

~~The faculty co-chair participates in shared governance as a member of College Council. Additionally the faculty co-chair is a member of the Academic Senate Executive Committee and has a standing report to the Academic Senate. The co-chair works closely with the Office of Research, Planning, and Instructional Effectiveness, Program Review, Curriculum, and Budget Committees to ensure that SLO process are integrated with other campus processes.~~

The non-administrative co-chair participates in shared governance as a member of College Council. The co-chair works closely with the Office of Research, Planning, and Instructional Effectiveness, Program Review, Curriculum, and Budget Committees to ensure that SLO process are integrated with other campus processes.

Evaluation, Communication and Dialogue

The Accreditation and Student Learning Outcomes Committee communicates with the campus and facilitates dialogue in a wide variety of ways including reports to the Academic Senate and College Council, e-mail, study groups, forums, campus presentations, professional development workshops, and newsletters.

The Committee is evaluated by the committee member survey, campus climate survey, and feedback. The Committee plans to devote Spring 2015 to campus-wide conversations on Outcomes Processes in order to evaluate and rewrite Core Competencies, and to create a sustainable SLO process that benefits student learning.

CURRICULUM COMMITTEE

Charge

Under AB1725 the Academic Senate has the responsibility to make recommendations with respect to academic and professional matters. Curriculum is an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of the college, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and co-requisites, and assessment of curriculum as needed.

Membership

Membership is comprised of the Vice President of Instruction (or designee) and one other manager, a Curriculum Chair or Co-Chairs appointed by the Academic Senate, the Articulation Officer, faculty members from each division as recommended by the Academic Senate, two students, and two Instruction Office staff members (Administrative Curriculum Coordinator and Schedule/Catalog Data Specialist) appointed by the Vice President of Instruction (in collaboration with CSEA) to serve as a resource to the committee.

ENROLLMENT MANAGEMENT AND STUDENT EQUITY COMMITTEE

Charge

The Enrollment Management and Student Equity Committee serves in an advisory capacity to the President's Cabinet regarding enrollment. The committee is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual updating of the Enrollment Management Plan. The committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to College Council for review.

Membership

Membership is comprised of the Vice President of Student Services or designee, Dean of Counseling and Matriculation, two Deans from Instruction, Dean of Research, Planning and Institutional Effectiveness, Directors of Financial Aid, Director of Admissions & Records, and Director of Marketing and Public Relations, Student Success Services and Programs Coordinator, and other interested faculty, administrators, staff and students.

FACILITIES & SAFETY COMMITTEE

Charge

The Facilities & Safety Committee serves as an advisory committee to college services and operations including: facilities, campus appearance, emergency preparedness, sustainability practices, and campus safety training. Additionally, the committee reviews and submits the Facilities & Capital Outlay Plan to College Council. **(The committee does not do “sustainability”. Voted down the inclusion of that topic. Committee prioritizes the facilities request from program review. – S. Miller)**

Membership

Membership is comprised of the Vice President of Administrative Services, Director of Maintenance and Operations, District Police Supervisor, Dean of Student Development, DSPS Coordinator, two students and other interested administrators, faculty, staff, and students.

STUDENT SUCCESS COMMITTEE (website needs to updated)

Charge

The Student Success Committee is authorized by the Academic Senate to annually review and update the College’s Student Success Plan, propose the budget for categorical matriculation funds, provide advice on policies, procedures, and implementation of matriculation components including admission, orientation assessment, counseling, prerequisites, follow-up, training, and research.

Membership

Membership is comprised of the Vice President of Student Services, Dean of Counseling and Matriculation, Dean of Research, Planning and Institutional Effectiveness, Director of Admissions and Records, Director of Financial Aid, Student Success Services and Programs Coordinator, one representative from English, Reading, and Math, and other interested administrators, faculty, staff and students.

PROGRAM REVIEW COMMITTEE

Description

The Program Review Committee operates under the authority of and reports to the Academic Senate in accordance with Academic Senate By-laws (333) and District Administrative Procedure 2225.

Charge

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four- year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate. The purpose of Program Review is to:

- ✚ Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- ✚ Aid in short-range planning and decision-making
- ✚ Improve performance, services, and programs
- ✚ Contribute to long-range planning
- ✚ Contribute information and recommendations to other college processes, as appropriate
- ✚ Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Membership

Membership is comprised of at least 3 Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least 3 classified staff members as appointed by Classified Senate/CSEA, and one student.

Integration with Campus

The faculty co-chair of Program Review is a voting member of College Council and a member of the executive committee of the Academic Senate.

Program Review integrates many campus planning documents and essential campus processes by including self-evaluation of how program meet the campus mission, strategic initiatives, curriculum and SLO processes into the program efficacy and needs assessment processes.

Program review enhances student learning by ensuring that resource requests are aligned with program quality.

Evaluation, Communication and Dialogue

Program Review assigns committee members to work directly with programs under going program efficacy and conducts workshops for program efficacy and needs assessment. Once efficacy and needs assessment documents are submitted the committee engages in evaluative dialogue based on the reports submitted and the rubrics created by the committee. The committee provides a written response to all program efficacy documents.

Program Review forms and rubrics are distributed via e-mail and announced in College Council and Academic Senate. Needs Assessment results and Program Efficacy documents are available on the Program Review committee website. Committee members are expected to report committee activity to their constituent groups.

At the end of the academic year the committee evaluates itself by surveying all programs who participated in the efficacy process. The committee will use the results of the committee member survey to further evaluate committee processes.

PROFESSIONAL DEVELOPMENT COMMITTEE

Description

The Professional Development Committee operates under the authority of and reports to the Academic Senate in accordance with Academic Senate By-laws (333) and District Administrative Procedure 2225.

Charge

The Professional Development Committee serves as an advisory committee for the college professional development programs, and as a resource for training needs across campus. The committee prepares and implements the state required three-year Professional Development Plan, and reviews it annually to assure that campus goals and objectives are being met. The committee allocates staff development funds based on criteria in the plan. Additionally the committee is responsible for planning, programming and communication of campus professional development programs. The faculty member on the committee serve as the campus sabbatical leave committee and make recommendations to the college president for proposed leave recipients. The faculty members also serve as the campus flex committee.

Membership

Membership is comprised of one manager (designated by the President), Professional Development Coordinator, a representative of the technology committee, and interested faculty, administrators, and staff.

Integration with Campus

The faculty chair of Professional Development is a voting member of College Council, and serves on several other committees on campus. The Professional Development committee sets aside time at the end of each academic year to plan for the following spring and fall semesters based on feedback from the annual professional development survey, and event / workshop feedback received throughout the year. Professional Development is committed to providing faculty and staff with the resources they need to deliver quality education to San Bernardino Valley College's diverse student population.

Evaluation, Communication and Dialogue

Professional Development conducts an annual campus-wide survey at the end of each academic year to evaluate the workshops, events and other resources throughout the year. The survey also aims to gather suggestions for future events and gauge campus interest and engagement in professional development activities. The survey results are evaluated by committee members during an annual planning retreat. The committee members also report results to other campus constituency groups they are involved in. The Professional Development Department communicates new workshops and resources to the campus, and integrates campus feedback and suggestions into the planning and execution of new activities.

TECHNOLOGY COMMITTEE

Charge

The Technology Committee develops the Technology Plan for SBVC and submits it to the SBVC College Council. The Plan recommends methods to assess, purchase, install, and encourage use of new technology; technology funding priorities; and strategies for redistributing current resources. It sets standards and guidelines for the minimum specifications for new technology, for maintaining the current technology in new construction, and to maximize use of District network resources and instructional learning resources. Accessibility to technology will be considered when developing goals, methods, recommendations, guidelines, and standards. In addition, members serve as campus representatives on District Technology Committees.

Membership

Membership is comprised of the Vice Presidents of Instruction, Administrative Services, and Student Services or their designees; a representative from the Audio Department; a representative from District Computing Services, representative(s) from the college Network Specialist and all other interested faculty and staff in the campus community.

BUDGET COMMITTEE (Need to add webpage to website)

Charge

The Budget Committee serves in an advisory capacity to College Council in all aspects of budget development and management to protect the financial wellbeing of the college and to operate successfully within our budget. The Budget Committee makes data-driven recommendations that align resource allocations with resource planning, utilizing the college mission, institutional planning documents, and program review recommendations.

The Budget Committee serves in all three areas of the College Council's primary functions including: planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. The Budget Committee reviews and makes recommendations for resolution of emerging budget (Hasn't done anything in years. Budget is completely opaque. Also, the "emerging needs" bit was explained by S. Stark as now a part of college council's activities. – S. Miller) issues and creates processes for better budget development and management. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions.

Membership

The Budget Committee membership totals eight, including the Vice President of Administrative Services (chair) representing management, and seven appointed members representing faculty, classified staff, Associated Student Government, and four members outside of College Council as appointed by and representing each of the constituencies

ADDITIONAL COMMITTEES

A number of committees exist that have a specific purpose or function, but are not part of the formal collegial consultation process within College Council. These include:

PROGRAM FOR THE ADVANCEMENT OF LEADERSHIP OF MANAGERS (PALM)

Reporting to the President, Valley College managers (directors, deans, vice presidents) meet as needed with the President to review and discuss items as submitted to the College Council and to study leadership theory and practices.

PRESIDENT'S CABINET

The President meets weekly in a staff meeting with the Vice Presidents to discuss operations and logistics.

SCHOLARSHIPS

Charge

The Scholarships Committee reviews applications for scholarships and makes awards according to guidelines.

Membership

Membership is comprised of the Foundation Director, and interested administrators, faculty, and classified staff.

ANNUAL AWARDS COMMITTEE

Charge

The Annual Awards Committee plans and implements the Annual Spotlighting Our Success Faculty & Staff Awards Celebration event each spring. This event recognizes outstanding employees and retirees from all areas of the campus. The committee organizes a campus-wide nomination and voting process that leads to organizing and coordinating all logistics related to the awards ceremony event. The committee chair is the Director of Marketing & Public Relations with guidance from the Office of the President.

Membership

Membership is comprised of at least one member from classified, faculty, management, Faculty Association and other interested individuals.

ARTS, LECTURES, AND DIVERSITY

Charge

The Arts, Lectures, and Diversity Committee plans and promotes a series of lectures and cultural events designed to celebrate our diversity and enrich the instructional environment of the college.

Membership

Membership includes the Vice Presidents of Instruction and Student Services or designees, Dean of Humanities, and interested administrators, faculty, classified staff and students.

INSTRUCTIONAL SERVICES

INSTRUCTIONAL CABINET

Charge

The Instructional Cabinet reviews instructional related issues and concerns and advises the Vice President of Instruction.

Membership

Membership is comprised of the Vice President of Instruction and the deans reporting to the Vice President of Instruction.

TENURE REVIEW COMMITTEE

Charge

The Tenure Review Committee meets in January to review the four evaluations of each faculty member being considered for tenure. If all four evaluations of a faculty member are fully satisfactory, the Tenure Review Committee shall recommend that individual to the President for tenure. If the Tenure Review Committee has any doubts about a faculty member's overall performance, the committee shall, in consultation with the faculty member's supervisor, set up a new evaluation of him/her, to be conducted according to the evaluation procedure already in place in the District.

If the committee wants to use tenure procedures or materials as part of this evaluation, it can do so only with the consent of the affected faculty member. The two faculty members on the Tenure Review Committee who were appointed by the Senate and the bargaining unit shall serve as the peer evaluators for this evaluation. At the conclusion of this evaluation, the Tenure Review Committee shall meet and decide on a recommendation to the President of tenure or dismissal for the faculty member in question. All recommendations regarding fourth-year faculty

members shall be submitted to the President by February 15. If the President and the committee disagree, they shall meet with the District Chancellor to present their differing points of view. The Chancellor shall have final authority to make a recommendation to the Board of Trustees (this charge and membership quoted directly from the current AGREEMENT between the SBCCD and the SBCCD Chapter CTA/NEA).

Per the provisions of the CTA contract, the Tenure Review committee is also involved in providing remediation assistance to those faculty whose evaluations are less than satisfactory.

Membership

The College President appoints a tenured faculty member as the Tenure Review Coordinator who chairs the committee and the appropriate Vice Presidents or designees. The President of the Academic Senate and the college representative of the collective bargaining unit each appoint one tenured faculty member to serve on the Tenure Review Committee.

ONLINE COMMITTEE

Charge

The Online Committee advises the Vice President of Instruction regarding issues related to online learning at the college. In addition, the committee assists discipline faculty in the preparation of distance education requests to the Curriculum Committee. The committee serves as a conduit of Information among faculty, administration, and students by providing technological vision for issues related to online learning.

Memberships

Membership is comprised of interested faculty, administrators, staff, and students.

HONORS

Charge

The Honors Committee serves as an advisory committee to the Vice President of Instruction relative to the college's Honors Program including the admission of students into the program, assessment of program effectiveness, the schedule rotation of honors courses, proposals for new honors courses , and the evaluation of existing honors courses.

Membership

Membership is comprised of the Vice President of Instruction or designee, the Honors Coordinator, Honors Counselor, and interested administrators and faculty.

WORKFORCE DEVELOPMENT COMMITTEE

Charge

This Workforce Development Committee reviews recommendations from the Career and Technical Education (CTE) advisory committees. The committee participates in the Perkins Grant allocation process and makes recommendations to the Perkins Grant administrator.

Membership

Membership is comprised of the Perkins Grant Administrator and includes representation from vocational certificates and degree areas as well as other interested administrators, faculty, classified staff, and students.

BASIC SKILLS COMMITTEE

Charge

The Basic Skills Committee creates the planning documents, oversees the implementation of the campus basic skills plan, and prepares the college's basic skills report.

Membership

Membership is comprised of the Vice President of Instruction, at least one faculty member from counseling, english, mathematics, and reading, and other interested faculty, administrators, staff, and students.

STUDENT SERVICES

CAMPUS LIFE AND COMMENCEMENT

Charge

This Campus Life and Commencement Committee monitors and serves as the primary clearing house for student activities on the campus, including commencement. The committee develops a campus-wide master calendar in coordination with the Director of Marketing.

Membership

Membership is comprised of the Vice President of Student Services, Director of Student Life, Student Activities Coordinator, ASG President, Student Success Services and Programs Coordinator, Director of Marketing and Public Relations, and interested administrators, faculty, classified staff, and students.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS) ADVISORY COMMITTEE

Charge

This Disabled Student Programs and Services (DSPS) Advisory Committee serves as an advisory committee to the Director of DSPS relative to the needs of students with disabilities.

Membership

Membership is comprised of the Coordinator of Student Success Services and Programs, Coordinator of Disabled Student Services, Coordinator of Health Services, and interested faculty, staff, and students.

STUDENT POLICIES & SCHOLASTIC STANDARDS

Charge

The Student Policies and Scholastic Standards Committee serves as an advisory committee for the development and implementation of academic policies such as but not limited to petitions related to admissions, probation, disqualification, and graduation requirements.

Membership

The membership is comprised of the Director of Admissions & Records, interested faculty, a classified staff member from the Admissions and Records office, and one student.

STUDENT SERVICES CABINET

Charge

The Student Services Cabinet reviews Student Service related issues and concerns in an advisory capacity to the Vice President of Student Services.

Membership

Membership is comprised of the Vice President of Student Services, Dean of Counseling and Matriculation, Veteran's Administrator, Director of Financial Aid, Director of Library and Learning Services, Director of Student Life, Director of Admissions and Records, Director of EOP&S, Occupational Advancement Supervisor, Coordinator of Student Health Center, and Coordinator of DSP&S.

STUDENT SERVICES COUNCIL

Charge

The Student Services Council meets monthly to discuss and review campus issues particularly applicable to student success.

Membership

Membership is comprised of the Vice President of Student Services and the Student Services leadership team.

ADMINISTRATIVE SERVICES

ADMINISTRATIVE SERVICES CABINET

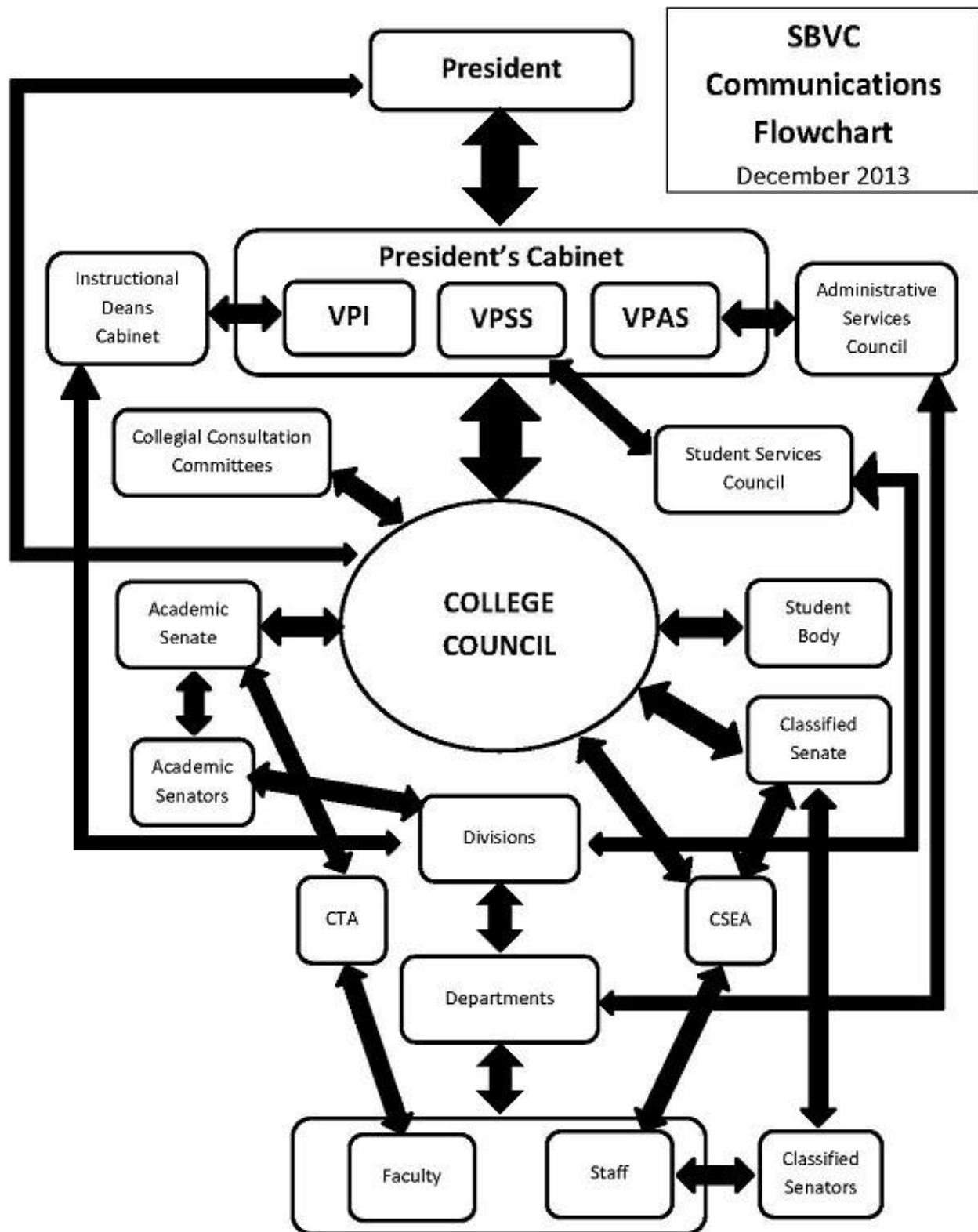
Charge

Reporting to the Vice President of Administrative Services, the Administrative Services Cabinet meets on a periodic basis to discuss and review campus related issues and advise the Vice President of Administrative Services.

Membership

Membership is comprised of the Vice President of Administrative Services and the Administrative Services Supervisors.

Governance Communication



AD HOC Committees/Task Forces

An ad hoc committee or task force is a temporary group representative of all campus constituencies. Ad hoc committees or task forces are created for a one-time purpose (e.g., to correct an issue of non-compliance with regulation, as in the General Education Task Force established in 2003) or to focus on specific subject or emerging trend impacting community colleges. These groups are created with a deadline by which they must complete their work, after which they dissolve. Ad hoc committees or task forces are charged at the discretion of the College President. Recommendations to establish an ad hoc committee or task force can be made to the College President by any shared governance structure or concerned member of the SBVC community. According to board policy, “ad hoc committees will be used rarely and only for specific tasks of short duration which do not overlap with other committees.” For a list of current ad hoc committee or task forces, **please contact the President’s Office.**

Bargaining Units

SAN BERNARDINO COMMUNITY COLLEGE TEACHERS ASSOCIATION (SBCCTA)

Charge

The San Bernardino Community College District Teachers Association (SBCCTA) is the exclusive bargaining unit for full and part-time faculty employees at the San Bernardino Community College District. SBCCTA represents members of the District faculty in their relations with their employer, and is the exclusive representative of the faculty in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment.

Membership

All faculty are eligible for membership in SBCCTA. Members who pay association dues are active members eligible to vote in all elections, hold elective office or appoint positions, receive special services, obtain assistance in the protection of professional and civil rights, and receive reports and publications of the Association. Non-members are assessed an agency fee and are not entitled to active member benefits.

CALIFORNIA STATE EMPLOYEES ASSOCIATION (CSEA)

Charge

The California State Employees Association (CSEA), local 291 is the exclusive bargaining unit for classified staff employed at the San Bernardino Community College District. CSEA represents members of the District classified staff in their relations with their employer, and is the exclusive representative of the classified staff in all matters relating to employment conditions and employer-employee relations including, but not limited to, wages, hours, and other terms and conditions of employment. In accordance with California Education Code, Section 70901.2, CSEA has the right to appoint classified staff to any college or district task force, committee, or other governance groups.

Membership

All classified staff members are members of CSEA.

Appendices

Appendix A:

Delineation of Roles and Responsibility Statement

***San Bernardino Community College District
California School Employees Association Chapter #291
and
San Bernardino Community College District
Classified Senates***

Statement of Purpose

The purpose of this document is to clarify the different roles that CSEA, Chapter #291 and the San Bernardino Community College District Classified Senates fulfill in representing all San Bernardino Community College District classified employees, each has a distinct purpose with differing objectives. Pursuing the objectives of one organization within the framework of the other can be redundant or even counterproductive, diluting the overall effectiveness of the organization in serving classified employee interests. By clearly understanding each organization's purpose, we ensure that classified employees have opportunities for input into the collegial consultation process while at the same time are assured that classified bargaining rights are protected.

This document is an agreement between the San Bernardino Community College District Classified Senates and CSEA, Chapter #291 of the roles and responsibilities herein.

Statement of Purpose

San Bernardino Community College District Classified Senates

The San Bernardino Community College District Classified Senates promote the interests of all district-wide classified employees in accordance with AB 1725 mandates.

The purpose of this organization is to provide a vehicle by which the classified employee is able to fully participate in the process of achieving the goals and mission of the colleges and promoting a successful learning environment for students. It shall be the function of the Classified Senates to participate in the governance of San Bernardino Community College District on a consultative level: to actively collect, evaluate and disseminate information for the classified employee; and to represent those interests in non-bargaining unit (CSEA) issues on any collegial consultation committee. The classified senate shall also promote professional and personal development for all classified employees through Professional Development workshops and activities, webinars and conferences.

Statement of Purpose

Exclusive Bargaining Representative – San Bernardino Community College CSEA Chapter #291

The California School Employees Association, San Bernardino Community College Chapter #291, hereafter referred to as “The Association”, shall be recognized as the “exclusive” representative for the classified employees within its bargaining unit. The Association expresses the viewpoint of the classified bargaining unit to the college administration and Governing Board in matters regarding Collective Bargaining.

The rights and responsibilities of the Association derive from the Public Employees Relations Act (SB 160, Rodda), and the interpretations of this Act by the Public Employees Relations Board, by the collective Bargaining Agreement, Past Practice, and other applicable laws. The association’s scope of representation shall include all matters dealing with the collective bargaining process, wages, hours of employment, workload, terms and conditions of employment, classified service on all hiring committees and all areas covered in San Bernardino Community College Chapter #291 Collective Bargaining Agreement for Classified Employees.

Delineation of Roles and Responsibilities

	Classified Senate	CSEA Chapter #291
Membership	Automatic for all permanent classified and confidential employees– Title V/AB1725	Bargaining unit members only. This is all regular classified employee unit members whether full or part-time employees.
Dues	None.	Mandatory monthly dues.
Participation	Voluntary. Open to ALL permanent classified and confidential employees.	Open to bargaining unit classified members only.
Voting	All permanent classified and confidential employees.	Chapter dues paying members only.
Role	The Classified Senate is a professional organization promoting the interests of all categories of classified employees. The Senate supports, facilitates implementation and promotes awareness of the collegial consultation process.	CSEA Chapter#291 is the exclusive bargaining representative for the San Bernardino Community College District’s classified employees.
Purpose	To focus on issues related to the Collegial Consultation process and to ensure representation on Collegial Consultation committees, projects and issues.	To focus on collective bargaining issues such as wages, benefits, hours of employment, workload, terms and conditions of employment.
Examples of Items to Fall Under Each Organization (not all responsibilities are listed)	<ul style="list-style-type: none">• Participation in the collegial consultation process on campus and the district.• Providing a body representing the needs, concerns, and viewpoints of all the classified employees on issues <u>other</u>	<ul style="list-style-type: none">• Wages, including salary schedule and placement, promotions, seniority, layoff and reemployment rights, initial classification and reclassification.• Hours of employment.• Health and welfare benefits, including

	<p><u>than working conditions.</u></p> <ul style="list-style-type: none"> • Providing a centralized means of communication between ALL classified employees and the rest of the college community. • Appointment of classified employees to college and district collegial consultation committees. • Providing an opportunity for classified employees to enhance the democratic process of collegial consultation. • Promoting the interests of the classified employees in the development and formulation of policy and practice related but not limited to the following: <ul style="list-style-type: none"> • Providing personal and professional development opportunities • Developing leadership within the classified community • Preserving and advancing intercollegiate relationships and involvement, creating a sense of unity • Providing a professional classified presence and visibility on campus and in the district. • Advocating the value and contributions Classified Employees provide to student success and learning • Providing recommendations and views on matters affecting classified employees and the conduct, welfare, and growth of the college. 	<p>holidays and vacations.</p> <ul style="list-style-type: none"> • Leaves, transfers, and reassignment policies. • Safety conditions of employment, including district-initiated disability leaves. • Procedures to be used for the evaluation of classified employees. • Procedures for processing grievances and disciplinary actions. • Promotes the well-being and rights of member classified employees by: <ul style="list-style-type: none"> • Participating on collective bargaining related standing committees • Represents classified employee unit members on all working conditions • Serving as a communication link within its membership and to the district on bargaining issues • Selecting representatives from its membership to serve on collegial consultation and district committees as appropriate. • Communicating union rights and responsibilities with its members.
<p>Joint Responsibilities</p>	<ul style="list-style-type: none"> • Each collegial consultation committee with classified employee representation must have an appointee from both CSEA and the Classified Senate, though sometimes the two constituencies agree to appoint a single classified member. • The presidents of each organization will meet regularly to discuss issues and maintain a relationship in order to best serve the classified employees. 	

This document is for informational purposes and is intended to clarify the roles and responsibilities of the Classified Senates and CSEA within the San Bernardino Community College District.

San Bernardino Valley College
Classified Senate

CSEA, CHAPTER #291

Cassandra Thomas, President

Date _____

Colleen Gamboa, President

Date _____

Crafton Hills College
Classified Senate

Michelle Tinoco, President

Date _____

DRAFT

Appendix B: Mentoring Guidelines for Maintaining Student Leader Participation on College Committees

1. Assign a Faculty/Staff/Administrator to mentor the student.
Being the only student on a committee full of faculty, classified staff and/or college administrators can be pretty intimidating. By assigning mentors to all students for their committee experience, you'll not only provide a trusted guide for them to go to throughout their time on the committee and increase their chances of building positive relationships with the group, you'll also ensure that the students will have a clear understanding of the decisions in which they are participating.
2. Explain expectations of Committee membership.
Student schedules can be very busy, so if there's a way for them to know what's expected of them as committee members ahead of time, they are more likely to make realistic assessments about whether or not they can meet those expectations. Things like dates, times, locations, duration of the commitment (i.e. one semester, one year, etc.), and group norms are all key items students will take into consideration before deciding to make a long-term time commitment.
3. Explain the committee's "charge" and role in decision-making.
There's nothing worse than sitting in a meeting without knowing what its purpose is and how what is being discussed impacts "the bigger picture." Make sure that the mentor tells the student the committee's reason for existence and how the group's input will be used.
4. Explain committee structure.
 - a. Who is the Committee Chair? Who is the Vice Chair? What do they do on campus? Explaining who the committee members are and why their opinions are important to the issue at hand will help the student make the transition from "student" to "group member" much faster and easier.
 - b. Explain and discuss agenda items, and typical topics the committee considers, and share a brief history of the committee, if it is available, and the committee's importance in the governance structure.
5. Share your contact information and preferred method of communication.

If you are the assigned mentor, make it a point to share your email address, phone number, and/or any other information the student might need to reach you in case he or she has questions. Also, tell the student the best times to contact you and which times to avoid. Ask the student or his or her Advisor for the Advisor's contact information and preferred method of communication as well.

6. Invite them to subcommittee meetings (if possible).

Student committee members will be more effective and provide better input if they are given the opportunity to explore all facets of the committee on which they are serving. If time and resources permit, asking a student to sit in on at least one subcommittee meeting will help her or him gain a broader perspective on the issue at hand

7. Explain your actions after each meeting.

If you are the mentor, talk to the student about why you did particular things, the options you weighed, and the items you had to consider before taking action.

8. Give them responsibilities.

Students are more likely to feel vested in the committee process if they are able to contribute to and share in the workload. If you are the mentor, assign them a variety of tasks, including some that you know they can handle and some that might challenge them. Walk them through the assignments, help them figure out their approach, and talk about the results after the tasks are completed.

9. Model positive communication and social skills.

Even though they may not act like it, students ARE watching our every move. They are observing what mentors say and do to create their own ideas of what professional behavior is and should be. If you are the mentor, do your best to speak and act in ways that will make you appear intelligent, agreeable, and sane.

10. Ask questions and check in regularly.

Some students may be too shy to speak up in the midst of a committee discussion. In the event that you as a mentor hear a term, acronym, or phrase with which the students may not be familiar, don't be afraid to lean over and ask them if they understood the item or write them a quick note to see if they have any questions on what they just heard. Additionally, make it a point to check in with them regularly after the meetings to make sure they don't have any questions or concerns.

11. Establish goals for the student's participation.

How much do the students know about the subject in question at the start of their committee involvement? How much would they like to learn about it? When or how often should you monitor their progress to meet those goals? How can you as a mentor help them get there? Ask students to create benchmarks of understanding in a formalized structure that they can also use in other areas of their lives to assess their personal development.

12. Listen.

Students may have ideas or concerns from their perspective that committee members may not have considered. Additionally, the student's involvement on the committee may spark an interest in the subject matter that a mentor may be able to help develop.

Dealing with Disappearing Student

To help maintain student accountability, please copy the Director of Student Life (insert director email) on as much written communication as possible. In the event that a student misses a meeting or scheduled appointment, try sending him or her quick "I'm concerned about you" email and copying the Director. The Director will follow up with the student and try to resolve any issues. If the student cannot meet the commitment, the Director and Student Senate President will assign another student to replace the one in question.



**Requirements and Process for College Council
New Member Consideration
(Adopted 3/25/15)**

The requirements to be considered for new membership for a campus employee/faculty organization/association seeking representation in College Council:

- Must meet requirements of College Council's three functions: planning, issue management, and communication
- Must represent an organization or association (with bylaws, charge, minutes, regular meetings)
- Minimum active membership of at least 12
- President or consistent designee shall attend College Council meetings
- Community liaison component (desired but not required)

The process for new membership for campus employee/faculty organizations/associations:

1. Contact College Council to express interest and be added to an agenda
2. An elected official of the organization makes a presentation to College Council, including how the applicant organization's goal can align with College Council's three functions
3. Required documents are submitted as outlined above (bylaws, etc.)
4. Appointed to an advisory role for a year. Upon review, could become a voting member (if member has been active and is seeking a voting membership).



San Bernardino Valley College

The Academic Senate is conferred a set amount of reassigned time each semester, which is split among the President, Curriculum Chair, and Program Review Chair. The numbers below express an interest in increasing the reassigned time for the Program Review Chair. These numbers have been agreed upon by the Academic Senate President, College President, and current Curriculum and Program Review Chairs.

Academic Senate Reassigned Time (Presently)

Fall (1.45 Total)	Spring (1.25 Total**)
President: .67 Curriculum Chair: .58 Program Review Chair: .20	President: .67 Curriculum Chair: .38 Program Review Chair: .20 ** .20 for President Elect the Spring before their first term

Academic Senate Reassigned Time (Proposed)

Fall (1.63 Total)	Spring (1.43 Total**)
President: .67 Curriculum Chair: .58 Program Review Chair: .38	President: .67 Curriculum Chair: .38 Program Review Chair: .38 ** .20 for President Elect the Spring before their first term