

Participatory Governance Handbook — Final Draft Now Available for Review

The Participatory Governance Task Force has incorporated feedback from the first draft and is pleased to share the final draft of the Participatory Governance Handbook.

This version will go through two reads as it circulates through your constituency groups during April, with the second read at College Council on April 29th.

We encourage you to review the document and continue providing feedback, concerns, and comments through this process.

Please submit your comments before April 15th to help us stay on time for improvements, using the QR code below or Microsoft Forms survey link.

[Microsoft Forms survey https://forms.office.com/r/rVN5Vf4Dbd?origin=lprLink](https://forms.office.com/r/rVN5Vf4Dbd?origin=lprLink)

We appreciate your insight!

Participatory Governance Task Force



Find this full document in our [PG Handbook Website](#)

1 Valley College Guide to
2 Participatory Governance:

3
4 **College Framework to**
5 **Engagement &**
6 **Decision-Making**

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8 FinalDraft-PGTF
9 Version 1.0

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20 Document Last Update: *X April 2026*
21 College Council Approved Date: *Y April 2026*
22 Board of Trustees Approved Date: *Z June 2026*
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HOW TO USE THIS HANDBOOK

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Participatory governance is the process through which faculty, classified professionals, students, and administrators share responsibility for some of the decisions that shape San Bernardino Valley College. This handbook documents how that process works at Valley College, the structure, the standards, and the expectations for everyone who participates.

It is written for all constituencies and all experience levels. Whether you are serving on a committee for the first time or have been part of governance for years, this handbook is your reference.

Start here if you are new to governance at VALLEY COLLEGE Read *Section 5: Foundations of Participatory Governance* first. It explains the legal basis for participatory governance in California, the role and authority of each constituency group, and the principles that guide how decisions are made at Valley College. The rest of the handbook builds from that foundation.

Find what you need

- Your committee’s charge, membership, and reporting relationship: Sections 11–14
- How committees operate, document their work, and route recommendations: Sections 9-10
- How decisions move from idea to implementation: Section 6
- Equity expectations and standards: Sections 7 and 8
- Forms and templates: Section 17
- Key terms and definitions: Section 5.4–5.5

This is a living document. It will be reviewed and updated on a regular cycle as governance structures evolve and institutional needs change. **The revision history is maintained in**

Appendix A.

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SECTION 1: LEADERSHIP MESSAGES

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Message from the College President

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Dear Colleagues,

For more than a century, San Bernardino Valley College has advanced community. We are a College built on the belief that every voice matters, which is the foundation for successful participatory governance.

Effective participatory governance also embraces leadership by the people who define the College. Leadership does not come from title, rather from a collective belief that the best ideas should move from imagination to implementation. It is critical to develop a collective vision, collective priorities, shared responsibility, and collegewide accountability. Every day we are reminded by students why this work matters and the importance of faculty who educate our students inside and outside the classroom, classified professionals who provide service excellence and keep this institution running, administrators who carry our mission forward, and students who help define the dynamic needs of student body. Our best decisions have always come from listening to one another and having the courage to be boldly student-centered, even when we don't always agree with each other.

Participatory governance is how we make that listening official. It gives structure to our collaboration: defining and respecting roles, clarifying processes, and ensuring that decisions reflect the wisdom of our full college community. When governance works well, ideas move from conversation to action with intentionality, integrity and purpose. We honor our roles in educating and serving our students, the community, and the taxpayers.

We are in a remarkable moment. Our centennial year calls us to honor a century of education and service while elevating college standards for the next 100 years. Valley Up is not just a phrase; it is a commitment to doing this work together at the highest level.

Strong participatory governance is how we honor that commitment.

This handbook is your guide. Whether you are new to Valley College or have walked this gorgeous campus for decades, I encourage you to know it, use it, and engage. The future of this college is built by us in our respective roles, in our committees, our conversations, and our collective courage to lead. Most importantly, it is built by people—all of us lifting together.

Thank you for being part of this special time in Valley College history and thank you for accepting your responsibility to lead!

Valley Up!

Gilbert J. Contreras, Ph.D.

President

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Message from the Academic Senate President

Dear Colleagues,

It is my honor to be part of San Bernardino Valley College's first Participatory Governance Handbook. This has been a truly collaborative effort among faculty, classified professionals, administrators, and students; a living example of the very principles this handbook represents, where those most affected by decisions have a meaningful voice in making them.

Governance is not something that happens to us; it is something we build together. Our committee structures, shared philosophies, and decision-making processes only work when every constituent group brings its knowledge and expertise to the table. But for that to happen, we must ask harder questions about who is at the table and whether every voice carries equal weight. Professor Dafina-Lazarus Stewart puts it plainly:

"Diversity asks, 'Who's in the room?' Equity responds: 'Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure? Inclusion asks: 'Has everyone's ideas been heard?' Justice responds: 'Whose ideas won't be taken as seriously because they aren't in the majority? Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining dehumanizing views?'" — Dafina-Lazarus Stewart, Inside Higher Ed

These are the questions that should guide us as we engage in governance at Valley College, not just whether a seat exists, but whether every person in that seat is truly empowered to shape the direction of this college.

This handbook reflects that commitment. Within these pages you will find our shared philosophies, our committee structures, and the processes by which decisions are made together. We invite you to read it, ask questions, and get involved, because participatory governance is only as strong as the community behind it. I am grateful to everyone who contributed to this work, and I look forward to building this community of governance with each of you.

With appreciation,

Andrea Hecht, M.S.
Academic Senate President

Message from the Classified Senate President

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Dear SBVC Community,

Classified Professionals are steadfast partners in advancing the college’s mission through meaningful, inclusive participatory governance.

We contribute frontline insight, operational expertise, and a deep, student-centered ethic to every forum in which policies and priorities are shaped.

Through thoughtful collaboration with students, faculty, and administrators, we help ensure that institutional decisions are equitable, transparent, and aligned with the long-term well-being of our campus community.

Our collective voice reflects the lived experience of the college, and we are honored to help cultivate a culture of mutual respect, shared responsibility, and continuous institutional improvement.

This handbook is an invitation. Know the structure, engage the process, and bring your expertise to the table. Your voice is not optional — it is essential to everything we build here together.

Valley Up!

John Feist
Classified Senate President
San Bernardino Valley College

Message from the Associate Student Government

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Dear SBVC Community,

I believe shared governance supports the college’s mission by bringing together student, faculty, staff, and administrative voices to make informed decisions that strengthen student success and cultivate a thriving campus community.

More importantly, it creates mutual responsibility and accountability, which are crucial to ensuring meaningful student representation.

Students, through the Associated Student Government, are formally recognized as partners in governance and must be given meaningful opportunities to participate in decisions that impact students.

I encourage every student to treat this handbook as a call to action. Your seat at the table was hard-won. Use it. Ask questions, show up to committees, and hold us all accountable, because Valley Up only works when students are truly in the room.

Valley Up!

Matthew Martinez
Associated Student Government President
San Bernardino Valley College

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SECTION 2: INSTITUTIONAL PRINCIPLES

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2. 1 VALLEY COLLEGE MISSION, VISION, AND VALUES

297

298 **Mission**

299 San Bernardino Valley College provides innovative instructional programs and cohesive
300 student services to support the educational goals of a culturally diverse community of
301 learners by engaging in continuous improvement and actively working towards an antiracist
302 culture to foster an environment of meaningful learning and belonging for our students,
303 employees, and the community.

304

305 **Vision**

306 Through offering a variety of degrees, certificates, skill-building courses, and opportunities
307 for personal and professional enrichment, San Bernardino Valley College strives to be the
308 institution of choice for the region. Our inclusive culture, quality education, and
309 comprehensive support services will create leaders dedicated to promoting social justice
310 and community advocacy on a local and national level.

311

312 **Values**

313 San Bernardino Valley College's commitment to its mission is expressed through its values.
314 As a community, the college values:

315 *Diversity, Equity, Inclusion, and Anti-Racism:*

316 Our strength as an institution is enhanced by the cultural diversity, and varied lived
317 experiences of our students, faculty, staff, and external community. Policies, plans, and
318 decisions must be data-informed, utilize an equity lens, and be based on thoughtful
319 consideration of what will best serve our students and the community at large.

320 *Student Success:*

321 Quality education and training supports students in improving their lives and the lives of their
322 families, while uplifting the community. Students will enhance their ability to think critically,
323 to communicate clearly, and to grow personally and professionally within an enriched
324 learning environment that promotes creativity, self-expression, and the development of
325 critical thinking skills. We strive to identify and address equity gaps through evidence-based
326 research to ensure that each student has the opportunity to succeed.

327 *Open Access:*

328 We are committed to providing quality programs and services for every member of our
329 community regardless of their level of preparedness; socioeconomic status; gender and
330 gender expression; sexual orientation; cultural, religion, ethnic background; and abilities.
331 Additionally, we must provide students with access to the resources, services, and
332 technological tools that will enable them to achieve their educational goals.

333 *Campus Climate:*

334 We value a campus-wide climate that is student-focused, fosters mutual respect between all
335 constituencies, values multiple perspectives, and appreciates diverse cultures and human
336 experiences. We must hold ourselves and our students to the highest ethical and intellectual
337 standards.

338 *Participatory Governance:*

339 As part of the collegial consultation process, all levels of the college must openly engage in
340 sharing ideas and suggestions to develop innovative ways to improve our programs and
341 services. We value equitable, inclusive, collaborative, and transparent governance
342 processes grounded in open, honest, and reflective discourse.
343

344 **2.2 VALLEY UP INITIATIVE**

345
346 *The following is an overview of the Valley Up! Initiative 2025–2030. The complete initiative*
347 *document is available at <https://www.valleycollege.edu/valleyup/> and in Appendix D.*
348

349 As San Bernardino Valley College enters its second century of service, the Valley Up!
350 Initiative 2025-2030 establishes a strategic framework centered on the guiding principle of
351 **Advancing Community**. Grounded in Dr. Gina Ann Garcia's "servingness" framework for
352 Hispanic-Serving Institutions, this initiative honors the college's 100-year legacy of providing
353 access to education and social mobility while setting a clear vision for the future.
354

355 **Four College Priorities**

356 The Initiative organizes its strategic commitments around four interconnected priorities that
357 together define the college's direction through 2030 as follows:

358 *1. Career and Transfer*

359 Expanding workforce development opportunities and transfer pathways to four-year
360 institutions through California's open-access model to promote upward social mobility.
361

362 *2. Health and Safety*

363 Prioritizes physical, emotional, and psychological safety as central to belonging. This priority
364 includes expanded training, emergency preparedness, active shooter protocols, earthquake
365 readiness, and updated emergency planning with current personnel.

366 *3. Boldly Student-Centered*

367 Creating organizational structures and decision-making processes based on the student
368 experience. Key commitments include: entrusting faculty to lead 10+1 efforts with support
369 for teaching and learning; empowering classified professionals with service standards;
370 empowering management authority and ensuring accountability; and prioritizing employee
371 development, cultural intelligence, and wellness to serve students holistically.
372

373 *4. Opportunities for All*

374 Advancing the core value of diversity, equity, inclusion, and antiracism through action and
375 accountability. Commits to transforming the institution to meet student needs. This priority
376 includes structural support for EOPS/CARE, Financial Aid, Counseling, Dual Enrollment,
377 MAP/CPL; supplemental instruction and learning communities; improving the built

378 environment to reflect diverse cultures; revisiting program review and resource allocation
 379 processes; and embracing participatory governance as a core value.

380

381 **Strategic Alignment**

382 The Valley Up! Initiative intentionally aligns with all major institutional planning documents:

383

College & District Plans	State & System Plans
<ul style="list-style-type: none"> ▪ Accreditation ▪ Educational Master Plan ▪ Student Equity Plan ▪ Enrollment Management Plan ▪ Facilities Master Plan ▪ SBCCD Strategic Plan 	<ul style="list-style-type: none"> ▪ CCCCCO Vision 2030 ▪ Student-Centered Funding Formula (SCFF)

384

385 **Ten Measurable College Targets**

386 The initiative establishes ten measurable targets to increase student success and equity
 387 while maximizing SCFF revenue and grant competitiveness:

388

Completion Metrics	Access & Equity Metrics
<ul style="list-style-type: none"> ▪ Degrees awarded ▪ Certificates awarded ▪ Student transfers ▪ Transfer-level Math and English completion ▪ Course completion 	<ul style="list-style-type: none"> ▪ Dual enrollment participation ▪ Financial aid participation ▪ Work-study participation <ul style="list-style-type: none"> ○ Fall to Spring Persistence ▪ Student equity outcomes with real-time intervention data

389

390 **Fiscal Strategy**

391 Valley Up! positions the college to maximize the Student-Centered Funding Formula funding
 392 by targeting metrics that directly impact state allocation completion rates, transfer
 393 outcomes, and equity achievements. Strategic alignment also enhances competitiveness for
 394 supplemental grants.

395

396 **Moving Forward Together**

397 Valley Up! calls on all constituency groups—faculty, classified professionals, management,
 398 and students—to embrace collective ownership of these priorities. By aligning our efforts
 399 around student success, equity, and community advancement, we honor a century of service
 400 while building the foundation for the next hundred years.

401

402 See Appendix D for the Student Centered Funding Formula Summary.

403

404 **SECTION 3: INSTITUTIONAL EFFECTIVENESS &**

405 **INTEGRATED PLANNING**

406

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3.1 INSTITUTIONAL PLANNING AND EFFECTIVENESS

Institutional planning at San Bernardino Valley College follows a systematic cycle of Planning, Implementation, and Evaluation that drives continuous quality improvement across instructional programs, student services, and administrative functions. This integrated approach balances long-term vision with responsive action, grounded in evidence-based decision-making.

Through interconnected plans and defined timelines, the institution maintains alignment between aspirational goals and operational realities, ensuring that daily decisions, annual resource allocations, and strategic directions reinforce one another.

Integrated Planning Framework

The college's planning structure operates at multiple levels, each informing and supporting the others.

Long-Term Strategic Plans (3–5 years) translate mission into actionable directions. They establish measurable goals that guide institutional priorities over a multi-year horizon:

- *Valley Up Initiative*: The central planning document establishing institutional priorities, strategic directions, and comprehensive goals.
- *Educational Master Plan (EMP)*: Defines academic planning objectives, including student services and administrative functions supporting educational goals.
- *Facilities Master Plan (FMP)*: Guides physical infrastructure development, space utilization, and campus growth.
- *Technology Master Plan*: Articulates technology needs, infrastructure requirements, and integration with educational and operational goals.
- *Landscape Master Plan*: Directs outdoor space development, sustainability initiatives, and campus aesthetics.

Mid-Range Operational Plans (1–3 years) operationalize strategic priorities:

- *Student Equity Plan*: Addresses equity gaps through targeted, evidence-based interventions, with progress measured against the plans stated outcomes.
- District/Regional Collaborative Plans (e.g., Strategic Plan and Objectives, Inland Adult Education Consortium (CAEP three-year plan)): Coordinates college efforts with community partners and regional workforce priorities.

Annual Planning Processes connect long-term goals with immediate action:

1. *Academic Program Review*: Comprehensive evaluation of all programs (typically every 6 years).
2. *Annual Update Plans*: Year-by-year assessment of progress, goal revision, and resource requests between comprehensive reviews.
3. *Student Learning Outcomes (SLO) & Program Learning Outcomes (PLO) Assessment*: Ongoing evaluation of learning at course, program, and institutional levels.

- 450 4. Service Area Outcomes (SAO) Assessment: Ongoing evaluation of student services
451 and administrative support effectiveness.
452 5. *Budget Development*: Annual resource allocation aligned with planning priorities.
453

454 **Responsiveness to Emerging Needs**

455 Effective planning requires ongoing attention to changes in the institutional, regulatory, and
456 community environment. This proactive stance enables timely adjustments to plans and
457 resource priorities, ensuring the college remains responsive to emerging opportunities and
458 challenges while advancing equity and student success.
459

460 **Processes and Framework Under Development**

461 *During the 2026–2027 academic year, the Institutional Effectiveness Committee and*
462 *Planning and Resource Allocation Committee will collaboratively develop the planning*
463 *framework calendar, evaluation protocols, and emerging needs response procedures.*
464 *This cross-committee work ensures operational processes reflect constituent input and*
465 *align with the college's institutional context and ACCJC standards.*
466

467 *This handbook will be updated to reflect finalized processes once adopted through*
468 *governance.*
469

470 **3.2 VALLEY COLLEGE'S INTEGRATED BUDGET AND PLANNING**

471 **Guiding Principle**

472 Effective institutional advancement requires integrating planning and resource allocation
473 through participatory governance. By linking institutional effectiveness review, program
474 review, strategic planning, and budget development into unified cycles, San Bernardino
475 Valley College ensures that resource decisions are strategic investments guided by
476 institutional priorities, equity analysis, *industry trends*, evidence-based inquiry, and the
477 collective expertise of all constituent groups. This integrated approach honors the distinct
478 but complementary roles of the Institutional Effectiveness Committee (which oversees non-
479 academic program review) and the Academic Senate's Program Review Committee (which
480 holds authority over academic programs), while aligning both processes toward shared
481 institutional goals.
482

483 **Planning and Resource Allocation**

484 The Planning and Resource Allocation Committee serves as the central participatory
485 governance body through which budget and planning decisions are collaboratively examined,
486 prioritized, and recommended to College Council. Planning and Resource Allocation
487 Committee establishes clear touchpoints throughout the academic year for standing
488 committees and constituent groups to evaluate evidence, assess strategic plan progress, set
489 resource priorities, and advance recommendations through established governance
490 channels.
491

492 ***Integrated Planning and Budget Calendar***

493 Valley College maintains an annual integrated planning and budget calendar that aligns key
494 planning milestones with district and state budget development cycles. This calendar
495 ensures transparent, predictable opportunities for constituent input and connects resource
496 allocation decisions directly to institutional mission achievement.

497

498 The budget calendar is organized around five phases:

- 499 • **Phase 0:** The College provides an overview of the annual budget, including general
500 funds, categoricals, grants, and resources available for prioritization by collective
501 input. *[Note: Participatory governance applies to discretionary resources. Restricted*
502 *funds (e.g., categorical programs, grants with prescribed uses) are governed by*
503 *funding source requirements and regulatory compliance, not collegial prioritization].*
- 504 • **Phase 1 (Fall):** Program Review and Resource Identification: Departments and units
505 conduct program review, submit SLO/PLO/SAO assessments, and identify resource
506 needs tied to institutional priorities and equity data.
- 507 • **Phase 2 (Fall–Spring):** Prioritization and Governance Review: Planning and Resource
508 Allocation Committee and the Institutional Effectiveness Committee review prioritized
509 resource requests, evaluate alignment with strategic goals, and develop
510 recommendations for College Council.
- 511 • **Phase 3 (Spring):** Budget Development: Recommendations inform the Annual
512 Operating Budget in alignment with district timelines. Constituent groups review
513 preliminary allocations before adoption *(refer to Appendix (placeholder) for the*
514 *detailed timeline).*
- 515 • **Phase 4 (Summer):** Evaluation and Cycle Preparation: The college evaluates the
516 effectiveness of the planning and budget process and prepares for the next cycle.

517

518 ***Processes and Framework Under Development***

519 ***During the Fall 2026 semester, specific procedures, timelines, tools, and evidence***
520 ***criteria will be developed by the Vice President of Administrative Services with college***
521 ***input from the Planning and Resource Allocation Committee and the Institutional***
522 ***Effectiveness Committee.***

523

524 ***This handbook will be updated to reflect finalized processes once adopted through***
525 ***governance.***

526

527 **SECTION 4: OVERVIEW OF DECISION-MAKING**

528 **PATHWAY**

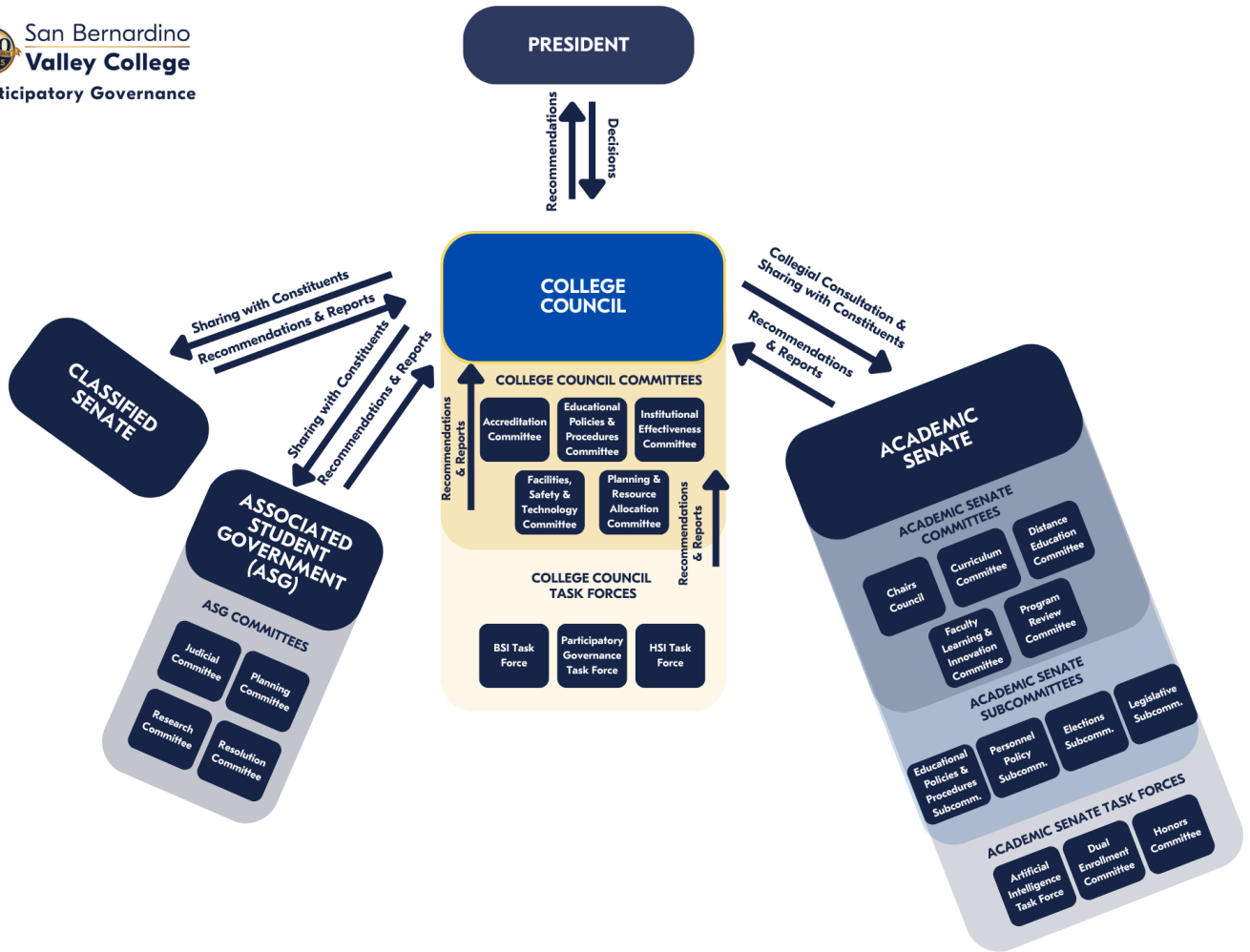
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532 The following diagram illustrates how governance recommendations move across Valley
 533 College from the work of faculty, classified professionals, students, and administrators,
 534 through their respective governance bodies, to College Council, and to the College President.
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SECTION 5: FOUNDATIONS OF PARTICIPATORY

541

GOVERNANCE

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5.1 WHAT IS THE PURPOSE OF THIS GUIDE?

543
544 This handbook exists because governance works better when everyone understands it.
545

546 **Why Participatory Governance Matters:** San Bernardino Valley College is required by
547 California law to involve faculty, classified professionals, students, and administrators in the
548 decisions that shape this institution. But legal compliance is the floor, not the ceiling. At
549 Valley College, participatory governance is a core institutional value. It is a commitment to
550 making decisions that are better informed, more equitable, and more trustworthy because
551 they reflect the collective expertise of our campus community.
552

553 **What This Handbook Does:** This handbook documents how that commitment works in
554 practice: how governance bodies are structured, how decisions move from idea to
555 implementation, what is expected of everyone who participates, and how we hold ourselves
556 accountable for doing this well.
557

558 **Who It Is Written For:** It is written for everyone, not just governance experts. If you are new to
559 committee service, this handbook will orient you. If you have served for years, it will give you
560 a shared reference point and a clearer picture of how your work connects to the institution as
561 a whole.
562

563 **Our Shared Standards:** Governance at Valley College is grounded in transparency,
564 accountability, and good faith across all constituencies. Every decision should connect back
565 to our mission, our values, and the success of our students.
566

567 **A Living Document:** This handbook will be reviewed and updated regularly as governance
568 structures evolve and institutional needs change. It reflects where Valley College is now and
569 will grow as we build the governance culture it describes. The revision history of this
570 document is maintained in Appendix A.
571

5.2 PARTICIPATORY GOVERNANCE GUIDING PRINCIPLES

573 *Definition and Purpose*

574 Participatory governance is a college-wide process recognizing the right and responsibility of
575 all faculty, staff, administrators, and students to engage in institutional decision-making. The
576 governance structure provides opportunities for all constituent groups to contribute
577 informed, evidence-based recommendations on policies and procedures, planning, program
578 review, and accreditation.
579

580 Effective participatory governance requires that each constituency group both exercise its
581 own authority and respect the distinct roles and authority of the other constituencies.
582 Engagement across groups should be collaborative, not encroaching. Each voice strengthens
583 the process when it speaks from its own standing.
584

585 ***Collaborative Practice***

586 In the spirit of collaboration, cooperation, and collegiality, constituent group members work
587 toward the betterment of the college and its students by:

- 588 • Sharing their viewpoints and recommendations
- 589 • Gathering and communicating input from their constituent groups at large
- 590 • Respecting the roles, authority, and jurisdiction of all constituency groups while
591 advocating from their own
- 592 • Approaching all governance interactions with collegiality, recognizing that productive
593 working relationships outlast any single issue or decision
- 594 • Disseminating the work of governance bodies broadly across campus

595

596 ***Standards of Conduct***

597 Participatory governance requires a climate of trust, mutual support, and courteous
598 consideration.

599

600 The college expects all participants to:

- 601 • Come prepared, attend consistently, and follow through on assigned responsibilities
- 602 • Engage in open, honest dialogue, including disagreement, with respect for colleagues,
603 the process, and the legitimacy of differing perspectives
- 604 • Accept that good-faith disagreement is a natural part of governance and engage in
605 discourse with professionalism and mutual respect, even when consensus is not
606 reached
- 607 • Exhibit mutual respect and cooperation while promoting a team environment
- 608 • Confront issues and engage colleagues without prejudice
- 609 • Model the highest standards of ethically responsible behavior
- 610 • Communicate governance work back to their constituency group so that input flows in
611 both directions
- 612 • Hold themselves and each other accountable for the commitments made in
613 governance spaces

614

615 ***Inclusive Decision-Making***

616 Valley College's governance philosophy embraces the diverse perspectives and backgrounds
617 of all constituent group members. While ultimate authority rests with the Board of Trustees
618 and the President, the college holds a core belief that decisions are richer and better
619 informed through the collective wisdom of constituent groups working together.

620 Participatory governance does not require unanimous agreement. Rather, the process
621 ensures that all perspectives are heard, respected, and genuinely considered before
622 decisions are reached.

623

5.3 WHY PARTICIPATORY GOVERNANCE WORKS THIS WAY

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As a California community college, San Bernardino Valley College (SBVC) is mandated to operate under the principle of participatory governance. Education Code 70902(b) (7) 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 (sections 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 a significant effect on them.

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 rights 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. These policies do not diminish the College President's decision-making authority. The President remains solely accountable to the Chancellor and Board of Trustees for the outcomes of all institutional decisions.

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. Therefore, by virtue of the position, the College President or designee serves as ex-officio on all participatory governance committees.

The San Bernardino Community College District's Board of Trustees has adopted a policy for collegial consultation (BP/AP 2510, Appendix B & C) requiring 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 own expertise and/or where the decisions would have a significant effect on them."

Faculty

In participatory governance at Valley College, the Academic Senate represents faculty members. The Academic Senate is the voice for the faculty on all matters related to curriculum, academic, and professional matters. Under California law, the governing board is required to collegially consult with the Academic Senate on these matters, meaning that decisions are reached through mutual agreement or that the board relies primarily on Senate recommendations, depending on the locally adopted method.

666 According to Title 5, § 53200, these academic and professional matters are as follows (also
667 known as 10+1):

- 668
- 669 1. Curriculum, including establishing prerequisites and placing courses within
670 disciplines
- 671 2. Degree and certificate requirements
- 672 3. Grading policies
- 673 4. Educational program development
- 674 5. Standards or policies regarding student preparation and success
- 675 6. District and college governance structures, as related to faculty roles
- 676 7. Faculty roles and involvement in accreditation processes, including self-study and
677 annual reports
- 678 8. Policies for faculty professional development activities
- 679 9. Processes for program review
- 680 10. Processes for institutional planning and budget development
- 681 +1 Other academic and professional matters as are mutually agreed upon between the
682 Governing Board and the Academic Senate
- 683

684 With respect to academic and professional matters, the Board has adopted a standard in
685 which it will rely primarily upon the Academic Senate's recommendations. When the Board of
686 Trustees does not follow Academic Senate recommendations in these academic and
687 professional matters, the Chancellor must formally provide the reasons in writing to the
688 Academic Senate President upon request.

689
690 At the college level, the President is likewise expected to accept the recommendations of the
691 Academic Senate on academic and professional matters. If the President does not accept a
692 recommendation, the President must provide the rationale for that decision in writing to the
693 Academic Senate President. Such instances should be exceptional and supported by
694 compelling reasons.

695

696 ***Classified Professionals***

697 Representatives of classified staff are appointed to serve on participatory governance
698 committees at Valley College consistent with Title 5 §51023.5 (which uses the statutory term
699 "classified staff"). The recommendations and opinions of classified professionals are to be
700 given every reasonable consideration by the Board, the President, and the participatory
701 governance committees on which their representatives serve.

702

703 Through their knowledge of student needs and their positions in operational, instructional,
704 administrative, student support, and technical areas, classified professionals serve on
705 committees, councils, and task forces as essential interest-holders. Representing their
706 constituents' perspectives, classified professionals provide unique insight to guide
707 governance decisions.

708

709 Title 5 §51023.5 requires that staff:
710 *"...be provided with opportunities to participate in the formulation and development of*
711 *district and college policies and procedures, and in those processes for jointly*
712 *developing recommendations for action by the governing board, that the governing*
713 *board reasonably determines, in consultation with staff, have or will have a significant*
714 *effect on staff."*
715

716 ***Classified Senate***

717 Classified professional participation areas are not enumerated in Title 5. Rather, §51023.5
718 requires that boards determine locally, in consultation with classified representatives, which
719 matters have or will have a significant effect on staff.

720
721 The following areas, drawn from California Community Colleges Classified Senate (4CS)
722 guidance, reflect areas commonly recognized as having significant effect on classified
723 professionals and serve as a working framework for classified participation at Valley College
724 consistent with §51023.5. Some areas overlap with academic and professional matters
725 under faculty purview; in those cases, classified participation is collaborative and
726 contributions are valued, while Title 5 authority structures are respected.

- 727
728 1. Curriculum systems integration and implementation
729 2. Degree and certificate requirements
730 3. Educational program development
731 4. Standards or policies regarding student services, support, and success
732 5. College governance structures as related to classified roles
733 6. Classified roles and involvement in accreditation processes
734 7. Policies for classified professional development activities
735 8. Processes for program review and annual planning
736 9. Processes for institutional planning and budget development
737 +1 Any other district and college policy, procedure, or related matter that will have a
738 significant effect on classified staff
739

740 ***Students***

741 The Valley College Associated Student Government (ASG) appoints student representatives
742 to serve on participatory governance committees. The ASG is recognized under Education
743 Code § 76060 as the official representative body of students.

744
745 Title 5 § 51023.7(b) enumerates the following policy areas as having significant effect on
746 students:

- 747
748 1. Grading policies
749 2. Codes of student conduct
750 3. Academic disciplinary policies
751 4. Curriculum development

- 752 5. Courses or programs which should be initiated or discontinued
753 6. Processes for institutional planning and budget development
754 7. Standards and policies regarding student preparation and success
755 8. Student services planning and development
756 9. Student fees within the authority of the district to adopt and
757 +1 Any other district and college policy, procedure, or related matter that the district
758 governing board determines will have a significant effect on students.

759
760 Beyond providing valuable student perspective across institutional functions, participation in
761 governance offers students opportunities to engage in the campus community, develop civic
762 responsibility, and understand how complex institutions operate.

764 **Management**

765 Managers participate in governance through appointed roles based on functional expertise
766 and positional responsibility or as resource members. Appointments are made by the
767 College President.

768
769 Manager participation supports effective governance through:

- 770 • Responsibly managing the authority delegated to them by the College President and
771 the duties outlined in their job description.
- 772 • Collaborating with faculty, classified professionals, and students in developing
773 recommendations
- 774 • Providing institutional perspective on operational feasibility, regulatory compliance,
775 and resource implications
- 776 • Facilitating communication between governance bodies and executive leadership
- 777 • Supporting implementation of governance recommendations
- 778 • Ensuring alignment between committee work and institutional planning priorities

779
780 Administrative participation complements constituent group roles. On academic and
781 professional matters, administrators provide operational perspective while respecting
782 faculty primacy under Title 5 § 53200. Managers are expected to facilitate open deliberation,
783 support meaningful input from all constituency groups, and reinforce a governance
784 environment in which every constituency participates on equal footing. Managers who serve
785 on governance committees do so as participants in the governance process, not as decision-
786 makers. Administrative authority to accept, modify, or decline recommendations exists
787 outside the committee space and must be exercised transparently, with written rationale
788 provided to the recommending body when a recommendation is not accepted.

789
790 Note that President's Cabinet, comprising the President and Vice Presidents, functions as an
791 executive leadership body responsible for operational coordination and administrative
792 decision-making. While Cabinet may identify issues requiring governance input, it does not
793 serve as a participatory governance body. Managers retain the authority and responsibility to
794 fulfill the duties outlined in their job descriptions. However, recommendations on matters

795 with significant effect on faculty, classified professionals, or students must be developed
796 through appropriate governance committees and forwarded to the President through
797 established channels (see Section 3.2 and Section 4).

798
799 Participatory governance works this way because the law requires it, but it works well only
800 when every constituency exercises its authority with the collaborative spirit and standards of
801 conduct this handbook establishes: honest dialogue, mutual respect for each group's role
802 and jurisdiction, and shared accountability for the integrity of the process.

803 **5.4 GENERAL GOVERNANCE GLOSSARY**

804 For a broader reference of institutional terminology, including terms related to academics,
805 student services, enrollment, and general college operations, refer to the *Valley College*
806 *Institutional Dictionary* (forthcoming, to be developed by the College Standards, Processes,
807 and Practices Committee).

808
809 **9+1** (Classified) — Classified participation areas are not enumerated in Title 5; rather, the
810 California Community Colleges Classified Senate (4CS) has developed guidance on
811 commonly recognized areas of significant effect on classified professionals, and these are
812 referred to as '9+1.' See Section 5.3 for the full list.

813
814 **9+1** (Students) — The ten areas enumerated in Title 5 §51023.7(b) where students must have
815 the opportunity to participate in decision-making. Commonly referred to as '9+1' though the
816 regulation lists ten areas, with the tenth being a catch-all for additional matters determined
817 by the Board. See Section 5.3 for the full list.

818
819 **10+1** (Faculty) — The eleven academic and professional matters where the Academic Senate
820 has either primary authority ("rely primarily") or must reach mutual agreement with the
821 Board, established by AB 1725 (1988) and codified in Title 5 §53200. See Section 5.3 for the
822 full list.

823
824 **AB 1725** — Landmark 1988 legislation that established faculty purview over academic and
825 professional matters in California community colleges, creating the framework commonly
826 known as the "10+1."

827
828 **ACCJC** — The Accrediting Commission for Community and Junior Colleges. Its standards
829 shape governance, planning, and institutional effectiveness requirements at the college and
830 district.

831
832 **Academic Senate for California Community Colleges (ASCCC)** — The statewide
833 organization representing faculty across California's community colleges. ASCCC develops
834 policy recommendations, provides guidance on academic and professional matters, and
835 supports local academic senates.

836

837 **BP/AP 2510** — The college's Board Policy and Administrative Procedure governing
838 participation in local decision-making. It outlines the rights and responsibilities of each
839 constituency group in the governance process.

840
841 **Bargaining Unit**— a formal group of employees such as faculty represented by CTA or
842 classified professionals represented by CSEA, organized under the Educational Employment
843 Relations Act (EERA) to negotiate with the District over “scope of representation” items,
844 including wages, hours, and terms and conditions of employment. Bargaining units address
845 employment matters through collective bargaining.

846
847 **Board Policy (BP) / Administrative Procedure (AP)** — BPs are broad governing statements
848 approved by the Board of Trustees. APs are the operational details of how BPs are
849 implemented. Both can be influenced through the governance process.

850
851 **Brown Act** — California's open meeting law (Gov. Code §54950–54963), requiring that
852 meetings of legislative bodies be publicly noticed, open to the public, and conducted with
853 transparency. At Valley College, governance bodies subject to the Brown Act must post
854 agendas at least 72 hours in advance and may only act on agenda items.

855
856 **California Community Colleges Classified Senate (4CS)** — The statewide organization
857 representing classified professionals across California's 116 community colleges. 4CS
858 advocates for classified staff in state-level policy and provides governance guidance and
859 resources to local classified senates.

860
861 **California Education Code** — The body of state law governing California's K–12 and
862 community college systems. It is the legal foundation from which Title 5 regulations and local
863 Board Policies are derived.

864
865 **Collegiality** — The culture of mutual respect, shared responsibility, and collaborative
866 engagement among faculty, classified professionals, students, and administrators. It is the
867 relational foundation that makes participatory governance function effectively.

868
869 **Collegial Consultation** — The formal process by which the Academic Senate makes
870 recommendations to the President and Board on academic and professional matters. Not
871 just input. It carries legal weight under Title 5. *Note: Collegial consultation is a legally defined*
872 *process; collegiality is a professional value.*

873
874 **Consensus** — A decision-making approach in which all members can support a course of
875 action, even if it is not every member's first preference. Consensus does not require
876 unanimity. Where consensus cannot be reached, committees may proceed to a formal vote
877 unless their governing documents specify otherwise.

878
879 **Effective Participation** — The legal standard under Title 5 for classified professional and
880 student involvement in governance. It requires meaningful opportunities to participate in the

881 development of policies and procedures that significantly affect them, and that their
882 recommendations receive every reasonable consideration. Distinct from collegial
883 consultation, which applies specifically to the Academic Senate.

884
885 **Ex-Officio** — A committee membership held by virtue of one's position rather than by
886 election. At Valley College, ex-officio members serve in a non-voting, advisory capacity
887 unless a committee's governing documents specify otherwise. The College President or
888 designee serves as ex-officio on all participatory governance committees.

889
890 **Majority Vote** — A decision reached when more than half of the voting members present
891 (assuming quorum has been met) vote in favor of a motion. Unless a committee's governing
892 documents specify a higher threshold, majority vote is the default standard under Robert's
893 Rules of Order.

894
895 **Shared Governance** — A colloquial term used interchangeably with "participatory
896 governance" in higher education. At California community colleges, the legally grounded
897 term is participatory governance, rooted in Education Code §70902(b)(7) and Title 5. Valley
898 College uses "participatory governance" as its preferred term.

899
900 **Student Senate for California Community Colleges (SSCCC)** — The statewide organization
901 representing students across California's community colleges. SSCCC advocates for student
902 interests in state-level policy and supports local student governments.

903
904 **Quorum** — The minimum number of voting members required to conduct official business at
905 a meeting. Without quorum, a committee may still convene to discuss items and receive
906 information, but no formal votes or actions may be taken. Quorum is defined in each
907 committee's governing documents; Robert's Rules of Order applies as the default where no
908 local definition exists.

909
910 *Note on Language and Terminology:*
911 *This handbook uses specific terms deliberately and consistently. The following conventions*
912 *apply throughout.*

913
914 *Classified Professionals: The term "classified professionals" is used to refer to classified*
915 *employees of the college. This reflects Valley College's recognition of the professional*
916 *expertise and contributions of its classified workforce. Where California law and Title 5*
917 *regulations use the statutory term "classified staff," this handbook's use of "classified*
918 *professionals" refers to the same group and carries the same legal meaning.*

919
920 *Constituency Groups: This handbook uses "constituency groups" to refer to the four*
921 *recognized groups that participate in college governance: faculty, classified professionals,*
922 *students, and administrators. The term is used consistently throughout in place of variations*
923 *such as "constituent groups" or "stakeholder groups."*

924

925 *Recommendations and Decisions: In participatory governance, committees and*
926 *constituency groups make recommendations. The College President and the Board of*
927 *Trustees make decisions. This distinction is not merely semantic. It reflects the legal*
928 *structure of governance authority in California community colleges. When this handbook*
929 *states that a committee "recommends," it means the committee's action requires approval*
930 *by the appropriate decision-making authority before implementation.*

931
932 *Students: References to student participation in governance refer to students appointed*
933 *through the Associated Student Government (ASG), consistent with Title 5 § 51023.7, which*
934 *provides for student participation through their recognized governance body. This does not*
935 *preclude broader student input through other means, but formal governance representation*
936 *is the responsibility of the ASG.*

937 **5.5 GROUPS IN GOVERNANCE GLOSSARY**

938 **Governance constituent:** A group with a role, interest, and representation in a governance
939 structure. In California Community Colleges under Title 5, governance constituents include
940 faculty, classified staff, students, and administrators. Each contributes to decision-making
941 and policy development at the college and district levels through participatory governance.
942 The constituent group advises and makes formal recommendations to management and the
943 Board of Trustees. These groups contribute at the college & district levels to ensure
944 participatory governance in decision-making. Senates may establish and oversee
945 committees under their own authority and bylaws.

- 946 • **Academic Senate** – Represents faculty in academic and professional matters (Title 5
947 [§53200](#)). The Academic Senate has primary responsibility in "10+1" areas of academic
948 and professional matters under Title 5, Section 53200.
- 949 • **Classified Senate** – Represents classified professionals in governance (Title 5
950 [§51023.5](#)). with 9 areas of participation plus a +1 for additional matters.
- 951 • **Associated Students/Student Government** – Ensures student participation in
952 governance (Title 5 [§51023.7](#)). Students have 9 defined areas of participation, plus +1,
953 allowing them to be consulted on additional matters as agreed upon.
- 954 • **Management**, including the College President, Vice Presidents, Deans, Directors, and
955 all management employees collaborate with participatory governance groups, sharing
956 information, and seeking input when appropriate from faculty, classified
957 professionals, and students.

958
959 **Participatory governance:** A collaborative decision-making process in which faculty, staff,
960 students, and administrators actively contribute to institutional planning, policies and
961 procedures, and implementation. It is rooted in Title 5 of the California Code of Regulations,
962 which ensures that all governance constituents have a voice ensuring that institutional
963 policies reflect the diverse perspectives of the college community while maintaining Board of
964 Trustees' ultimate authority in governing the district. Five key organizations exemplifying this
965 collaborative approach are the [Academic Senate for California Community Colleges](#)
966 [\(ASCCC\)](#), the [California Community Colleges Classified Senate \(4CS\)](#), the [Student Senate for](#)

967 [California Community Colleges \(SSCCC\)](#) and the [Community College League of California](#)
968 [\(CCLC\)](#).

969
970 **College Council:** It provides broad oversight of institutional planning, policy development,
971 resource allocation, accreditation, and decision-making while serving as the primary
972 advisory body to the College President. By including representatives from faculty, classified
973 professionals, students, and administrators, the College Council ensures that diverse
974 perspectives are integrated into institutional decisions, promoting transparency,
975 participatory governance, and institutional effectiveness.

976
977 **Standing Committee:** A permanent group with a defined, ongoing purpose, such as
978 overseeing institutional processes or compliance with regulations. Membership includes
979 representatives from governance constituencies (faculty, classified professionals,
980 administrators, and students) to ensure broad input (e.g., Facilities & Safety Committee).
981 Both a College Council and Senates (Academic Senate, Classified Senate, Student Senate)
982 may have standing committees, but they differ in purpose, oversight, and authority. The
983 Senates standing committees recommends actions to the Senate or higher governance
984 bodies. Their primary members are specific to the respective constituent group. College
985 Council standing committees are designed for cross-functional decision-making, ensuring
986 that various governance constituencies work together to address institutional issues.

987
988 **Sub-Committee:** A smaller group derived from a parent committee to focus on specific
989 aspects of the parent committee's broader charge. Sub-committees report back to their
990 parent committee and are ongoing.

991
992 **Steering Committee:** A semi-permanent (exists if the initiative needs oversight) group for an
993 initiative tasked with providing guidance, policy direction, and/or oversight for specific
994 projects or initiatives, ensuring alignment with institutional goals. Steering committees often
995 include members from multiple governance constituencies (faculty, staff, administrators,
996 students). Unlike a task force, a steering committee oversees but does not execute tasks.

997
998 **Task Force:** A temporary working group assigned to address a specific problem, implement a
999 short-term project, or develop policy recommendations, and actively works on solutions and
1000 implementation. It has a clear mission, timeline, and expected outcomes, after which it
1001 dissolves. Task forces usually include members with specialized knowledge and disband
1002 once their goal is achieved.

1003
1004 **Ad Hoc Committee:** An Ad Hoc and a Task Force are both temporary working groups created
1005 to address specific issues, but they differ in scope, authority, and purpose. An ad hoc
1006 committee studies an issue, develops recommendations, or provides advice and does not
1007 implement. Temporary, disbands after completing recommendations or findings.

1008
1009 **Advisory Committee:** A permanent group with a broad focus that offers continuous input on
1010 policies, programs, and/or institutional matters. There is no direct decision-making authority

1011 or implementation power in the participatory governance structure but offer
1012 recommendations based on their expertise.

1013
1014 **Operational Committee:** A permanent group focused on implementing approved plans,
1015 policies, or operational tasks. These committees are action-oriented and ensure that
1016 governance decisions are executed effectively. Often it has authority to implement
1017 operational decisions. Day-to-day institutional process management. Typically includes
1018 staff, administrators, and faculty members responsible for running college services.
1019 An operational committee can also be advisory. While executing operational tasks, it advises
1020 higher governance bodies (senates, councils, boards) on improvements and policy needs. A
1021 well-structured operational-advisory committee helps bridge daily execution and long-term
1022 policy planning.

1023
1024 **Operational Workgroup:** A workgroup is not a participatory governance. A workgroup is an
1025 operational team formed to complete specific tasks, coordinate projects, or address
1026 functional needs within a department or across units. Instead, it supports the daily
1027 operations of the college by carrying out assigned responsibilities, coordinating
1028 implementation efforts, and ensuring progress on defined objectives. Workgroups may
1029 include staff, faculty, and administrators based on subject matter expertise and operational
1030 needs.

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**SECTION 6: GOVERNANCE PATHWAYS AND
PARTICIPATION**

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6.1 GOVERNANCE IN PRACTICE

When a committee deliberates on an issue and reaches a position, it forwards that position as a formal recommendation to the appropriate body typically College Council for institutional matters, or directly to a constituent group (Academic Senate, Classified Senate, or Associated Student Government) for matters within their purview. Recommendations may route through multiple bodies to gather input and/or support before reaching College Council or the President.

A committee recommendation is not a decision. It is the college's most informed, constituency-driven proposal and it carries significant weight. Final authority for institutional decisions rests with the President and Board of Trustees, as required by California Education Code and Title 5. For academic and professional matters, the Board acts in accordance with Title 5 provisions governing Academic Senate authority, including mutual agreement or rely primarily obligations.

Because administrators and the Board rely on committee recommendations to make sound decisions, the quality of the committee deliberation, the evidence brought, and the breadth of voices incorporated directly shape institutional outcomes.

Governance only works when committees take their charge seriously. Each constituency is expected to operate within its defined authority and respect the authority of the others. This mutual recognition is foundational to participatory governance (see Section 5.2 Participatory Governance Guiding Principles).

What Committees Produce

Not everything that comes out of a committee meeting is the same kind of output. New members often confuse recommendations, reports, and deliverables and the confusion leads to miscommunication about what a committee has done.

Here is a breakdown:

Output Type	What It Means	Example
Recommendation	A formal position or proposal sent up the governance chain for review and action.	Planning & Resource Allocation Committee recommends approval of a resource allocation request to College Council.
Report	An informational document that updates the college community or a governance body on progress, data, and/or activities.	Institutional Effectiveness Committee presents its annual institutional effectiveness report to College Council.

	<i>Note: Reports do not require action.</i>	
Deliverable	A tangible product a committee is charged to produce as part of its ongoing work.	Facilities, Safety, and Technology Committee produces a revised “Technology Replacement Plan” for review and routing through governance.

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1072

How Decisions Move Through the Governance Structure

When a participatory governance issue enters the governance process at Valley College, it follows a defined pathway. The path may vary depending on the nature of the issue, but the general cycle applies across all governance work.

Step	Phase	What Happens
0	Idea	A question, concern, or opportunity surfaces from any member of the college community. This may arise informally through conversation, observation, or experience, or more formally through program review findings, institutional data, accreditation feedback, or constituency group discussions. At this stage, the idea has not yet entered a governance channel. Step 0 recognizes that good governance begins with awareness, and that anyone at the college or at the community level, regardless of role or position, can be the starting point for institutional change.
1	Identification	An issue, need, or proposal is identified through program review, a constituency group, a committee chair, or institutional data. Anyone in the college community, including external community members, may raise an issue. For the issue to move forward, it must enter a formal governance channel or management.
2	Committee Deliberation	The appropriate committee takes up the issue. Members review evidence, hear from stakeholders, and deliberate. This is where your voice as a committee member is most critical. The goal is to reach a well-reasoned position that reflects the interests of the college community, not just one constituency group.
3	Recommendation Forwarded	The committee formulates and votes on a formal recommendation. Routing depends on the originating committee, the nature of the recommendation, and whether it affects the jurisdiction of another committee. Recommendations that cross committee boundaries

		must be routed to the affected committee for review before advancing. Constituency leaders are responsible for ensuring recommendations have been vetted within their own group before moving toward decision and implementation (Use the Governance Committee Reporting Form (Section 17.3) to document annual committee activity and outcomes).
4	Review and Action	The receiving body reviews the recommendation. It may amend it, accept it, return it with feedback for further deliberation, or, in rare cases, make a different determination. <i>(Note: Non-acceptance of Academic Senate recommendations on academic and professional matters requires written rationale; also see Section 5.3 and Participating Effectively in District and College Governance, ASCCC & CCLC, 1998)</i>
5	Decision Communicated	Once a final decision is made, it is the responsibility of the governance group and relevant administrators to communicate the outcome back to the originating committee and to the broader campus community. <i>Transparency at this stage is essential to institutional trust.</i>
6	Implementation	Once a decision is made, the College President directs the development of an implementation plan, which is communicated through College Council to the constituency groups. Constituency group leaders are responsible for communicating to their members. Committees are not responsible for implementation but are responsible for monitoring whether commitments are fulfilled.
7	Reporting and Accountability	At the end of each academic year, committees report on their work, progress toward goals, and any outstanding items. This reporting feeds back into the next year's priorities and closes the governance loop.

1073

1074 **Accountability and Follow-Through**

1075 If you serve on a committee and a recommendation has been approved, it is appropriate—
1076 and expected—to ask at a subsequent meeting:

- 1077 • What is the status of implementation?
1078 • Has a timeline been established?
1079 • Who is responsible for next steps?

1080

1081 These questions may be directed to the committee chairs and the managers assigned
1082 responsibility for implementation.

1083

1084 *Administrative Accountability*

1085 When a decision is made, the College President communicates the next steps for
1086 implementation, including the responsible manager and the expected timeline. The
1087 responsible manager reports progress to the originating committee or College Council as
1088 appropriate. If implementation is delayed or the direction changes, the responsible
1089 administrator communicates the reason and the revised timeline. Committees have both the
1090 right and the responsibility to follow up on recommendations they have forwarded, and
1091 administrators have the obligation to respond.

1092

1093 *Committee Accountability*

1094 Accountability runs in both directions. Committees are accountable to the college
1095 community for the quality of their deliberations and the clarity of their recommendations.
1096 This accountability is sustained through written meeting documentation, the primary record
1097 of a committee's work.

1098

1099 Committees subject to the Brown Act must maintain formal minutes in compliance with
1100 Government Code § 54953. All other governance committees shall maintain summary notes
1101 that document, at minimum: members present and absent, agenda items discussed,
1102 motions made and voting outcomes, action items and responsible parties, and items
1103 referred to other committees or forwarded as recommendations. Summary notes are not
1104 required to capture verbatim discussion but must be sufficiently detailed to allow any
1105 member of the college community to understand what occurred and what commitments
1106 were made.

1107

1108 Whether formal minutes or summary notes, documentation should capture not only
1109 decisions but key discussion points, conclusions reached, and action items assigned. Draft
1110 documentation should be distributed and posted publicly within one week of each meeting;
1111 approved documentation should be posted within one week of approval.

1112

1113 These practices are not administrative formalities. They are the documentation infrastructure
1114 that makes governance visible, reviewable, and trustworthy to the campus community and to
1115 accreditors.

1116

1117 **Questions Are Always Welcome**

1118 If you are uncertain about the governance process, your committee's charge, or how a
1119 decision is being implemented, ask. Start with your supervisor. As needed consult the
1120 committee chair(s). You may also reach out to your constituency leadership: the Academic
1121 Senate, the Classified Senate, or the Associated Student Government, or to the Office of the
1122 President.

1123

1124 Governance is a shared responsibility, and asking questions strengthens the process.

1125

6.2 PATHWAYS TO ENGAGEMENT

1126

1127 Participatory governance at Valley College is how faculty, classified professionals, students,
1128 and management work together to shape policies, plans, implementation, while serving as
1129 stewards of the college's collective values and accountability. Managers participate as
1130 partners, contributing operational expertise and ensuring follow-through on institutional
1131 decisions. *The goal is practical: decisions should reflect broad expertise, ensure meaningful*
1132 *participation, and move ideas into action.*

1133

1134 Valley College is moving beyond "participatory governance" as a framework of boundaries
1135 toward shared responsibility as a campus-wide practice. Shared responsibility means we do
1136 not participate solely to represent our constituent interests. We participate to align our
1137 collective expertise toward the realities our students face, and the institutional changes
1138 required to improve student outcomes. This means we do not stop at consultation. We use
1139 clear pathways so that sound recommendations become campus practice, with identified
1140 responsibility for follow-through. **Along with shared responsibility, we embrace shared**
1141 **accountability for the implementation and outcomes of recommendations moved to**
1142 **action.**

1143

1144 **Classified Professional Engagement**

1145 Classified professionals participate through the Classified Senate and governance
1146 committees across the institution. Their expertise in operations, student services, and
1147 institutional continuity ensures that policies are workable, equitable, and implementable.
1148 You are the frontline of student engagement beyond the classroom. Governance needs your
1149 perspective, not just your compliance.

1150

1151 **Faculty Engagement**

1152 Faculty participate through the Academic Senate and related governance structures. This
1153 includes leadership on the "10+1" academic and professional matters defined in Title 5, as
1154 well as accreditation and institutional planning. On these matters, faculty voice is not
1155 optional; it is central to institutional integrity and legally protected through collegial
1156 consultation requirements.

1157

1158 Faculty are expected not only to engage but to lead on academic and professional matters,
1159 bringing forward insight, recommendations, advocating for sound practices and policies, and
1160 setting the peer standards for educational excellence at this institution. You are here to
1161 shape what this college becomes.

1162

1163 Beyond the 10+1, faculty contribute expertise across institutional governance through
1164 committee service, program review, and collaborative work with other constituency groups.

1165

1166 **Student Engagement**

1167 Students participate through Associated Student Government and committee
1168 representation, especially on policies and practices that have a significant effect on

1169 students. Student voice strengthens the college's ability to make decisions grounded in the
1170 realities of campus life. You are not here to observe, you are here to shape what this college
1171 becomes.

1172

1173 **Community and Public Engagement**

1174 Participatory governance is also accountable to the broader community. Public meetings,
1175 transparency practices, and regular reporting help ensure that Valley College remains
1176 responsive to regional needs and to the people we serve.

1177

1178 ***From Idea To Action: Your Role in the Process***

1179 *Section 6.1 described the institutional decision cycle; the formal pathway that governance*
1180 *recommendations follow from identification through implementation and reporting. This*
1181 *section shifts to the practical question: **What do you actually do when you have an idea***
1182 ***you want to move through governance?** The steps below are not a separate process. They*
1183 *are a participant's guide to navigating the cycle described above, with guidance on how to do*
1184 *it well at each stage.*

1185

1186 Having a good idea is not the hard part. The hard part is moving an idea through the right
1187 pathway, so it becomes a decision, a documented plan, and an implemented practice with
1188 accountability.

1189

1190 Valley College's governance process is designed to do three things clearly:

- 1191 1. Sort the idea into the right category (policy, procedure, practice, curriculum, planning,
1192 resources).
- 1193 2. Route it through the right bodies for consultation, recommendation, support, and
1194 approval.
- 1195 3. Assign ownership for implementation and require a report-back so the campus can
1196 see what changed.

1197

1198 *Step 1: Identify what type of decision you may have*

1199 Most proposals fall into one of these categories:

- 1200 • *Policy:* Board Policies (BPs) are developed at the district level; the college participates
1201 through established consultation processes but does not adopt or modify them
1202 independently.
- 1203 • *Procedures:* Administrative Procedures (APs) operationalize Board Policies and may
1204 be developed or revised at the college level through the governance process.
- 1205 • *Practice:* A consistent way of doing work that may not require formal policy language
1206 but still needs shared agreement and clear documentation (e.g., guidelines,
1207 workflows, forms, training).
- 1208 • *Standard:* An institutional expectation for quality, consistency, or performance across
1209 programs, services, or operations. These are set by the college and may draw on
1210 accreditation requirements, regulatory frameworks, or institutional values. They are

- 1211 distinct from ACCJC Accreditation Standards, which are externally established and
1212 addressed through the accreditation process.
- 1213 • *Community Interest*: A concern, proposal, or opportunity raised by or on behalf of the
1214 broader college community, including students, external partners, advisory boards, or
1215 industry interest-holders. These items are brought forward through a manager
1216 responsible for the area most directly affected, or constituency representative, or
1217 standing committee with relevant subject matter jurisdiction.
 - 1218 • *Operational or Emerging Matter*: An issue that does not fit neatly into the categories
1219 above but still requires institutional attention. Examples include changes to student
1220 services delivery, responses to emerging student or community needs, the formation
1221 or dissolution of workgroups, or the sunseting of programs, services, or initiatives.
1222 These matters may be addressed through administrative action, operational
1223 workgroups, or existing governance committees depending on scope and impact.

1224
1225 When an operational or emerging matter has significant effect on one or more constituency
1226 groups, it must enter the governance process.

1227
1228 If a proposal may affect students or employees from historically underserved or marginalized
1229 groups differently than others, that potential impact must be identified early, before the item
1230 is fully shaped, and carried through consultation, recommendation, and evaluation.

1231
1232 *Additional considerations:*
1233 *Academic and professional matters (10+1)*: If the proposal involves curriculum, academic
1234 standards, program development, or other areas under Title 5, it requires Academic Senate
1235 consultation through collegial consultation processes, regardless of whether it results in
1236 policy, procedure, or practice.

1237
1238 *Resource implications*: If the proposal affects staffing, budget, facilities, technology, or
1239 institutional priorities, it will likely route through planning and resource allocation processes.

1240
1241 If the category is unclear, the goal is not to guess correctly on the first try. Bring the idea to a
1242 manager, your constituency representative, and/or committee chair, to help determine the
1243 right pathway.

1244
1245 *Step 2: Choose a point of entry and commit to sponsorship*
1246 There may not be one obvious "right" committee or workgroup to start with. Some ideas
1247 touch multiple areas; some do not fit neatly anywhere at first. Valley College recognizes
1248 multiple points of entry into governance.

1249
1250 A proposal can begin with any of the following, depending on where the issue lives and who
1251 has the expertise to refine it:

- 1252 • A constituency body (Academic Senate, Classified Senate, Associated Student
1253 Government)

- 1254 • A governance committee or council connected to the topic
- 1255 • A department or program
- 1256 • A division or unit with operational responsibility
- 1257 • An administrator bringing forward an institutional need
- 1258 • Any individual bringing an idea to any member of the management team

1259
1260 **What matters most is sponsorship.** The group that serves as the entry point should expect
1261 to carry the work forward. Sponsorship means the entry point does not simply raise an issue,
1262 it becomes the home base that tracks the item, improves the draft, coordinates across
1263 bodies as needed, and stays engaged through implementation and report-back.

1264
1265 If an item begins in a department or division, it enters governance with practical knowledge
1266 and then moves through the appropriate consultative pathways. The originating area remains
1267 responsible for follow-through.

1268

1269 *Step 3: Put the proposal in a usable format*

1270 To move from discussion to action, proposals should be introduced in writing with enough
1271 clarity for governance bodies to evaluate them.

1272

1273 The proposal should include:

- 1274 • What you are proposing (in plain language)
- 1275 • The problem it addresses and who is affected
- 1276 • Why it matters, including student equity implications when relevant
- 1277 • What would need to change (policy, procedure, practice, resources, timeline)
- 1278 • Who would be responsible for implementation (department, division, committee, or
1279 role)

1280

1281 A clear one-to-two-page concept document is usually sufficient to begin. Supporting
1282 documents can be attached. When a proposal advances to a formal committee
1283 recommendation, committees should use the Governance Committee Recommendation
1284 Form (Section 17.2) to document the action and route it through the appropriate pathway.

1285

1286 *Step 4: Route through consultation and alignment*

1287 As a proposal is refined, it may need to move across multiple bodies for consultation and
1288 alignment. Some proposals will be co-developed across constituencies, committees,
1289 departments, or divisions. That is not a problem—it is often a sign that the issue is real and
1290 institution-wide.

1291

1292 Valley College uses committees and College Council to refine ideas into actionable
1293 recommendations. In general:

- 1294 • Committees and workgroups research, draft, and assess feasibility within a defined
1295 scope.

- 1296 • College Council deliberates across constituencies, aligns recommendations, and
1297 forwards them to the President with documented rationale.

1298
1299 When an item involves academic and professional matters, it must follow the Academic
1300 Senate governance pathway through collegial consultation.

1301
1302 When the appropriate entry point or routing is unclear, College Council can help clarify the
1303 pathway without taking ownership away from the sponsoring group.

1304 When disagreements arise, constituent groups should advocate from their own areas of
1305 authority rather than challenging the legitimacy of another group's standing. Productive
1306 disagreement strengthens governance; jurisdictional overreach undermines it.

1307

1308 *Step 5: Recommendation is not the finish line*

1309 A recommendation is not complete until it has an approval path and an implementation
1310 owner. Governance work should end with a clear action plan and a commitment to report
1311 back. The sponsoring group remains responsible for continuity. Even when the proposal
1312 moves through other bodies, the entry point should track where it is, what changes were
1313 made, and what is needed next. The Governance Committee Recommendation Form
1314 (Section 17.2) supports this tracking by documenting the recommendation, its rationale,
1315 equity considerations, and the response received.

1316

1317 *Step 6: Approval, implementation, and closing the loop*

1318 College Council forwards final recommendations to the College President. For academic and
1319 professional matters, recommendations follow Academic Senate collegial consultation
1320 requirements. When Board action is required, items proceed through the district Board
1321 pathway after local approval and support.

1322

1323 The College President directs the development of an implementation plan, which should
1324 address:

- 1325 • Implementation steps (what will happen and in what order)
1326 • Resources and support (manager, staffing, budget, training, communications)
1327 • Timeline (when changes take effect)
1328 • Evidence of completion (revised document, published procedure, updated website,
1329 training delivered, new workflow in use)
1330 • Report-back (when and where the campus will learn the outcome)

1331

1332 ***Standard for equity-minded participation***

1333 Valley College's participatory governance is strongest when participation is consistent,
1334 representative, and connected to real outcomes. The goal is not simply to "have a seat at the
1335 table," but to build the social capital and transparency needed to make decisions that hold
1336 up over time, especially during moments of change, while keeping student equity at the
1337 center of what we do.

1338
1339
1340

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1341

SECTION 7: EQUITY-CENTERED GOVERNANCE

1342

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1343

7.1 WHY EQUITY-CENTERED GOVERNANCE MATTERS

1344 Equity is not a separate initiative, a standing agenda item, or the responsibility of one
1345 committee. It is the shared work of every council, committee, and workgroup at Valley
1346 College because governance decisions shape student access, experience, and outcomes.

1347

1348

7.2 WHAT 'EMBEDDED EQUITY' MEANS

1349 Embedded equity means committees do not treat inclusion, diversity, equity, antiracism, and
1350 accessibility (IDEAA) as a stand-alone agenda item.

1351

1352 Instead, equity is integrated into how we do business:

- 1353 • Equity is part of every decision, not an optional add-on.
- 1354 • Equity criteria are applied when making decisions and recommendations under
1355 participatory governance.
- 1356 • Evidence is expected, especially when decisions affect programs, services, policy, or
1357 resources.
- 1358 • Participation is meaningful, timely, and documented; input is gathered early enough
1359 to shape outcomes.
- 1360 • Accountability is visible through clear recommendations, follow-through, and
1361 evaluation.

1362

1363 Committees should treat resource-connected recommendations as opportunities to
1364 advance equity, not just operational logistics.

1365

1366

7.3 WHERE EQUITY SHOWS UP IN COMMITTEE WORK

1367 Equity is embedded in all committee functions, including but not limited to:

- 1368 1. *Policy and procedure development*: student-facing processes, conduct, appeals,
1369 placement, registration, program entry
- 1370 2. *Planning and priorities*: strategic planning, program review, enrollment strategies,
1371 technology planning
- 1372 3. *Resource allocation*: budget recommendations, staffing, scheduling, facilities,
1373 equipment, program investments, course and program outcomes
- 1374 4. *Curriculum and learning support*: course pathways, prerequisites, academic support,
1375 distance education practices
- 1376 5. *Student services and campus climate*: access, communication, safety practices,
1377 basic needs coordination
- 1378 6. *Evaluation and improvement*: reviewing outcomes and adjusting practices based on
1379 evidence

7.4 THE EQUITY LENS: REQUIRED QUESTIONS FOR EVERY RECOMMENDATION

1380
1381

1382 Before a committee forwards a recommendation, the record should reflect that the group
1383 asked and answered these questions:

1384 *Student Impact:* Who is most impacted by this decision, positively or negatively? Does it
1385 reduce barriers, or unintentionally create new ones?

1386 *Equity Evidence:* What qualitative and quantitative evidence informed the discussion? Did
1387 the committee review disaggregated data to identify gaps and target improvement? Does the
1388 evidence support the recommendation, or are we assuming equity impact?

1389 *Voice and Participation:* Were students provided an opportunity to participate in policies or
1390 procedures that have, or will have, a significant effect on them? Were staff provided
1391 meaningful participation consistent with Valley College governance procedures? How did
1392 that participation shape the final recommendation — not just attendance, but influence?

1393 *Planning and Resource Alignment:* How does this recommendation connect to institutional
1394 equity goals and priorities? What resources — people, time, funding, technology — are
1395 required to implement effectively? How will we know if it is working for disproportionately
1396 impacted students, and when will we review progress?

1397 These questions align with accreditation expectations that institutions identify achievement
1398 gaps and engage in planning and improvement to close them. These equity lens questions
1399 are built into the Governance Committee Recommendation Form (Section 17.2), which
1400 requires committees to document how equity was addressed before a recommendation is
1401 forwarded.

1402

7.5 EQUITY CHECK BEFORE FINAL ACTION

1403

1404 Before a committee votes or forwards a recommendation, the chair confirms that the equity
1405 lens in Section 7.4 was applied. This check should also reflect the college's commitment to
1406 Valley Initiative #3: Boldly Student-Centered and Valley Initiative #4: Opportunities for All,
1407 ensuring that recommendations actively advance equitable outcomes for students and the
1408 college community. This is not a second analysis; it is a procedural pause to verify that equity
1409 was part of the deliberation, not an afterthought.

1410

1411 When the committee cannot affirm that the equity lens questions were meaningfully
1412 addressed, the item should be held for further discussion before moving forward.

1413

1414 **7.6 STANDARD DOCUMENTATION: MAKING EQUITY VISIBLE AND**
 1415 **TRACKABLE**

1416 Equity-centered governance depends on documentation that connects committee
 1417 deliberation to institutional action.

1418 *Recommendation Forms:* Formal recommendations should include an Equity Impact
 1419 Statement that addresses:

Component	What to Include
Equity Rationale	Who is impacted and why
Types of Evidence	The committee should critically evaluate whether the evidence being used actually measures what matters. This includes considering whether the data is current, relevant, and sufficient; whether both quantitative and qualitative sources are represented; whether disaggregated data was available and used; whether the metrics reflect institutional values or simply what is convenient to measure; and whether gaps in evidence were acknowledged rather than ignored.
Evidence Used	Key findings or data considered, including disaggregated data when relevant
Barrier Reduction	What barriers are addressed (process, access, cost, technology, climate, scheduling, communication)
Resource Implications	What is needed to implement effectively
Success Measures and Timeline	How impact will be evaluated and when the committee will revisit

1420
 1421 This strengthens institutional evidence for decision-making and improvement. The
 1422 Governance Committee Recommendation Form (Section 17.2) incorporates these
 1423 components as standard fields, ensuring that equity documentation is consistent across all
 1424 committee recommendations.

1425
 1426 *Annual Committee Reports*

1427 Annual reports should go beyond listing activities. They should document:

- 1428 • How equity was embedded across the year's work (not just that equity was discussed)
- 1429 • Key recommendations and outcomes
- 1430 • Participation and outreach efforts (who was engaged and how input was incorporated)
- 1431 • Evidence of effectiveness (what changed, what improved, what did not, and why)
- 1432 • Next steps tied to gaps, barriers, and measurable goals

1433
 1434 The Governance Committee Reporting Form (Section 17.3) provides a standard structure
 1435 for documenting these elements at mid-year and end-of-year reporting intervals.

7.7 EQUITY, PLANNING, AND CONSULTATION ARE LINKED

1436
1437 Equity planning in California is built on broad campus involvement. Title 5 expects Student
1438 Equity Plans to be developed with the "active involvement of all groups on campus as
1439 required by law."

1440
1441 Participatory governance committees support this expectation when they consistently
1442 include equity evidence in deliberations, ensure meaningful participation from affected
1443 groups, document follow-through on equity-related recommendations, and connect
1444 committee work to institutional equity goals and the Student Equity Plan.

1445
1446 Equity and participatory governance are only meaningful when they connect to Valley
1447 College's planning tools and resource realities — and when those connections are examined
1448 for equity impact. *See Section 17.2 for the Governance Committee Recommendation Form.*

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1449

SECTION 8: GOVERNANCE CULTURE AND

1450

SHARED EXPECTATIONS

1451

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8.1 STANDARDS FOR ACTIVE ENGAGEMENT AND COLLEGIALITY

1452
1453 This section establishes Valley College's expectations for participation in governance. It
1454 describes the culture of shared responsibility that effective governance requires. It reflects
1455 Valley College's belief that good decisions emerge from collaboration, that every voice adds
1456 value when genuinely heard, and that trust is built over time through consistent, transparent
1457 practice and intentional communication.

1458
1459 These expectations are not about "winning" governance. They are about building a decision-
1460 making culture worthy of Valley College's commitment to its students and community.

1461
1462 Valley College's governance effectiveness depends on social capital, the trust and credibility
1463 built through consistent participation and good-faith collaboration. Social capital is what
1464 helps governance survive fiscal pressure, staffing changes, and institutional stress without
1465 collapsing into blame or silence.

1466
1467 **Active engagement means:**

1468 Active engagement includes showing up prepared and having reviewed materials in advance,
1469 participating at key points in the decision cycle (before decisions are effectively final), staying
1470 at the table when consensus-building becomes difficult, and communicating back to your
1471 constituency so the collective voice stays connected to the work.

1472 Active engagement is the opposite of pro forma consultation. It requires meaningful
1473 presence at the moments when input can shape outcomes.

1474
1475 **Collegiality is a professional obligation:**

1476 Respectful collaboration and a workplace culture where people can disagree without
1477 disrespect. Collegiality should never be used as a tool to silence dissent, avoid
1478 accountability, or gain leverage in policy debates. At Valley College, collegiality is best
1479 understood as mutual accountability with respect.

1480
1481 Genuine collegiality also means engaging substantively in the work. Governance participants
1482 are expected to help develop priorities collectively, interrogate proposals critically, and take
1483 shared ownership of outcomes. This is the essence of collective responsibility: not rubber-
1484 stamping proposals that arrive fully formed, but contributing to the thinking that shapes
1485 them. When governance works as intended, the recommendations and priorities we develop
1486 together reflect the judgment of the whole college, not the preferences of the few.

1487
1488 **Collegial participation:**

1489 Honors agreed-upon governance and planning processes; communicating directly and
1490 transparently within established channels; respecting the expertise and responsibilities of
1491 other groups; working to align around strategic priorities and then supporting implementation
1492 once decisions are made.

1493

1494 Consistent and predictable communication is part of this commitment. Governance
1495 representatives are encouraged to bring information back to their constituencies through
1496 summary notes or brief updates after meetings (See Section 17.5 for the Represented: Your
1497 Governance Update template), closing the loop between governance activity and the broader
1498 college community it serves.

1499
1500 ***Counter-productive behavior looks like:***

1501 Bypassing agreed processes to lobby individuals or “work around” governance; withholding
1502 information or treating process as a weapon; using governance to protect narrow, parochial
1503 interests rather than student-centered priorities; walking away when the work becomes
1504 messy or hard.
1505

1506 **8.2 OPERATIONAL INTEGRITY: COMMUNICATION, TRANSPARENCY, AND** 1507 **ACCOUNTABILITY**

1508 A large institution becomes fragmented when information does not flow and when
1509 responsibility is unclear. Valley College governance members share responsibility for
1510 operational integrity: how we communicate, how we document, and how we ensure follow-
1511 through. That shared responsibility extends to how we set priorities together and hold
1512 ourselves collectively accountable for the outcomes we commit to. Governance is not only
1513 about participating in decisions; it is about owning what comes next.

1514
1515 Most institutions practice *one-way transparency* at best: information flows downward from
1516 leadership to constituents, often after decisions are already made. *Two-way transparency*
1517 adds an upward channel, where constituents can surface concerns, questions, and input
1518 that inform decisions before they are finalized. Both are necessary, but neither is sufficient
1519 on their own. *When information only moves vertically, committees and departments operate*
1520 *in silos, duplicating effort, missing connections, and making decisions without awareness of*
1521 *what others are doing.*

1522
1523 **Three-way transparency adds the lateral/horizontal dimension: information also flows**
1524 **across committees, departments, and constituency groups in ways that allow the**
1525 **college to function as a coherent whole rather than a collection of separate operations.**
1526 This is what Valley College is working to build.

1527 1528 ***Three-way transparency at Valley College***

1529 Transparency means that information flows upward to decision-makers, downward to
1530 constituents, and laterally across committees and departments in ways people can track
1531 and trust.

1532
1533 A few consistent practices make this real:

- 1534 • Using a clear decision map so everyone knows who consults, who amends, who
1535 recommends, and who approves

- 1536 • Distributing agendas and meeting materials early enough for meaningful participation
- 1537 • Representing your constituency's perspective while respecting the jurisdiction and
- 1538 voice of other groups
- 1539 • Documenting the rationale behind recommendations so future participants
- 1540 understand the why, not just the outcome
- 1541 • Providing timely summaries of actions and recommendations so constituencies are
- 1542 not surprised later

1543

1544 ***Accountability has two lenses***

1545 Governance members should expect, and respect, two forms of accountability:

- 1546 • *Process-based accountability.* Participation is real, consultation is meaningful, and
- 1547 agreed procedures are followed.
- 1548 • *Outcome-based accountability.* Valley College can demonstrate results, student
- 1549 success, equity progress, operational effectiveness, and responsible stewardship of
- 1550 resources.

1551

1552 Valley College governance must honor both. ***Process without outcomes becomes***

1553 ***performative. Outcomes without process erodes trust and legitimacy.***

1554

1555 ***Delineation of functions***

1556 Effective governance requires role clarity: different bodies hold different responsibilities, and

1557 understanding those distinctions is what allows the college to function without chronic

1558 duplication, jurisdictional conflict, or decision paralysis.

1559

1560 Administrative areas ensure continuity, compliance, and operational efficiency. Governance

1561 committees shape instructional direction, student support priorities, and the institutional

1562 conditions that make implementation possible. Collective bargaining units hold negotiated

1563 rights and responsibilities that are separate from participatory governance but must be

1564 respected alongside it. These are not competing functions. They are complementary ones

1565 that depend on coordination and mutual respect to work well together.

1566

1567 Every governance participant carries two responsibilities simultaneously: representing the

1568 perspective and interests of their own constituency and keeping sight of the institution's

1569 collective priorities. Knowing which hat you are wearing at any given moment, and when to

1570 defer to the jurisdiction of another body, is not a bureaucratic formality. It is how trust gets

1571 built and maintained across the college.

1572

1573 Timelines reinforce this coordination. When committees and administrative areas operate on

1574 shared and predictable schedules, the three-way flow of information becomes possible.

1575 Without them, bodies work in isolation, decisions arrive out of sequence, and the

1576 collaborative intent of governance collapses into a series of disconnected transactions.

8.3 MEANINGFUL INCLUSION IN DELIBERATION

Governance must ensure that smaller voices are not simply "present," but meaningfully included in deliberation. A majority consensus should not become a proxy for power. It should reflect informed consideration of the full community's expertise, including students, classified professionals, and other voices that are sometimes structurally outnumbered.

Meaningful inclusion does not happen by accident. It requires intentional practice; here are some examples to keep in mind:

- **There is no rank at the table.** All participants are treated as peers during committee deliberation, both between constituencies and within them. Neither positional authority nor seniority determines whose ideas carry weight.
- **One voice at a time.** Speakers are heard without interruption. Members allow moments of silence for thought and other viewpoints before responding.
- **Rotating who speaks first.** The same voices should not always open discussion; chairs can intentionally invite input from those who have not yet spoken.
- **Asking before assuming.** When a decision affects a specific group (students, part-time faculty, night-shift staff), that group's representatives are asked directly, not spoken for by others.
- **Slowing down for understanding.** If a member asks a clarifying question, the committee treats it as legitimate, not as a delay or challenge to expertise.
- **Checking for silence.** Before moving to consensus or vote, chairs ask: "Is anyone uncomfortable with this direction but hesitant to speak?" Silence is not assumed to mean agreement.
- **Crediting contributions.** When ideas shape outcomes, the contribution is acknowledged, not absorbed without attribution.

When equity and inclusion are treated seriously, buy-in strengthens and implementation is faster because stakeholders are more likely to support decisions they helped shape through a fair process.

Implementation and continuous assessment

Standards only matter if they are practiced and measured. Valley College governance should maintain a periodic evaluation cycle that looks at how governance is functioning and what needs improvement.

An assessment rhythm (with annual committee reflection embedded within it) helps Valley College ensure governance remains effective, inclusive, and responsive:

- a broad survey or feedback process to assess perceived effectiveness and transparency;
- committee self-reflection on charge, membership, strengths, gaps, and effectiveness;
- review through the appropriate college governance body to identify improvements and update structures as needed

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Key takeaways for all governance members

To participate effectively at Valley College, every member should commit to three core standards:

1. Honor expertise and roles. Respect the distinct responsibilities of each constituent group and functional area.
2. Protect process integrity. Use established governance pathways; avoid shortcuts that undermine trust.
3. Share the work. Governance is a year-round responsibility requiring preparation, participation, communication back to constituents, and support for implementation.

1630

8.4 PARTICIPATORY GOVERNANCE ACADEMY

1631 Establishing shared expectations for governance participation, as outlined in Sections 8.1
1632 through 8.3, is only meaningful if every member has a genuine opportunity to understand and
1633 practice them. Faculty, classified professionals, students, and administrators all bring
1634 different levels of governance experience to their committee roles. Some arrive with years of
1635 institutional knowledge; others are participating for the first time.

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The Valley College Participatory Governance Academy exists to meet every member where they are. The Academy is a structured, ongoing professional development program for all constituency groups. It provides onboarding for new members, deepens practice for returning members, and builds the institutional knowledge and shared culture that effective governance requires. It is not a one-time orientation. It is a sustained investment in the people who make governance work. It is also how Valley College protects institutional memory. When governance knowledge lives only in a few long-serving members, the college becomes vulnerable to leadership transitions, turnover, and the quiet loss of hard-won institutional understanding. The Academy is part of a deliberate effort to distribute that knowledge broadly, so that governance leadership is not concentrated but shared, and so that every participant, regardless of how long they have served, sees themselves as a steward of how this college makes decisions together.

1650 The Academy is conducted each fall semester and coordinated by a designated governance
1651 coordinator in collaboration with constituency leadership. Training covers the principles and
1652 legal foundations of participatory governance at California community colleges Valley
1653 College’s specific governance structures and decision-making pathways, the roles and
1654 responsibilities of each constituency group, equity expectations and standards, and the tools
1655 and forms that support accountable governance practice.

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Participation is expected of all new governance members and strongly encouraged for returning members, particularly those taking on chair or co-chair roles for the first time or needing a refresher to stay within the best practices of governance. Constituency leaders are responsible for ensuring their appointed members are aware of and attend Academy training.

1661
1662 The Academy is evaluated as part of the college's broader governance effectiveness cycle
1663 described in Section 17. (See Section 17.4 for the governance evaluation timeline.)
1664

1665 ***The Bottom Line***

1666 Valley College's participatory governance succeeds when it moves beyond "having a voice"
1667 to sharing responsibility: showing up prepared, engaging in good faith, protecting
1668 transparency, centering equity, and ensuring that decisions lead to implementation. These
1669 expectations create the trust and momentum Valley College needs to improve outcomes and
1670 sustain a healthy, collaborative campus culture.

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1671 **SECTION 9: COMMITTEE OPERATIONS AND**
1672 **PROCEDURES**

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9.1 GENERAL ANNUAL PLANNING OF COMMITTEE WORK

Effective participatory governance requires intentional planning that aligns committee work with institutional priorities, strategic goals, and the college mission. By establishing clear expectations for when committees set goals, monitor progress, allocate resources, and assess outcomes, we ensure that all constituent groups (faculty, staff, students, and administrators) have authentic opportunities to shape institutional direction that also focuses on equity and empowerment of our students to achieve their educational goals.

The timeline connects committee activities to broader planning and evaluative cycles of the College thereby strengthening the link between participatory governance and institutional effectiveness.

Committee members should view this timeline as a roadmap for impactful engagement.

Committee Academic Year (Selected Months)

MONTH	ACTIVITY
August	<ul style="list-style-type: none"> ○ In-Service Day Workshops: Orientation to committee roles, review of participatory governance structure, and training on decision-making process. ○ Committee Formation: Reviewing constituent groups appointments Chairs elected/confirmed. ○ Goal Setting Preparation: Review prior year’s accomplishments and institutional priorities Review prior year’s planning & self-reflection Chairs receive Strategic Plan goals and accreditation priorities.
September	<ul style="list-style-type: none"> ○ Data Review: Institutional Effectiveness data dashboards to inform this year's planning. ○ Goal Setting Finalized: Establish SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals aligned with institutional priorities. ○ Timeline Establishment: Create timeline of major milestone dates for the year and associated tasks. ○ Policy Review Cycle: When relevant, committees engage in policy and procedure aligned with accreditation standards.
December	<ul style="list-style-type: none"> ○ Midterm Progress Reports Due: All committees submit midterm reports to their respective reporting body using the Governance Committee Reporting Form (Section 17.3). Reports document progress toward goals established in September, key decisions and recommendations made to date, any emerging issues or shifts in priorities, and items requiring attention or support before the spring semester. ○ Progress Visibility: Midterm reports are posted on committee websites so constituencies and college leadership can track

	governance activity and follow through on commitments made at the start of the year.
February	<ul style="list-style-type: none"> ○ Committee Structure Review: Members discuss the structure of the committee. May finalize committee changes in structure. <ul style="list-style-type: none"> ○ Chairs complete the Governance Worksheet with or without changes and signs on behalf of the committee. ○ Chairs submit to respective Constituency Group they report to for approval (i.e., College Council, Academic Senate, Classified Senate, Student Senate)
March	<ul style="list-style-type: none"> ○ Shared Governance Committee Appointments: Constituent groups finalize appointments. ○ Committee Structure Review: When there are significant changes, Committee Chair or designee must attend the Council meeting.
April	<ul style="list-style-type: none"> ○ Assessment and Evaluation: Committees complete self-evaluation surveys using the Governance Committee Check-In and Improvement Form (Section 17.1). ○ Committee Reflection: Review effectiveness of processes, decision-making, and communication ○ Next Year Planning: Identify continuing priorities and emerging needs for next academic year. ○ Data Review: Institutional Effectiveness data dashboards to inform next year's planning. ○ Shared Governance Handbook Update: occurs when the relevant reporting body approves committee changes or revisions.
May	<ul style="list-style-type: none"> ○ End-of-Year Reports Due: All committees submit comprehensive annual reports to College Council ○ Transition Planning: Outgoing members brief incoming members Chairs plan transition if needed. ○ Celebration of Accomplishments: Recognition of committee contributions to institutional goals

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Ongoing Committee Activities Throughout the Year

Committee work doesn't pause between meetings. Throughout the year, chairs and members share responsibility for tracking action items, following up on recommendations, monitoring implementation progress, and communicating with constituents.

This continuous cycle of attention and accountability is what transforms governance from discussion into institutional change.

- Regular communication with constituent groups.
- Continuous monitoring of progress toward Strategic Plan goals.
- Maintenance of accreditation evidence through documented decisions and committee records.

- 1702 • Committee members share outcomes with their constituencies and bring constituent
1703 perspectives back to committee deliberations.
1704

1705 **9.2 OPERATIONAL GUIDELINES OF COMMITTEES**

1706 Valley College governance committees exist to advance the college mission through shared
1707 responsibility, the practice of bringing the right voices to the table, using evidence, following
1708 clear procedures, and carrying decisions through to implementation. Operational guidelines
1709 matter because they prevent fragmentation, reduce confusion about roles, and build trust in
1710 the process.

1711

1712 ***Membership, representation, and leadership***

1713 Committees function best when membership is representative and roles are clear.
1714 Participation is not symbolic; representation protects the integrity of governance and
1715 prevents blind spots.
1716

1717 *Appointments and Legitimacy*

1718 Members should be appointed through the appropriate Valley College governance
1719 constituencies (faculty, classified professionals, students) and administrative leadership
1720 processes. This maintains accountability back to the constituency or functional area being
1721 represented.

1722

1723 *Terms and Continuity*

1724 Where Valley College uses multi-year terms, the purpose is continuity and institutional
1725 memory. Where membership turns over more quickly (as in some student roles or time-
1726 bound task forces), documentation and onboarding become even more critical.
1727

1728 *Vacancies*

1729 Vacancies should be filled promptly by the appointing body to prevent representation gaps
1730 and disruption of committee work.
1731

1732 *Chair(s) responsibilities*

1733 While structures vary, every committee needs a designated lead responsible for operational
1734 health. At minimum, the chair/co-chairs ensure:

- 1735 • Agendas and supporting materials are prepared and distributed on time.
- 1736 • Minutes and key documents are completed and archived promptly (within 48 hours
1737 after adjournment is the SBVC standard).
- 1738 • Recommendations are routed forward through the correct pathway, so work does not
1739 stall.
1740

1741 Meeting minutes are the official governance record and must reflect not just what was
1742 decided but how the committee arrived there. When summary notes are used, the same
1743 standard applies: decisions, rationale, and action items must be traceable. The format may
1744 be lighter; the accountability is not.

1745

1746 *Member Responsibilities*

1747 Representation is not passive: members are the conduit between the committee and the
1748 broader college community. After each meeting, members should share a timely update with
1749 their constituency, through a summary note, and direct communication with their appointing
1750 body. The Represented: Your Governance Update template (Section 17.5) provides a ready-
1751 made format for these constituency communications.

1752

1753 For a full description of roles and responsibilities for committee participants, see Section 10.

1754

1755 **Meeting consistency, flow, and procedures**

1756 Because committees and groups differ in scope, Valley College does not need a one-size-
1757 fits-all meeting format. Valley College does need one shared expectation: meetings should
1758 be consistent enough to support preparation, participation, and follow-through.

1759

1760 *Meeting consistency*

1761 Standing committees should meet on a predictable rhythm aligned to their charge (for
1762 example, monthly or twice monthly). Task forces and ad hoc committees may meet more
1763 frequently during their active window but should still publish a clear schedule and target end
1764 date.

1765

1766 Consistency matters because it:

- 1767 • helps members plan and prepare,
- 1768 • supports consultation back to constituencies,
- 1769 • keeps action items moving between meetings,
- 1770 • reduces the chance that decisions drift without accountability, and
- 1771 • distributes governance work equitably, ensuring that all committees function with the
1772 same standard of consistency so that no constituency group is left serving on a
1773 committee that neither meets reliably nor contributes meaningfully to institutional
1774 work.

1775

1776 *Recommended meeting flow (adaptable)*

1777 A reliable structure keeps meetings focused and documentation-ready:

- 1778 1. **Opening and framing:** confirm attendance or quorum as relevant, and restate the
1779 purpose and expectations for professional, equity-minded discussion.
- 1780 2. **Approve agenda and prior minutes:** confirm what is being discussed and what
1781 record is being adopted.
- 1782 3. **Information items:** brief updates that inform deliberation (kept concise).

- 1783 4. **Deliberation and action:** prioritized business items requiring discussion, refinement,
1784 and/or a vote or recommendation.
- 1785 5. **Routing and next steps:** what is moving forward, where it goes, who owns the next
1786 step, what evidence/follow-up is needed, and when it returns.
- 1787 6. **Assignments and preparation for next meeting:** summarize decisions made,
1788 confirm the next meeting date and time, and distribute responsibility for what comes
1789 next.
- 1790 a. Each task is assigned to a specific member, with a clear deliverable and due
1791 date, whether that is research, a draft document, outreach to a constituency,
1792 or follow-up with another body.
- 1793 b. Members are expected to take ownership of their assigned tasks without
1794 waiting to be reminded. Governance work does not pause between meetings; it
1795 continues through the people in the room.
1796

1797 *Procedural clarity*

1798 Each committee should be explicit about how it makes decisions, consensus, vote, or
1799 advisory recommendation, and apply that method consistently. If a committee is advisory or
1800 exploratory, minutes should reflect that it is developing input and recommendations (not
1801 final approvals).
1802

1803 **9.3 DOCUMENTATION AND COMMUNICATION STANDARDS**

1804 ***Why documentation matters***

1805 In a complex college environment, governance documentation is more than recordkeeping. It
1806 is the connective tissue that keeps Valley College aligned. Clear agendas, accurate minutes,
1807 and accessible supporting materials create transparency between leadership, governance
1808 constituents, and the campus community. When documentation is consistent and
1809 dependable, it builds trust, strengthens shared understanding, and prevents governance
1810 from splintering into silos or parochial interests.
1811

1812 Documentation also keeps committee work anchored in mission and equity. Records should
1813 consistently connect deliberations and decisions to the college's commitment to uplifting
1814 diverse individuals and communities through culturally affirming leadership, learning, and
1815 work environments. When this link is absent, equity becomes optional. When the link is
1816 explicit, equity becomes intentional and meaningful for college operations.
1817

1818 ***Committee agendas***

1819 The agenda is the governance roadmap. It is a prerequisite for valid consultation and
1820 decision-making because it signals what is being discussed, what action is possible, and
1821 how constituent input is expected to shape outcomes (*See Section 17.4 for the Committee
1822 Agenda Template*).
1823

1824 The agenda is also a task management tool. When agendas are built with the prior meeting's
1825 assignments in mind, members arrive prepared, follow-through is visible, and the
1826 committee's work builds on itself from meeting to meeting rather than starting over each
1827 time. This is how committees stay on track, complete their annual goals on schedule, and
1828 demonstrate to the college that governance produces results.

1829

1830 ***Agenda development and input***

1831 Agenda construction should be collaborative. Committees should build in a window for
1832 participatory governance groups to suggest items and review proposed items before they are
1833 finalized, especially when items may move forward for higher-level action or Board
1834 consideration.

1835

1836 ***Decision pathway clarity***

1837 Each agenda should reflect the college's decision-making structure by making clear:
1838 who provides consultation or input, who formalizes recommendations, and who holds final
1839 approval authority. Committees should use the Valley College's one-page decision map
1840 approach to categorize items so participants understand the governance route and
1841 expectations for consultation.

1842

1843 ***Posting timelines***

1844 To protect transparency and meaningful participation, posting timelines must be followed
1845 consistently:

- 1846 • Regular meetings: agendas and supporting materials posted at least 72 hours in
1847 advance.
- 1848 • Special meetings: posted at least 24 hours in advance.

1849

1850 Posting on time is not a procedural courtesy. It is what makes preparation possible, and
1851 preparation is what makes participation meaningful. When materials arrive late, members
1852 cannot review assignments, consult their constituencies, or engage substantively with
1853 agenda items. The posting timeline and the assignment culture established in *Meeting*
1854 *Consistency, Flow, and Procedures of section 9.2* depend on each other: one sets the
1855 expectation, the other makes it achievable.

1856

1857 ***Format expectations***

1858 Every agenda item should include:

- 1859 • Strategic alignment to Valley College goals and planning priorities
- 1860 • Clear label as Action (requires a vote) or Information (update or discussion)
- 1861 • Brief description so consultation is informed rather than pro forma

1862

1863 A strong agenda improves meeting quality and makes minutes/summary notes clearer and
1864 more useful. The Committee Agenda Template in Section 17 provides a ready-made
1865 structure that reflects these expectations and is the standard format for all Valley College
1866 governance committees.

1867

1868 ***Meeting Minutes and Meeting Notes***

1869 Meeting Minutes and Meeting Notes are the institution's memory. They document what
1870 happened, what was decided, and why, without becoming a transcript. Minutes are the
1871 official record; meeting notes are a permitted lighter format. Both carry the same
1872 documentation standard.

1873

1874 Both should capture:

- 1875 • The substance of discussion and nature of deliberation
- 1876 • That constituent perspectives were heard and considered
- 1877 • Outcomes: motions, votes, recommendations, and next steps
- 1878 • The rationale behind key decisions, especially for high-impact items
- 1879 • The materials, data, and/or evidence that informed deliberation, including reports
1880 reviewed, data presented, or expert input received, so that the reasoning behind
1881 recommendations is traceable and not dependent on the memory of those who were
1882 in the room.
- 1883 • Tasks assigned, the member responsible, and the expected deliverable or due date

1884

1885 ***Reporting and accountability***

1886 Minutes and meeting summaries should be shared in a way that supports three-way
1887 transparency. Documentation should move reliably from committees into broader
1888 governance channels so the institution stays aligned and decisions do not disappear into
1889 disconnected pockets of work. The Governance Committee Reporting Form (Section 17.3)
1890 provides a standardized structure for mid-year and end-of-year committee reporting that
1891 supports this expectation.

1892

1893 ***Supporting documents as evidence***

1894 Committee recommendations should be supported by a clear record of evidence, such as
1895 environmental scans, research findings, and enrollment projections. When student
1896 outcomes are involved, supporting materials should include disaggregated data (for
1897 example, by race and ethnicity) so equity impacts can be evaluated and discussed with
1898 clarity.

1899

1900 Minutes should not only record what was decided. They should also document the rationale
1901 behind key decisions, especially for items with significant impact, and identify the materials,
1902 data, or expert input that informed deliberation. This matters because governance decisions
1903 should be traceable not just to a vote but to the evidence and reasoning that produced it.
1904 When that record exists, the college can defend its process, learn from its outcomes, and
1905 protect against future conflict by demonstrating that governance was followed in good faith
1906 and not on assumption.

1907

1908 **Committee websites and public access**

1909 A centralized digital hub is essential for transparency, consistency, and institutional
1910 alignment. The committee website is not optional, it is the primary vehicle for continuous
1911 reporting and public access to governance work.

1912

1913 **Required components of each committee webpage**

1914 Each committee webpage is a transparency infrastructure, not a filing cabinet. It should be
1915 current, navigable, and useful to anyone at the college who wants to understand what a
1916 committee does, who serves on it, and what it has produced.

1917

1918 At minimum, each page should include:

- 1919 • The committee charge: what the committee is responsible for and what governance
1920 function it serves
- 1921 • A current membership list including constituency affiliation and appointment year
- 1922 • A searchable and chronological archive of agendas, minutes, and meeting notes, with
1923 materials posted within the timelines established in this handbook
- 1924 • Supporting documents and evidence used in deliberation, including reports, data, and
1925 research that informed key deliverables and recommendations
- 1926 • A record of recommendations made and their current status, so constituencies can
1927 track whether governance work is moving forward and producing results

1928

1929 A committee webpage that is incomplete, outdated, or difficult to navigate undermines the
1930 three-way flow of information the college depends on. Maintaining it is not optional; it is part
1931 of the governance record.

1932

1933 Classified administrative support staff are essential to maintaining committee webpages and
1934 the governance record. Timely posting, accurate archiving, and document organization are
1935 governance functions, not incidental tasks. Each committee should have designated
1936 classified support responsible for webpage maintenance, with that responsibility reflected in
1937 workload planning. Where support is unavailable or insufficient, constituency leaders and
1938 the governance coordinator should be notified promptly so the gap is addressed rather than
1939 absorbed indefinitely by chairs or members.

1940

1941 **Standardization and coordination**

1942 Digital governance materials should align with collegewide communication standards and
1943 coordinate with Marketing/Communications/Public Affairs to avoid inconsistent branding
1944 and to reinforce a unified SBVC identity.

1945

1946 **Accessibility for non-specialists**

1947 Technical work should not require a specialist to understand. When committees address
1948 fiscal, planning, or data-heavy topics, committee webpages should include brief executive

1949 summaries that translate complex content into plain language for the broader campus
1950 community. Transparency means governance is understandable, not just available.

1951

1952 ***Continuous improvement: documentation through an equity lens***

1953 Documentation practices should be evaluated periodically to ensure they remain effective,
1954 transparent, and equity-centered. A regular evaluation cycle (such as a three-year review)
1955 can assess whether governance documentation supports meaningful participation, accurate
1956 institutional memory, and decision-making that advances student equity.

1957

1958 A key standard for continuous improvement is that governance records consistently show:
1959 Documentation should make clear how committee work aligns with strategic goals, what
1960 evidence informed decisions, and how equity considerations were integrated into
1961 deliberation and outcomes.

1962

1963 **9.4 RECOMMENDATION ROUTING AND PLACING THE WORK**

1964 A transparent routing process prevents strong work from being lost in layers. Just as
1965 important, Valley College should avoid proposals that “float” without a responsible home.
1966 Committees should document where recommendations go next, typically to College
1967 Council, forwarded to the College President and other final authorities as appropriate. Items
1968 should not end at discussion; meetings should end with a clear forward path.

1969

1970 ***Place the work where it can be carried through***

1971 Whether a committee is proposing a policy change or a new initiative, implementation must
1972 belong to an existing entity:

1973 Implementation should be placed with an appropriate home, such as a constituency body
1974 (when the work is representational or policy-oriented), a committee or council (when the
1975 work requires coordinated governance review and recommendation), or a department or
1976 division or operational committee (when the work is implementation-oriented).

1977 The key standard is ownership: every recommendation should identify who will carry it
1978 forward, who will implement, and how progress will be tracked.

1979

1980 ***Building and Documenting Support for a Recommendation***

1981 A recommendation carries more institutional weight when it reflects broad constituent input,
1982 not just the view of the committee that originated it. Before a recommendation is formally
1983 routed, committees are encouraged to seek cross-constituency support where the matter
1984 affects more than one group.

1985

1986 This may look like a co-recommendation from two or more constituency bodies, a joint
1987 statement of support from Academic Senate and Classified Senate, or documented input
1988 from student government on matters affecting student experience. It does not require
1989 unanimous agreement, but it does require genuine consultation.

1990

1991 When cross-constituency support exists, it should be named explicitly in the Governance
1992 Committee Recommendation Form and attached as part of the governance record. A
1993 recommendation that arrives at College Council with documented support from multiple
1994 constituencies signals that the process was thorough and that implementation is more likely
1995 to succeed.

1996
1997 Where a committee is uncertain whether cross-constituency input is needed or how to
1998 obtain it, the committee chair should consult with the relevant constituency presidents or
1999 bring the question to College Council for guidance before routing.

2000
2001 Cross-constituency support strengthens a recommendation but is not always required or
2002 achievable. When a committee has made a good-faith effort to consult broadly and
2003 agreement is not reached, the recommendation may still move forward. In that case, the
2004 governance record should reflect the consultation that occurred, the perspectives that were
2005 raised, and why the committee determined the recommendation was ready to route.
2006 Disagreement documented transparently is not a failure of governance. Disagreement
2007 ignored or hidden undermines the process and the trust of everyone who participated in good
2008 faith.

2009
2010 ***Routing recommendations to the right group***

2011 The destination of a recommendation depends on which body the committee reports to; not
2012 committee preference or convenience.

2013
2014 Committees reporting to the Academic Senate, Classified Senate, or Associated Student
2015 Government forward recommendations to their respective Senate for action. Academic and
2016 Professional Matters (10+1) are an exception: these route directly to the College President
2017 per Title 5 collegial consultation requirements and are presented to College Council as
2018 informational items only.

2019
2020 Committees reporting to College Council forward recommendations to College Council.
2021 College Council deliberates and, where appropriate, forwards a recommendation to the
2022 College President for final decision.

2023
2024 ***When the College President Does Not Accept a Recommendation***

2025 For Academic and Professional Matters (10+1), if the College President does not accept an
2026 Academic Senate recommendation, they communicate the reasons in writing to the Senate
2027 in a timely manner. For recommendations forwarded through College Council on other
2028 matters, the same practice is expected as a standard of good governance at Valley College.
2029 In either case, the exchange and its outcome should be documented in the governance
2030 record so the college community can see that the process was followed, even when the
2031 outcome differed from the recommendation.
2032

2033 **When routing is unclear**, for example when a matter arises in a participatory governance
2034 committee that may also implicate 10+1, the committee chair should consult with the
2035 relevant Senate president(s) before forwarding. If the nature of the matter remains disputed,
2036 it should be referred to College Council for guidance.

2037
2038 *Use the Governance Committee Recommendation Form (Section 17.2) to document and*
2039 *route all formal recommendations.*
2040

2041 **9.5 FROM DELIBERATION TO DECISION: COMMITTEE DECISION-MAKING**

2042 At Valley College, standardized decision-making processes are not “extra bureaucracy.”
2043 They are the infrastructure that keeps participatory governance stable, fair, and effective.
2044 When decisions follow clear pathways, Valley College protects the right of governance
2045 constituencies to participate meaningfully and ensures that recommendations are not
2046 shaped by whoever happens to be in the room or whoever speaks the loudest.

2047
2048 Consistent decision-making also reduces institutional risk. It prevents fragmentation, limits
2049 confusion about scope and authority, and ensures that decisions are anchored in the
2050 college’s mission and student equity commitments, not in ad hoc reactions or narrow
2051 interests.

2052
2053 A key expectation at Valley College is that governance does not stop at discussion. Decision-
2054 making must be paired with follow-through: recommendations should land in a clear
2055 implementation home (an existing committee, department/division, or operational body),
2056 with a pathway for updates and accountability.

2057 ***From deliberation to action***

2058
2059 Decision-making should always match the committee’s charge. Some decisions require
2060 formal motions and recorded votes. Others benefit from consensus-building, option-
2061 narrowing, or consent-based approaches, especially when implementation depends on
2062 broad buy-in. Regardless of the specific format, the purpose is the same: **help committees**
2063 **move from discussion to a clear outcome.**

2064
2065 *A typical Valley College committee decision flow looks like this:*

- 2066 1. Agenda item is introduced with relevant background and supporting documents.
- 2067 2. Deliberation occurs: members ask questions, surface impacts, and consider
2068 constituent perspectives.
- 2069 3. A motion is made when the group is ready to decide or recommend.
- 2070 4. The motion is seconded to show it has support for consideration; without a second,
2071 the motion does not proceed.
- 2072 5. The chair invites the vote and the group votes or confirms consensus.
- 2073 6. The decision is documented in the minutes/summary notes, including the outcome,
2074 key rationale, tasks assigned, and next steps.

2075 **Decision Methods VALLEY COLLEGE Committees May Use**

2076 Valley College committees may use more than one decision method. The chair(s) should
2077 name the method before a decision is finalized so members understand what the
2078 “agreement” means for the meetings.
2079

2080 *Robert’s Rules of Order (formal or modified) or similar parliamentary process (formal action)*
2081 Use when a committee must take formal action, adopt language, or document a clear vote.
2082 Valley College committees may use strict parliamentary procedure or a modified approach
2083 that encourages open discussion before formalizing motions, uses general consent for
2084 routine matters, and reserves formal process for contested decisions.
2085

2086 *Robert's Rules of Order Newly Revised* serves as the procedural reference for questions not
2087 addressed by committee bylaws.
2088

2089 *Consensus (full agreement)*

2090 Use when the committee needs strong unity for successful implementation. Consensus
2091 means the group works toward a decision everyone can support. Consensus often requires
2092 revision, clarification, and more than one meeting for complex items.
2093

2094 *Modified consensus (broad agreement with defined threshold)*

2095 Use when full consensus is ideal but time or scope requires a clear stopping point. The
2096 committee defines a threshold in advance, for example, “consensus with a small number of
2097 stand-asides” or “agreement of most members with documented concerns.” The minutes
2098 and notes should reflect the threshold used and summarize key concerns raised.
2099

2100 *Consent-based decision-making (no unresolved objections)*

2101 Use when the committee wants speed and practicality without requiring everyone to actively
2102 prefer the final option. Consent means the decision moves forward if no member identifies a
2103 substantial, unresolved objection that would create harm or block implementation.

2104 Objections should be treated as improvement signals, and the chair should help the group
2105 revise the proposal to resolve them when possible.
2106

2107 *Majority vote (simple majority or defined voting threshold)*

2108 Use for decisions where voting is appropriate and the committee’s charge supports a vote.
2109 Some committees may define a threshold higher than simple majority for specific decisions.
2110 The minutes should record the vote count or outcome (approved, not approved, tabled).
2111

2112 When an item is tabled, it is not closed. The committee chairs are responsible for ensuring
2113 the item is placed on a future agenda within a reasonable timeframe, and the reason for
2114 tabling and the expected return date should be documented in the minutes. Items that are

2115 tabled without a return date risk becoming lost work, which undermines both the
2116 committee's credibility and the governance record.
2117

2118 *Asynchronous decisions (between meetings)*

2119 Use only when allowed by the committee's operating expectations and when transparency
2120 can be maintained. Asynchronous decision-making may be appropriate for minor edits,
2121 confirming a date, or approving a finalized draft that was reviewed in a meeting. It is not a
2122 substitute for deliberation on substantive matters.

2123
2124 Examples include an email vote to approve meeting minutes, a poll to confirm a rescheduled
2125 meeting date, or a shared document review to finalize language on a non-controversial item
2126 that was substantially resolved in the prior meeting.

2127
2128 Each committee should also establish and document in advance how it will handle urgent
2129 decisions that arise between meetings and cannot wait for the next scheduled agenda. This
2130 may include a defined threshold for what qualifies as urgent, a minimum participation
2131 requirement, and a clear process for notifying all members and documenting the outcome.
2132 Ad hoc urgency should not become a pattern that bypasses regular deliberation.

2133
2134 The committee chairs should document:

- 2135 • What was decided and why it could not wait for a regular meeting
- 2136 • How members were notified and given opportunity to participate
- 2137 • The timeline for input
- 2138 • How the decision will be recorded in the next set of minutes

2139

2140

SECTION 10: SERVING ON COMMITTEES

2141

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2142 **10.1 CHAIR LEADERSHIP: A COLLABORATIVE FRAMEWORK**

2143 Chairs carry additional responsibility: they set the conditions that make meaningful
2144 participation possible. Effective chair leadership is more than running an efficient meeting. It
2145 means creating space for genuine deliberation, protecting transparency, ensuring that all
2146 voices are heard and considered, and moving the committee's work forward with integrity.
2147 The following outlines what Valley College expects from committee chairs, organized by
2148 function.

2149
2150 ***Leadership Structure***

2151 Many California community colleges use a "tri-chair" model, where committees have three
2152 co-chairs from different constituent groups—typically a faculty member, a classified
2153 professional, and an administrator—to ensure collaborative leadership. Others use a co-
2154 chair model, often pairing faculty with managers. Both structures operationalize the
2155 participatory governance requirements of AB 1725, which mandates meaningful roles for
2156 faculty, staff, and students in institutional planning and policy development.

2157
2158 At Valley College, committee chairs are not meeting managers. ***They are stewards of***
2159 ***process, trust, and follow-through.*** Their job is to create the conditions for meaningful
2160 participation, keep the work aligned to the committee's charge, and ensure
2161 recommendations move forward through the correct pathways and through College Council.

2162
2163 Because Valley College committees vary in scope (standing committees, sub-committees,
2164 task forces, etc), leadership structures will vary as well. What does not vary are the
2165 expectations for transparency, consistent process, documentation, and equity-minded
2166 practice. These apply to every committee, regardless of size, structure, or how long it has
2167 existed.

2168
2169 ***The Tri-Chair Model and Representational Balance***

2170 When appropriate, Valley College may use a shared leadership approach (often described as
2171 a Tri-Chair model) to ensure the committee's leadership reflects the major governance
2172 constituencies: Classified Professionals, Faculty, and Management.

2173
2174 Shared leadership works only when chairs communicate consistently with each other and
2175 with their respective constituencies, coordinate before meetings rather than only during
2176 them, and hold each other accountable for follow-through between meetings.

2177
2178 A shared chair structure supports:

- 2179 • Integration of perspectives early; before positions harden
- 2180 • Equity of voice, so priorities and resource conversations are not dominated by a single
2181 lens
- 2182 • Cultural alignment, educing silos, increasing buy-in and cross-constituency,

- 2183 • Three-way information flow, ensuring that what happens in committee reaches
2184 upward to decision-makers, downward to constituents, and laterally across the
2185 college rather than staying within a single constituency's channel
2186

2187 In practice, Valley College's shared leadership models should be designed to reflect the
2188 committee's charge and membership. The goal is not the form; it is the outcome: credible,
2189 inclusive leadership that improves decision quality and implementation success.
2190

2191 ***Core Responsibilities of Chairs, Co-Chairs, or Tri-Chairs***

2192 Regardless of structure, committee chairs are responsible for the operational health of the
2193 committee. The minimum expectations below are Valley College-wide standards.
2194

2195 *A. Prepare and Guide the Agenda*

- 2196 • Build agendas that align to the committee's charge and current priorities.
2197 • Maintain a clear view of the committee's short-term and long-term planning horizon,
2198 tracking upcoming deadlines, deliverables, and decision points across the committee
2199 and relevant governance bodies, so that agendas are built with purpose,
2200 dependencies are anticipated, and the committee's work remains aligned and on
2201 schedule.
2202 • Clearly label items as Information or Action.
2203 • Ensure supporting documents are distributed early enough for meaningful review and
2204 consultation.
2205 • Distribute relevant college information and decisions to committee members in a
2206 timely manner, so that deliberation is informed by the most current institutional
2207 context.
2208

2209 *B. Facilitate Collegial, Purposeful Meetings*

2210 Chairs set the tone and manage flow so meetings produce outcomes rather than drift. This
2211 includes:

- 2212 • Keeping discussion anchored to the agenda and scope.
2213 • Ensuring participation is balanced (voices are heard and not crowded out).
2214 • Summarizing decisions and next steps clearly before moving on.
2215 • Coordinate with resource members or liaisons at least one week in advance when
2216 their attendance or input would strengthen deliberation, so that expertise is present
2217 when it is needed rather than requested after the fact.
2218

2219 *C. Protect Transparency and Documentation*

2220 Chairs ensure governance is trackable and trustworthy. This includes:

- 2221 • Posting or distributing agendas on time (72 hours for regular meetings; 24 hours for
2222 special meetings, where applicable).
2223 • Ensuring minutes and key artifacts are completed and archived promptly (within 48
2224 hours after adjournment).

- 2225 • Documenting recommendations with enough context to reflect the why, not just the
2226 outcome.
2227

2228 *D. Route Recommendations and Avoid Floating Initiatives*

2229 Chair leadership includes moving work forward. Chairs should ensure that:

- 2230 • Recommendations are routed to the correct parent body or leadership channel.
2231 • Follow-through is tracked and returns to the committee for updates when appropriate.
2232 • The broader college community is informed in a timely manner, with sufficient
2233 context, evidence, and rationale so that constituencies understand not just what was
2234 recommended but why.
2235 • When a recommendation affects one or more constituency groups, the chair ensures
2236 those groups have a genuine opportunity to engage before the recommendation is
2237 finalized and routed.
2238 • Ensure every proposal or initiative that leaves the committee has a next step, and a
2239 timeline. Work without a home does not move forward; it disappears.

2240
2241 Chairs should use the Governance Committee Recommendation Form (Section 17.2) for all
2242 formal recommendations to ensure consistent documentation, equity review, and routing.
2243

2244 *E. Apply an Equity Lens as Standard Practice*

2245 Chairs are responsible for facilitating equity-minded deliberation—not as an occasional
2246 agenda item, but as a consistent method. This includes prompting the committee to ask:

- 2247 • Who benefits and who may be burdened?
2248 • Does this create barriers for disproportionately impacted groups?
2249 • Where relevant, are we using disaggregated data?
2250 • Will decision improve student success and equity gaps?
2251 • Are we boldly student-centered?
2252

2253 ***Leading with Integrity: Trust and Continuous Improvement***

2254 Committee leadership at Valley College exists within real dynamics of authority, expertise,
2255 and responsibility. Chairs help the committee move from “shared governance as a struggle
2256 for control” to shared responsibility as a culture of collaboration and implementation.
2257

2258 *Navigating Power Dynamics and Building Social Capital*

2259 Effective chairs build social capital by honoring expertise and roles, sharing information
2260 early, and keeping the committee focused on shared responsibility. In practice, this means
2261 recognizing faculty leadership in academic and professional matters and respecting the
2262 operational expertise of classified professionals and administrators.

2263 Chairs protect the integrity of governance by insisting that process is fair and visible. Even
2264 when decisions are hard, people are more likely to accept outcomes when they trust the
2265 pathway.
2266

2267 **Addressing Disengagement:** Active participation is an expectation of governance
2268 membership, not an option. When a member is consistently absent, unprepared, or
2269 disengaged, it weakens representational integrity and creates an unequal burden on those
2270 who do show up.

2271
2272 Chairs are responsible for addressing disengagement early: first through a direct
2273 conversation with the member, and if the pattern continues, by notifying the appointing body
2274 so the seat can be filled or supported. Disengagement is not always a matter of will;
2275 members may be overextended or unclear about expectations. The Participatory Governance
2276 Academy and constituency onboarding exist in part to prevent it. When it occurs, the
2277 response should be constructive first and corrective when necessary.

2278
2279 **When Deliberation Becomes Paralysis:** Governance paralysis is often a symptom of
2280 unclear charge, unresolved jurisdictional questions, or insufficient information. When that is
2281 the case, the chair should name the barrier explicitly and identify what is needed to resolve it,
2282 rather than continuing to revisit the same item without progress. Deliberation is essential;
2283 indefinite delay is not.

2284
2285 When a committee cannot reach resolution after good-faith discussion, the chair has several
2286 options:

- 2287 • Route the matter to a higher body or relevant constituency leadership for guidance or
2288 a decision
- 2289 • Request additional information, data, or expert input that may resolve the impasse
- 2290 • Separate the areas of agreement from the areas of dispute and move forward on what
2291 is settled
- 2292 • Document the impasse transparently in the governance record, including what was
2293 discussed, where agreement broke down, and what is needed to move forward

2294
2295 Returning to the same item meeting after meeting without a clear path to resolution is not
2296 deliberation. It is drift, and it is the chair's responsibility to name it and act.
2297

2298 *Evaluating Leadership Effectiveness and Continuous Improvement*

2299 Effective committee leadership is not a static achievement. It improves through reflection
2300 and assessment. Valley College benefits when chairs lead annual “health checks” as part of
2301 broader governance evaluation cycles.

2302

2303 *Recommended Chair-Led Annual Audit*

2304 A practical annual audit checks four things:

- 2305 • Charge alignment — Is the committee’s work still aligned to its charge and
2306 institutional priorities?
- 2307 • Membership and voice — Does the committee reflect its intended constituency and
2308 include diverse perspectives?

- 2309 • Primary contributions — What has the committee produced, recommended, or
- 2310 advanced this year?
- 2311 • Improvement plan — What will the committee do differently next year?

2312
2313 The Governance Committee Check-In and Improvement Form (Section 17.1) provides the
2314 structure for this annual review and should be completed as part of the audit process.

2315
2316 The point of evaluation is simple: better governance the next year than the last, more
2317 transparent, more equity-centered, more student-centered, and more capable of moving
2318 from recommendation to implementation.

2319

2320 **10.2 ROLES AND RESPONSIBILITIES OF COMMITTEE MEMBERS**

2321 At Valley College, role clarity is not a technical detail, it is what prevents confusion, delays,
2322 and “fragmented governance.” **Participatory governance is meant to complement**
2323 **administrative procedures, not compete with them.** When members understand their role
2324 and scope, committees can focus on sound deliberation, clear recommendations, and
2325 follow-through that improves student outcomes and advances equity.

2326
2327 Valley College also benefits when we keep the “delineation of functions” in view: some
2328 responsibilities belong to college operations and implementation, while others belong to
2329 governance review, consultation, and recommendation. Confusing these roles slows down
2330 decision-making and creates unnecessary conflict about jurisdiction.

2331

2332 ***Core responsibilities of all committee members***

2333 Committee members serve as constituency representatives and as contributors to Valley
2334 College's shared responsibility for student success and equity.

2335

2336 *Two-way communication*

2337 Effective governance depends on information flowing in more than one direction. One-way
2338 communication, where information moves only downward from leadership to constituents,
2339 is insufficient. Two-way communication adds the return channel: members bring constituent
2340 perspectives into deliberation and carry what happened back out to the people they
2341 represent. At Valley College, the expectation goes further. Three-way communication adds
2342 the lateral dimension, ensuring that information also flows across committees, departments,
2343 and constituency groups so the college functions as a coherent whole rather than a
2344 collection of separate operations.

2345

2346 Members are responsible for maintaining their part of that flow:

- 2347 • Bringing constituent perspectives into the committee's deliberation
- 2348 • Reporting back to their constituency with clarity about what occurred, what is coming
- 2349 next, and what input is needed (See Section 17.5 for the Represented: Your
- 2350 Governance Update template)

2351
2352 A representative’s silence outside the committee room weakens participatory governance.
2353 The collective voice only exists when communication loops remain intact.
2354

2355 *Preparation and evidence-based participation*

2356 Members are expected to arrive prepared, having reviewed agendas and supporting
2357 materials. When decisions involve student outcomes or access, members should be
2358 prepared to engage with evidence, including disaggregated information when available and
2359 relevant, so equity impacts are assessed rather than assumed.
2360

2361 *Focus on scope and charge*

2362 Members should help the committee stay within scope. When topics drift into areas that
2363 belong to another committee, a bargaining domain, or operational execution outside the
2364 committee’s authority, members should help redirect the item to the correct pathway.
2365

2366 *Equity-minded deliberation*

2367 Members are expected to apply an equity lens as a normal part of committee work by asking:
2368 The equity lens asks who benefits and who may be burdened, what barriers may be created
2369 or reinforced, and what supports or design changes are needed to produce equitable and
2370 student-centered outcomes.
2371

2372 *Implementation awareness*

2373 Committees do not implement everything they recommend, but members should always ask
2374 the implementation question:

- 2375 • Where will this live when we are done?
 - 2376 • Which committee, department or division, or operational body will carry it through?
 - 2377 • How will progress be tracked and reported back?
- 2378

2379 This helps Valley College avoid “floating initiatives” that never land in an accountable home.
2380

2381 Every recommendation should leave the committee with a clear answer to three questions:

- 2382 • Where will this live when we are done? Which committee, department, division, or
2383 operational body will carry it through?
- 2384 • Who is the named owner responsible for moving it forward?
- 2385 • How will progress be tracked, and when will it return to the governance record so the
2386 college can see what changed?

2387
2388 Members share responsibility for asking these questions, not only the chair. A
2389 recommendation without a home, an owner, and a return path is not a completed piece of
2390 governance work. It is a floating initiative, and floating initiatives are how good ideas
2391 disappear and constituent trust erodes. When information flows upward, downward, and
2392 across, the college can act with the coherence that students and constituents deserve.

2393

2394 ***Understanding committee type and membership scope***

2395 Responsibilities can vary depending on the type of group and its authority. Valley College
2396 uses a mix of standing committees, sub-committees, advisory bodies, operational
2397 committees, and time-bound task forces/ad hoc groups.

2398

2399 Members should understand what kind of body they are serving on and what outcomes it is
2400 expected to produce (recommendation, oversight, execution, or study).

2401

2402 ***Operational expectation across all group types***

2403 Even when authority differs, every group should be able to answer:

- 2404 • What is our charge?
- 2405 • What decisions or recommendations can we make?
- 2406 • Who receives our recommendations? Who owns implementation?
- 2407 • Where is our documentation archived?
- 2408 • Does this matter involve a compliance obligation, such as Education Code, an
2409 accreditation standard, or an Administrative Procedure, and if so, who needs to be
2410 informed?

2411

2412 ***Professional conduct and best practices for effective participation***

2413 Structure alone does not guarantee effective governance. Professional conduct, how we
2414 communicate and collaborate, is what protects the system.

2415 ***Effective committee members:***

- 2416 • prioritize shared responsibility over parochial interests;
- 2417 • engage collegially, even during difficult disagreement;
- 2418 • remain receptive and “thick-skinned” when institutional performance or proposals
2419 are critiqued;
- 2420 • support transparency by sharing information in understandable terms;
- 2421 • honor agreed-upon procedures and routing pathways rather than bypassing process;
- 2422 • represent their constituency's perspective while respecting the jurisdiction and voice
2423 of other constituent groups.

2424

2425 **The core standard is simple: at Valley College, process and outcomes, both matter.**

2426

2427 Committee members protect the integrity of governance when they participate with
2428 preparation, respect, clarity, and follow-through, so that even complex or unpopular
2429 decisions are trusted because they were reached through a fair, transparent, and equity-
2430 centered pathway.

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10.3 ROLES AND RESPONSIBILITIES OF RESOURCE MEMBERS

A resource member is an individual whose position is identified in the approved charge and membership of a participatory governance council, committee, subcommittee, or taskforce to provide subject-matter expertise. Resource members are not designated to represent a constituency and do not vote. Their role is to support participatory governance by offering technical knowledge, institutional context, and professional expertise related to agenda items within their area of responsibility. Resource members participate when topics relevant to their expertise are under consideration and are not expected to attend meetings when such items are not on the agenda.

Resource members are expected to:

- Understand the purpose, scope, and needs of the body they are supporting, and clarify proactively how their expertise can contribute to its work.
- Review agendas and supporting materials in advance and come prepared to engage, not observe.
- Attend meetings when topics relevant to their expertise are scheduled; unexplained absence on relevant agenda items undermines the committee's ability to deliberate fully.
- Provide accurate, relevant, and timely information, feedback, or clarification within their area of expertise.
- Complete assigned tasks prior to meetings and provide updates on any outstanding items related to their role.
- Engage in ways that advance the committee's charge, offering expertise to inform the work without overstepping the representative authority of voting members.
- Ensure that relevant compliance obligations, including but not limited to Title 5, Title IX, Education Code, accreditation standards, and applicable Administrative Procedures, are identified and communicated to the committee when they bear on the matter under discussion, so that decisions are made with full awareness of regulatory context.
- When invited by the chair(s) or committee to attend, resource members shall treat that invitation as a binding governance commitment: arrive prepared, engage substantively, and offer expertise in service of the committee's work rather than in defense of a position.

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2467
2468
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2472

10.4 ROLES AND RESPONSIBILITIES OF LIAISONS

Liaisons serve as communication bridges thus connecting committees to constituent groups or to related governance bodies. Unlike ex-officio resource members who provide subject-matter expertise, liaisons represent a constituency's perspective or facilitate coordination across committees. Liaisons do not vote unless otherwise specified in the committee's approved charge and membership.

- 2473 **Constituent Group Liaisons** are designated by their constituent group (e.g., Academic
2474 Senate, CSEA, ASG) to:
- 2475 • Represent the perspectives and interests of their constituency in committee
2476 discussions
 - 2477 • Report committee activities, emerging issues, and recommendations back to their
2478 constituent group
 - 2479 • Facilitate two-way communication so constituent input informs committee
2480 deliberations
 - 2481 • Identify items that may require formal consultation with or action by their constituent
2482 group
- 2483

- 2484 **Cross-Committee Liaisons** are designated to coordinate between governance bodies with
2485 related or overlapping work. They:
- 2486 • Ensure alignment and prevent duplication of effort between committees
 - 2487 • Share relevant updates, recommendations, or decisions across bodies
 - 2488 • Flag potential conflicts or dependencies that require joint consideration
 - 2489 • Support coherent institutional planning by connecting related workstreams
 - 2490 • Align timelines to ensure seamless routing of recommendations
- 2491

2492 Liaisons are expected to attend meetings regularly and maintain consistent communication
2493 with the body they represent. Their effectiveness depends on timely, accurate information
2494 flow in both directions.

2495

2496 **10.5 ROLES AND RESPONSIBILITIES OF CLASSIFIED PROFESSIONAL** 2497 **SUPPORT STAFF**

2498 Classified Professional Support Staff are non-voting members who provide the administrative
2499 foundation that makes governance work function. In collaboration with the chair, support
2500 staff serve as the central coordination point for committee materials, records, and
2501 communications, ensuring that participatory governance work is organized, accessible, and
2502 documented.

2503

2504 Responsibilities of Classified Professional Support Staff:

- 2505 • Prepare and distribute agendas and minutes in accordance with established
2506 procedures and posting timelines.
- 2507 • Post and maintain accurate, up-to-date committee documents online to ensure
2508 transparency and broad access.
- 2509 • Assist the chair with meeting preparation, materials, scheduling, and logistics.
- 2510 • Maintain the official archive of committee actions, decisions, and historical records to
2511 preserve continuity and institutional memory.
- 2512 • Distribute materials and announcements reliably and consistently to support
2513 committee communications.

- 2514
- 2515
- 2516
- 2517
- Create and send calendar invites and meeting reminders to all members and relevant parties in advance of each meeting.
 - Send a summary of actions taken and tasks assigned following each meeting so members leave with a clear record of what was decided and what is expected next.

2518

2519 **Dual Role Clarification:** When a classified professional assigned to support a committee

2520 also serves as an appointed Classified Senate representative on that same body, both roles

2521 must be communicated to the chair and documented in the committee's membership

2522 record. The two functions are distinct: administrative support is operational; Senate

2523 representation carries constituency voice and voting rights. If the Classified Senate has

2524 designated a support staff member to serve in both capacities, that appointment should be

2525 confirmed in writing by the Classified Senate and reflected in the governance record. Chairs

2526 are responsible for ensuring both roles are honored without one diminishing the other.

2527

2528

2529 **10.6 COMMITTEE APPOINTMENT ACROSS CONSTITUENCIES**

2530 Every seat on a participatory governance committee at Valley College is filled through a

2531 deliberate process managed within each constituency group. This is by design.

2532 Participatory governance is built on the principle that the people who represent faculty,

2533 classified professionals, students, and management on governance committees genuinely

2534 reflect the perspectives of those groups not just whoever happened to volunteer or was

2535 assigned at the last minute.

2536

2537 Each constituency is responsible for its own appointment process, governed by its respective

2538 constitution and bylaws, and the integrity of that process directly shapes the quality of

2539 governance across the institution.

2540

2541 What follows is an overview of how each constituency approaches committee assignment at

2542 Valley College. For the specific rules, timelines, and eligibility requirements that govern each

2543 group's process, members are encouraged to consult the current bylaws of their respective

2544 governing body.

2545

2546 ***Faculty | Academic Senate***

2547 Faculty committee assignments are coordinated through the Academic Senate's Personnel

2548 Policy Subcommittee, which oversees the process for both Academic Senate committees

2549 and College Council participatory governance committees. The process begins each spring

2550 with the subcommittee verifying all committee schedules and assignment deadlines, then

2551 distributing committee information to designated division point persons. Thus, typically one

2552 or two faculty representatives from the subcommittee's own membership who serve as

2553 coordinators for their respective divisions.

2554

2555 Each division then holds a meeting, in coordination with the Dean, to review committee
2556 needs and collaboratively determine faculty assignments. The goal at this stage is both
2557 practical and principled: ensuring that committee meeting times do not conflict with faculty
2558 teaching schedules, that representation requirements across divisions are met, and that
2559 assignments align with Academic Senate bylaws.

2560
2561 Faculty who cannot commit to regular attendance due to schedule conflicts should not
2562 accept an assignment. Committee meeting times are protected for the duration of the
2563 service cycle and must not be scheduled over with teaching assignments. Deans share
2564 responsibility for honoring this protection when building semester schedules. Once a division
2565 reaches consensus, assignments are submitted to the Personnel Policy Subcommittee Lead
2566 for bylaw compliance review, then forwarded to deans for final communication to faculty
2567 members.

2568
2569 Most committee assignments operate on a two-year cycle; Academic Senate committee
2570 assignments follow a three-year cycle with staggered terms to maintain institutional
2571 continuity and knowledge.

2572

2573 ***Classified Professionals | Classified Senate***

2574 Classified professionals are appointed to participatory governance committees through the
2575 Classified Senate, which manages its assignment process according to its own constitution
2576 and bylaws. The Classified Senate President, in coordination with the Senate's executive
2577 leadership, identifies classified professionals for committee service and ensures that
2578 representation reflects the breadth of classified roles across the institution.

2579
2580 Classified professionals interested in committee service are encouraged to connect with the
2581 Classified Senate directly to learn about available seats, eligibility requirements, and the
2582 timeline for appointments, which typically takes place in the spring semester for the
2583 following academic year.

2584

2585 ***Students | Associated Student Government/Student Senate***

2586 Student representatives to participatory governance committees are appointed by the
2587 Associated Student Government (ASG) in accordance with its governing documents. Student
2588 governance leadership typically the ASG President or designee coordinates appointments to
2589 ensure that student voices are present in committee deliberations on matters that directly
2590 affect student experience, access, and success.

2591

2592 Students interested in serving on governance committees are encouraged to contact ASG
2593 leadership. Committee service is one of the most meaningful ways students can shape
2594 institutional decisions during their time at Valley College.

2595

2596 **Management | President and Cabinet**

2597 Administrative representatives to participatory governance committees are appointed by the
2598 President or designated members of Cabinet. Administrative assignments are typically
2599 positional as they are tied to a specific role or area of responsibility rather than volunteer-
2600 based. This ensures that the administrator serving on a committee has both the relevant
2601 expertise and the institutional authority to speak to their area and to follow through on any
2602 commitments made in the governance process.

2603
2604 **Shared Principles Across All Constituencies**

2605 Regardless of constituency, several principles apply across all committee appointment
2606 processes at Valley College. Membership terms are staggered to prevent full turnover of any
2607 committee in a single cycle, preserving institutional memory while creating pathways for new
2608 members to join.

2609
2610 Vacancies (whether due to leave, resignation, or the end of a term) are the responsibility of
2611 the originating constituency to fill in a timely manner, and chairs are expected to notify
2612 constituency leaders when a seat becomes vacant.

2613
2614 The master list of committee memberships, including terms of service and constituency
2615 representation, is maintained through the Office of the President and is updated each
2616 academic year in coordination with constituency leaders.

2617
2618 **10.7 BEST PRACTICES FOR ALTERNATE MEMBERS AND PROXY**
2619 **REPRESENTATION**

2620 Alternate members and proxy representatives protect continuity in participatory governance.
2621 When a seat is absent, especially a student, faculty, or staff seat, important perspectives can
2622 be missed, and committee work can slow down or lose alignment with the constituency it is
2623 meant to represent. A clear proxy process ensures decisions remain informed, equitable,
2624 and grounded in the “collective voice” of the group.

2625
2626 **Key terms**

2627 *Primary member:* The regular representative responsible for consistent participation and
2628 ongoing communication with their constituency.

2629 *Alternate member:* A designated back-up who stays informed and prepared to serve when
2630 needed.

2631 *Proxy representative:* An alternate who is officially serving for a specific meeting or time
2632 period, with authority defined by the committee’s bylaws (for example: speaking rights,
2633 voting rights, quorum counting).

2634

2635 ***Selection and authorization***

2636 A proxy is not an informal substitute. It is a structured delegation of representation.
2637 Alternates and proxies should be selected through the appropriate constituent process (such
2638 as a senate, council, or recognized leadership structure), consistent with local policy and
2639 procedure. This ensures the proxy has legitimacy and maintains the chain of representation
2640 from the constituent body to the committee table.

2641
2642 Committees should maintain a current roster that clearly identifies primary members and
2643 approved alternates. If alternates change, rosters should be updated promptly so the
2644 committee does not have to improvise representation.

2645
2646 ***When a proxy may serve***

2647 A proxy should be seated when the primary member cannot attend and the proxy has been
2648 designated through the agreed process. The committee chair(s) should confirm the proxy's
2649 role at the start of the meeting so everyone understands who is representing which seat and
2650 what authority the proxy holds under the committee's bylaws. When voting authority varies
2651 by committee, that should be clearly defined in advance in the committee charter or bylaws
2652 and applied consistently.

2653
2654 ***Preparation expectations***

2655 Proxy participation only works when the proxy has information parity, the same access to
2656 context and materials as the primary member. At minimum, the proxy should have the
2657 agenda and supporting documents with enough time to review them meaningfully. The proxy
2658 should also understand the committee's charge and where the committee sits in the
2659 governance structure (for example: whether it develops recommendations, sets procedures,
2660 or oversees implementation).

2661
2662 Whenever possible, the proxy should connect with the primary member before the meeting
2663 to understand any established positions, prior discussions, and the constituency's
2664 perspective. This supports effective participation and helps ensure input remains aligned
2665 with the group being represented.

2666
2667 ***Representation standards during meetings***

2668 A proxy represents the constituency, not personal preference. That means proxies should
2669 speak to the concerns, priorities, and values of the group they are representing and stay
2670 aligned with the college mission and equity commitments.

2671 If an issue is high-impact and the proxy does not have sufficient context to represent the
2672 constituency responsibly, it is appropriate to request more information, seek a short deferral
2673 when feasible, or recommend returning the item after appropriate consultation. Good
2674 governance protects both participation and decision quality.

2675

2676 ***Communication after the meeting***

2677 The proxy process must include a clear communication loop so that participation does not
2678 end when the meeting ends. A simple, consistent best practice is a brief written debrief
2679 shared soon after the meeting to the primary member and constituent leadership. This keeps
2680 the constituency informed, prevents loss of context, and supports continuity on items that
2681 return for future action. The Represented: Your Governance Update template (Section 17.5)
2682 can serve as a model for this debrief communication.

2683

2684 ***Documentation and institutional memory***

2685 Minutes should note when a proxy served, which seat they represented, and whether voting
2686 authority was exercised (if applicable). Proxy designations (form or email) should be retained
2687 with committee records so the governance trail is clear and transparent.

2688

2689 Over time, committees strengthen continuity when alternates are oriented, periodically
2690 attend alongside primary members when feasible, and have access to committee history and
2691 key documents. This supports stable participation even during transitions.

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SECTION 11: COMMITTEES REPORTING TO

2695

COLLEGE COUNCIL OR THE COLLEGE PRESIDENT

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2698 **How Recommendations and Information Move Through College Council**

2699 The following diagram illustrates how governance recommendations move across Valley
2700 College. At the center of this structure is College Council, the primary participatory
2701 governance body where faculty, classified professionals, students, and administrators
2702 deliberate on college-wide matters and forward recommendations to the President.

2703
2704 College Council is supported by its standing committees, each responsible for advancing
2705 specific areas of institutional work.

2706
2707 *[Governance Structure Chart — to be inserted upon finalization. The chart will illustrate*
2708 *recommendation and information flow across Valley College governance bodies, with*
2709 *College Council at the center. Draft version under review by Chairs of the Participatory*
2710 *Governance Task Force.]*

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COMMITTEES REPORTING TO COLLEGE PRESIDENT

2713

11.1 Committee: College Council

2714

Governance Body: College Council; Approved 11 February 2026

2715

Last committee review cycle: Pending first review cycle

2716

2717

CHARGE:

2718

College Council at San Bernardino Valley College (SBVC) serves as the primary recommending body and central participatory governance council representing all constituencies for inclusive decision-making.

2719

2720

2721

2722

College Council shall:

2723

1. Serve as the final recommending body to the College President.
2. Review and make recommendations on college-wide policies, procedures, and initiatives that affect the College as a whole.
3. Ensure that the principles of participatory governance are upheld, facilitating equitable and collegial participation in decision-making processes.
4. Receive and review recommendations from any constituent group, such as a campus committee. Provide the College President with opinions by voting on recommendations to ensure alignment with the College mission, vision, and strategic goals.
5. Review, update, and approve the SBVC Participatory Governance Handbook every 3 years in alignment with cycles of accreditation, program review, and related College planning.

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Recommendations may start in College Council or in one of the participatory governance groups and route to College Council for a vote. If approved, College Council moves the recommendation to the College President. The President accepts or rejects recommendations and informs College Council of the decision. Implementation, timeline, and routing of approved recommendations will be determined by the College President.

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COMMITTEE COMPOSITION:

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<i>Reporting Relationship:</i>	College President
<i>Chairperson (Academic Senate):</i>	Academic Senate President
<i>Chairperson (Manager):</i>	College President
<i>Chair as Voting Member?:</i>	No
Voting Members:	
Academic Senate:	3
SBCCDTA:	1
Classified Senate:	3
CSEA:	1
Manager (Administrative Services):	1 (Appointed by the VPAS)
Manager (Instruction):	1 (Appointed by the VPI)
Manager (Student Services):	1 (Appointed by the VPSS)

Manager:	1 (Appointed by the College President)
ASG/Student Senate:	2
Voting Members Term:	na
Quorum # (50%+1):	8
Non-Voting Resource Members	
<i>Classified Professional Support Staff (Note-taker):</i>	1
Management:	
	Vice President, Administrative Services
	Vice President, Instruction
	Vice President, Student Services
	Dean, Research, Planning, & Institutional Effectiveness with Grants Oversight
	Executive Development Director (Foundation)
	Campus Director of Marketing, Creative Services & Public Affairs Chief of Police
	Director of Technology Services
	Executive Assistant to the President
	Administrative Assistant II, Office of the President
Meeting Frequency:	Bi-monthly 2 nd and 4 th Wednesdays
	No Meetings in June, July, and August

2744

2745 *Alternate member/Proxy Attendance Procedure:*

2746 Each constituency group represented on College Council may appoint one (1) alternate to
 2747 serve in place of its voting members when necessary. Alternates are expected to attend all
 2748 meetings and serve as the formal substitute for absent voting members. They represent their
 2749 constituency group as a whole rather than any individual member. Alternates may participate
 2750 fully in discussion but are non-voting unless they are officially filling in for an absent voting
 2751 member. Alternates are appointed by the constituency group they represent, and each
 2752 constituency group may develop its own appointment process and determine its own term
 2753 lengths. There are a total of 6 alternate members.

2754

2755 The voting member who will be designating an alternate to attend a College Council meeting
 2756 in their place shall communicate the designation to the President’s Office before a College
 2757 Council meeting. At the College Council meeting, the alternate will identify themselves as an
 2758 alternate and name the voting member for whom they are serving as an alternate.

2759

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COMMITTEES REPORTING TO COLLEGE PRESIDENT

2761

11.2 Committee: Equity Advisory Committee

2762

2763 Governance Body: College Council; Approved 11 March 2026

2764 Last committee review cycle: First review cycle [AY 2026-2027]

2765

2766 *Pending: Committee details will be incorporated as information becomes available from the*
2767 *corresponding governing body.*

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COMMITTEES REPORTING TO COLLEGE COUNCIL

2771

11.3 Committee: Planning and Resource Allocation

2772

2773 Governance Body: College Council; Approved 11 February 2026

2774 Last committee review cycle: First review cycle [AY 2026-2027]

2775

2776 *Pending: Committee details will be incorporated as information becomes available from the*
2777 *corresponding governing body.*

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COMMITTEES REPORTING TO COLLEGE COUNCIL

11.4 Committee: Institutional Effectiveness

Governance Body: College Council; Approved 11 February 2026
Last committee review cycle: First review cycle [AY 2026-2027]

Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

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COMMITTEES REPORTING TO COLLEGE COUNCIL

2793

11.5 Committee: Facilities, Safety, and Technology

2794

2795 Governance Body: College Council; Approved 11 February 2026

2796 Last committee review cycle: First review cycle [AY 2026-2027]

2797

2798 *Pending: Committee details will be incorporated as information becomes available from the*
2799 *corresponding governing body.*

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COMMITTEES REPORTING TO COLLEGE COUNCIL

11.6 Committee: College Standards, Processes, and Practices

Governance Body: College Council; Approved 11 February 2026
Last committee review cycle: First review cycle [AY 2026-2027]

Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

Note: This committee was approved under the name Educational Policies and Procedures. The name has been updated to College Standards, Processes, and Practices prior to launch to better reflect the committee's charge and function. No change to governance authority or responsibilities.

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COMMITTEES REPORTING TO COLLEGE COUNCIL

11.7 Committee: Accreditation

Governance Body: College Council; Approved 11 February 2026
Last committee review cycle: First review cycle [AY 2026-2027]

Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

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2831 **SECTION 12: COMMITTEES REPORTING TO**

2832 **ACADEMIC SENATE**

2833

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2835 **How Recommendations and Information Move Through Academic Senate**

2836 The following diagram illustrates the pathway that Academic Senate committees use to
2837 develop, refine, and forward recommendations including how those recommendations reach
2838 College Council and the President when institutional action is required.

2839
2840
2841 *[Governance Structure Chart — to be inserted upon finalization. The chart will illustrate*
2842 *recommendation and information flow across Valley College governance bodies, with*
2843 *College Council at the center. Draft version under review by Chairs of the Participatory*
2844 *Governance Task Force.]*

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COMMITTEES REPORTING TO ACADEMIC SENATE

2849

12.1 CURRICULUM COMMITTEE

2850

2851 Governance Body: Academic Senate; Approved 25 February 2026

2852 Last committee review cycle: April 2026

2853

2854 **CHARGE:**

2855 The Curriculum Committee is a standing subcommittee of the Academic Senate. Under AB
2856 1725 and Title 5 regulations, curriculum is an academic and professional matter under the
2857 purview of the Academic Senate. The committee develops, reviews, and recommends
2858 curriculum policies, processes, and standards that ensure academic quality, equity, and
2859 alignment with institutional planning. Curriculum recommendations are forwarded to the
2860 Academic Senate for endorsement prior to submission to the Board of Trustees for final
2861 action.

2862

2863 *Every committee charge at Valley College is structured around two categories of work: Responsibilities*
2864 *and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part*
2865 *of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output.*
2866 *The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be*
2867 *assigned by the committee's governing body, and the committee is expected to respond to those*
2868 *directions as part of its governance obligation.*

2869

2870 **Responsibilities:**

2871 *Regulatory and Compliance*

2872 Ensure that all curriculum actions comply with Title 5, the California Education Code, the
2873 Program and Course Approval Handbook (PCAH), C-ID descriptor requirements, and ACCJC
2874 accreditation standards. These are not optional benchmarks; they are the legal and
2875 regulatory floor for everything the committee approves.

2876

- 2877 • Conduct the required six-year review of course requisites, and two-year review for
2878 Career Technical Education (CTE) courses, to ensure prerequisites and corequisites
2879 remain justified and equitable.

2879

- 2880 • Maintain the accuracy, consistency, and currency of all Courses Outlines of Record,
2881 which are the official institutional record of what is taught and how.

2881

- 2882 • Approve curriculum on a schedule that meets catalog and class schedule production
2883 deadlines so that approved courses reach students without delay.

2883

- 2884 • Submit all approved curriculum to the Board of Trustees for final approval as required
2885 by law.

2885

2886 *Strategic*

2887 Beyond compliance, the Curriculum Committee shapes the academic direction of the
2888 college. This means ensuring that what Valley College offers is aligned with where the college
2889 is headed and who it serves.

- 2890 • Align curriculum development with institutional priorities, the Educational Master
- 2891 Plan, and the college mission.
- 2892 • Support the development of Associate Degrees, Associate Degrees for Transfer
- 2893 (ADTs), Certificates of Achievement, and noncredit curriculum that expand equitable
- 2894 pathways for students.
- 2895 • Ensure that curriculum decisions actively support equitable student success
- 2896 outcomes, with attention to access, completion, and transfer.
- 2897 • Provide annual curriculum development training to faculty so that the people doing
- 2898 the work have the knowledge and tools to do it well.
- 2899 • Maintain the Curriculum Committee Handbook as a living reference that reflects
- 2900 current policy, procedure, and practice.
- 2901

2902 **Tasks:**

2903 The Curriculum Committee operates through a two-stage review structure that ensures

2904 proposals are technically sound before they reach the full committee for deliberation and

2905 formal action.

2906

2907 *Stage 1: Technical Review Committee.* The Technical Review Committee conducts the initial

2908 review of all proposals submitted through CurriQunet META before they advance to the full

2909 committee. Acting in an advisory capacity, it is responsible for:

- 2910 • Verifying technical accuracy and regulatory compliance with Title 5, the PCAH, and
- 2911 other applicable requirements
- 2912 • Reviewing articulation and transfer implications, including C-ID descriptor and
- 2913 Transfer Model Curriculum (TMC) alignment
- 2914 • Identifying and flagging corrections needed before a proposal moves forward
- 2915

2916 A proposal that does not clear Technical Review is returned to the originator with specific

2917 feedback before it proceeds.

2918

2919 *Stage 2: Full Curriculum Committee.* Proposals recommended by Technical Review are

2920 brought to the full committee for discussion and formal vote. The full committee is

2921 responsible for:

- 2922 • Approving new courses and programs
- 2923 • Approving modifications, deletions, and deactivations of existing courses and
- 2924 programs
- 2925 • Conducting periodic review of Courses Outlines of Record
- 2926 • Reviewing and approving degree and certificate requirements
- 2927 • Approving prerequisites, corequisites, advisories, and limitations on enrollment
- 2928 • Assessing curriculum as needed to ensure continued quality, relevance, and equity
- 2929

2930 All curriculum approved by the full committee is forwarded to the Academic Senate for

2931 endorsement, then submitted to the District Office for review, and placed on the Board of

2932 Trustees agenda for final local approval and, when required, submitted to the California
 2933 Community Colleges Chancellor's Office.
 2934 The committee will maintain an informational website: [VALLEY COLLEGE Academic Senate](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)
 2935 [Curriculum Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)
 2936 <https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/>

2937
 2938

COMMITTEE COMPOSITION

Reporting Relationship	Academic Senate
Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Administrator)	Vice President of Instruction (<i>non-voting</i>)
Chair as Voting Member?	In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Faculty Chair shall cast the deciding vote
Chair Serves on College Council?	No
Voting Members	
Administrators	1, VPI Designee
Classified Professionals	2, (Classified Senate Designees)
Faculty	10% of faculty from each division represented on campus
	# Academic Services, Business & Computer Technology
	# Arts & Humanities
	# Career Technical Education
	# Articulation Officer, Counseling
	# Counseling
	# Academic Services, Business & Computer Technology
	# Health Sciences
	# Instructional Support Services
	# Kinesiology, Health & Athletics
	# Science & Mathematics
	# Social Sciences & Human Development
Students	1 ASG/Student Senate
Voting Members Term:	2 years
Quorum #	50%+1
Non-Voting Resource Members	
Administrator	None
Classified Professionals	1, Curriculum Analyst 1, Instructional Scheduling Analyst
Faculty	Academic Senate President Distance Education Faculty Lead Outcomes Faculty Lead
Non-Voting Administrator Assistant (Note-taker)	(1) Administrator designee
Meeting Frequency	Full Committee; Bi-monthly 1 st & 3 rd Mondays Technical Subcommittee; Bi-monthly 2 nd & 4 th Mondays

2939

2940 **Committee Monthly Planner**

2941 This timeline ensures committees operate in a coordinated fashion, align their work with
2942 institutional planning cycles, and fulfill their participatory governance responsibilities with
2943 clarity and purpose.

2944
2945 The Curriculum Committee operates on a continuous review cycle driven by three parallel
2946 timelines: schedule and catalog production deadlines, Board approval windows, and state-
2947 level submission requirements. Because curriculum must be approved at least one year
2948 before implementation, and in some cases two academic years ahead due to four-year
2949 articulation review timelines, the committee's work is always forward-looking.

2950
2951 **August**

2952 Annual curriculum training for faculty and staff involved in course and program development.

2953
2954 **September through December**

2955 Primary review and approval period for courses and programs intended for implementation in
2956 the following Fall semester or subsequent academic year. This window typically includes
2957 program-level curriculum requiring state chaptering, regional consortium review for Career
2958 Technical Education programs, or articulation alignment with transfer institutions.

2959
2960 **January through May**

2961 Continued review and approval of courses and select programs for future Fall
2962 implementation, with emphasis on meeting final catalog and schedule production deadlines.
2963 Required six-year review cycles for course requisites are monitored and advanced during this
2964 period.

2965
2966

2967 **Committee Responsibility Mapping For ACCJC Standards**

2968 The following table maps ACCJC Accreditation Standards to governance committees at
2969 Valley College. Responsibility levels are pre-assigned; members should review their
2970 committee's designations and use the key below to guide their work.

2971 *Key Guide:*

2972 **Primary:** Committee has direct responsibility for ensuring compliance/implementation

2973 **Secondary:** Committee contributes to compliance but shares responsibility with other committees

2974 **Support:** Committee provides input, data, or assistance but is not directly responsible

2975

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
2	Student Success	
2.1	Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)	Primary
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry	Primary

	standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	
2.3	All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)	Primary
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	Primary
4	Governance and Decision-Making	
4.1	The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)	Secondary
4.3	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.	Secondary
ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)

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COMMITTEES REPORTING TO ACADEMIC SENATE

2979

12.2 DISTANCE EDUCATION COMMITTEE

2980

[Pending: Subject to change for the 2026–2028 committee structure cycle]

2981

2982 Governance Body: Academic Senate; Approved 4 March 2026

2983

Last committee review cycle: April 2026

2984

2985 **CHARGE:**

2986

The Distance Education Committee is responsible for establishing and maintaining standards for the quality, accessibility, and integrity of distance education at Valley College. The committee maintains faculty oversight of distance education pedagogy, course quality standards, regular and substantive interaction policy, accessibility and ADA compliance for online courses, and faculty preparation for online and hybrid instruction. The committee develops, reviews, and recommends policies that ensure distance education courses meet the same standards of rigor, equity, and student engagement as face-to-face instruction, consistent with Title 5 §§55200–55210 and ACCJC standards. Recommendations are forwarded to the Academic Senate for final action.

2995

2996

Every committee charge at Valley College is structured around two categories of work: Responsibilities and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output. The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be assigned by the committee's governing body, and the committee is expected to respond to those directions as part of its governance obligation.

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Responsibilities:

3004

- Develop, review, and recommend distance education policies to the Academic Senate, ensuring alignment with Title 5 §§55200–55210 and ACCJC standards

3005

3006

- Establish and maintain course quality standards for distance education, ensuring DE courses meet the same expectations for rigor, equity, and student engagement as face-to-face instruction

3007

3008

3009

- Develop and recommend standards for regular and substantive interaction in online and hybrid courses, consistent with Title 5 §55204 and federal regulatory requirements

3010

3011

3012

- Establish and maintain standards for faculty online teaching certification and readiness, including minimum preparation expectations for faculty teaching in DE modalities

3013

3014

3015

- Review and recommend DE-related curriculum addenda (Title 5 §55206) in coordination with the Curriculum Committee, ensuring addenda address modality-specific pedagogy, accessibility, and interaction standards

3016

3017

3018

- Ensure distance education courses, materials, and resources meet accessibility requirements under ADA, Section 508 of the Rehabilitation Act, and California

3019

3020

Government Code §11135

- 3021 ○ Coordinate with the Faculty Learning and Innovation Committee to align DE faculty
- 3022 preparation and professional development with institutional priorities and emerging
- 3023 pedagogical needs
- 3024 ○ Communicate DE standards, policies, and best practices to the faculty community
- 3025 ○ Provide faculty perspective to the administration on instructional technology
- 3026 platforms and tools that impact teaching and learning in distance education
- 3027 modalities, without assuming administrative responsibility for technology selection or
- 3028 management
- 3029 ○ Lead the development and maintenance of the college's Distance Education Plan,
- 3030 ensuring alignment with institutional planning, accreditation requirements, and equity
- 3031 goals
- 3032 ○ Establish a peer review process for online and hybrid courses as a component of
- 3033 faculty certification and ongoing course quality assurance
- 3034 ○ Advocate for equitable access to student support services in distance education
- 3035 modalities, coordinating with relevant student services programs to ensure DE
- 3036 students receive comparable support to on-campus students

3037

3038 **Tasks:**

3039 The Distance Education Committee meets regularly to engage in the discussion, planning,

3040 and implementation of the following tasks:

- 3041 ○ Review and update DE course quality standards and regular and substantive
- 3042 interaction guidelines on a regular cycle to reflect evolving regulatory requirements
- 3043 and pedagogical best practices
- 3044 ○ Review DE-related curriculum addenda as submitted through the curriculum process
- 3045 and provide recommendations to the Curriculum Committee
- 3046 ○ Develop and maintain faculty online teaching certification criteria and communicate
- 3047 requirements to faculty and divisions
- 3048 ○ Assess DE course success and equity data in coordination with Institutional Research
- 3049 to identify modality-based equity gaps, and report findings to the Academic Senate
- 3050 ○ Coordinate with the Faculty Learning and Innovation Committee to identify and
- 3051 recommend DE-specific professional development programming each academic year
- 3052 ○ Produce an annual report to the Academic Senate on the state of distance education,
- 3053 including course quality, accessibility compliance, faculty certification status, and
- 3054 equity outcomes
- 3055 ○ Develop or update the Distance Education Plan on a regular cycle and present it to the
- 3056 Academic Senate for approval
- 3057 ○ Conduct peer reviews of online and hybrid courses using established quality
- 3058 standards, and provide formative feedback to faculty

3059

3060 The committee will maintain an informational website [Distance Education Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/distance-education/)

3061 <https://www.valleycollege.edu/about-sbvc/campus-committees/distance-education/>

3062

3063 **COMMITTEE COMPOSITION**

Reporting Relationship	Academic Senate
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Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Manager)	1, Designee of the College President
Chair as Voting Member?	In the event of a tie vote, discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair or 1 faculty co-chair shall cast the deciding vote.
Chair Serves on College Council?	No
Voting Members	
Faculty	1 faculty from each division represented on campus 1 Academic Services, Business & Computer Technology 1 Arts & Humanities 1 Applied Technical Education 1 Counseling 1 Academic Services, Business & Computer Technology 1 Health Sciences 1 Instructional Support Services 1 Kinesiology, Health & Athletics 1 Science & Mathematics 1 Social Sciences & Human Development
Students	1 ASG/Student Senate
Voting Members Term:	2 years
Quorum # (50%+1):	7
Non-Voting Resource Members	
Faculty:	Chair of Chairs
Management:	1 VPI designee 1 VPSS designee
Non-Voting Administrator Assistant (Note-taker)	1 Assigned by the Manager Co-chair
Meeting Frequency	Bi-monthly TBD Weekday

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Committee Monthly Planner

Effective participatory governance requires that committees operate in a coordinated fashion, with clear benchmarks and accountable timelines.

This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format established in Section 9.1, to set benchmarks for committee activities, track progress on standing and ad hoc charges, and ensure alignment with institutional planning cycles.

Committee Responsibility Mapping For ACCJC Standards

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

Key Guide:

- Primary:** Committee has direct responsibility for ensuring compliance/implementation
- Secondary:** Committee contributes to compliance but shares responsibility with other committees
- Support:** Committee provides input, data, or assistance but is not directly responsible

3082

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	Institutional Mission and Effectiveness	
1.3	The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)	Secondary
2	Student Success	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Secondary
2.6	The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.	Primary
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	Secondary
3	Infrastructure and Resources	
3.2	The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.	Secondary
3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.	Secondary

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COMMITTEES REPORTING TO ACADEMIC SENATE

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12.3 FACULTY LEARNING & INNOVATION COMMITTEE

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Governance Body: Academic Senate; Approved 4 March 2026

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Last committee review cycle: April 2026

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CHARGE:

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The Faculty Learning and Innovation Committee is a committee of the Academic Senate

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responsible for advancing the professional learning and development of Valley College

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faculty. Operating under the Senate's primary authority over faculty professional

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development policy (Title 5 §53200; 10+1, Item 8), the committee develops, plans, and

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evaluates professional development programs, policies, and priorities that strengthen

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faculty capacity to serve Valley College's diverse student population. The committee serves

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all full-time and part-time faculty, recognizing that professional growth across all faculty

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roles is essential to institutional effectiveness and student success. Recommendations are

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forwarded to the Academic Senate for final action.

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Every committee charge at Valley College is structured around two categories of work: Responsibilities

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and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part

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of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output.

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The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be

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assigned by the committee's governing body, and the committee is expected to respond to those

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directions as part of its governance obligation.

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Responsibilities:

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- Develop and recommend to the Academic Senate the college's faculty professional

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development priorities, ensuring alignment with faculty needs, institutional plans

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including the Educational Master Plan, program review findings, and equity goals

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- Review and recommend policies governing the allocation of professional

3113

development resources and Flex obligations

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- Design, coordinate, and evaluate professional learning opportunities responsive to

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the full range of faculty roles and disciplines, including instructional and non-

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instructional faculty such as counselors and librarians

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- Ensure that equity and anti-racism are foundational to the faculty development

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program, with programming that addresses disparities in student outcomes and

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deepens faculty capacity for equity-minded teaching, advising, and student

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engagement

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- Identify and respond to emerging professional development needs across the

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disciplines, including technology, artificial intelligence, distance education pedagogy,

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and other evolving areas, before those needs become gaps in institutional capacity

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- Collaborate with other Academic Senate and College Council committees to build

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faculty capacity in response to emerging curricular, technological, equity-related, or

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other issues identified through their work, including coordination with the AI Task

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Force, Curriculum Committee, and other bodies as needs arise

- 3128 ○ Design professional learning opportunities that bridge disciplines, divisions, and roles
- 3129 to strengthen cross-campus collaboration and institutional coherence
- 3130 ○ Establish and maintain transparent criteria for reviewing and recommending
- 3131 individual and group faculty development funding requests, aligned with institutional
- 3132 equity and strategic priorities
- 3133 ○ Design or curate ongoing professional learning in culturally responsive practice, anti-
- 3134 racism, and inclusive faculty-student engagement across all disciplines and roles
- 3135 ○ Coordinate faculty development supporting high-quality, equitable online and hybrid
- 3136 instruction, in partnership with distance education and instructional design support
- 3137 ○ Assess professional development effectiveness through faculty feedback and
- 3138 outcome data, and report findings and recommendations to the Academic Senate at
- 3139 least annually

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3141 Tasks (Time-Bound/Deliverable-Specific Actions):

3142 The Faculty Learning and Innovation Committee meets regularly to engage in the discussion,
 3143 planning, and implementation of the following tasks:

- 3144 ○ Produce and maintain an Annual Faculty Learning and Innovation Plan that reflects
- 3145 assessed faculty needs, institutional priorities, and equity commitments
- 3146 ○ Coordinate a first-year professional development program for incoming tenure-track
- 3147 faculty, introducing them to Valley College's pedagogical expectations, equity
- 3148 commitments, institutional culture, and faculty professional responsibilities
- 3149 ○ Plan and evaluate all-college and discipline-specific Flex Day activities each semester
- 3150 in compliance with Title 5 55730, ensuring programming reflects institutional
- 3151 priorities and serves instructional and non-instructional faculty, full-time and part-
- 3152 time
- 3153 ○ Develop timely professional learning on artificial intelligence, academic integrity, and
- 3154 other rapidly evolving areas, coordinating with relevant governance bodies to align
- 3155 development with institutional policy direction
- 3156 ○ Produce and maintain an Annual Faculty Professional Development Plan that reflects
- 3157 assessed faculty needs, institutional priorities, and equity commitments; report
- 3158 progress to the Academic Senate annually
- 3159 ○ Review faculty sabbatical leave proposals for alignment with faculty development
- 3160 goals and institutional priorities, and forward recommendations to the Academic
- 3161 Senate for final action
- 3162 ○ Report annually to the Academic Senate on the implementation, findings, outcomes,
- 3163 and effectiveness of the Faculty Professional Development Plan, including progress
- 3164 toward equity goals and recommendations for future priorities

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3166 The committee will maintain an informational website: Valley College Academic Senate

3167 Faculty Learning & Innovation Committee

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3170 **COMMITTEE COMPOSITION**

Reporting Relationship	Academic Senate
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Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Manager)	1, Designee of the College President
Chair as Voting Member?	In the event of a tie vote, discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair or 1 faculty co-chair shall cast the deciding vote.
Chair Serves on College Council?	No
Voting Members	
Faculty	1 faculty from each division represented on campus 1 Academic Services, Business & Computer Technology 1 Arts & Humanities 1 Applied Technical Education 1 Counseling 1 Academic Services, Business & Computer Technology 1 Health Sciences 1 Instructional Support Services 1 Kinesiology, Health & Athletics 1 Science & Mathematics 1 Social Sciences & Human Development
Students	1 ASG/Student Senate
Voting Members Term:	2 years
Quorum # (50%+1):	7
Non-Voting Resource Members	
Faculty:	Chair of Chairs
Management:	1 VPI designee 1 VPSS designee
Non-Voting Administrator Assistant (Note-taker)	1 Assigned by the Manager Co-chair
Meeting Frequency	Bi-monthly TBD Weekday

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Committee Monthly Planner

Effective participatory governance requires that committees operate in a coordinated fashion, with clear benchmarks and accountable timelines.

This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format established in Section 9.1, to set benchmarks for committee activities, track progress on standing and ad hoc charges, and ensure alignment with institutional planning cycles.

Committee Responsibility Mapping For ACCJC Standards

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

Key Guide:

Primary: Committee has direct responsibility for ensuring compliance/implementation

Secondary: Committee contributes to compliance but shares responsibility with other committees

Support: Committee provides input, data, or assistance but is not directly responsible

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	Institutional Mission and Effectiveness	
1.3	The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)	Primary
1.4	The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)	Support
1.5	The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)	Primary
2	Student Success	
2.1	Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)	Support
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Primary
2.4	The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)	Secondary
3	Infrastructure and Resources	
3.1	The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)	Secondary
3.2	The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.	Primary
4	Governance and Decision-Making	
4.2	Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.	Primary
4.3	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.	Primary
ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)

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COMMITTEES REPORTING TO ACADEMIC SENATE

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12.4 PROGRAM REVIEW COMMITTEE

3193 Governance Body: Academic Senate; Approved 4 March 2026

3194 Last committee review cycle: April 2026

3195

3196 **CHARGE:**

3197 The Program Review Committee leads and manages the academic program review process,
3198 ensuring compliance with ACCJC accreditation standards and linking self-evaluation to
3199 institutional planning. For purposes of this committee's scope, academic programs are
3200 defined as instructional programs and student services programs in which faculty hold
3201 primary responsibility for design, delivery, or oversight of program outcomes. The committee
3202 develops and refines program review processes, standards, and criteria through faculty-
3203 driven, evidence-based evaluation. Resource needs identified through academic program
3204 review shall be forwarded to the Planning and Resource Allocation Committee for
3205 prioritization.

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3207 *Note: Programs that are primarily administrative or operational in nature fall under the*
3208 *purview of the Institutional Effectiveness Committee. Where program classification is in*
3209 *question, the Academic Senate President and College President shall jointly determine*
3210 *committee assignment.*

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3212 *Every committee charge at Valley College is structured around two categories of work: Responsibilities*
3213 *and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part*
3214 *of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output.*
3215 *The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be*
3216 *assigned by the committee's governing body, and the committee is expected to respond to those*
3217 *directions as part of its governance obligation.*

3218

3219 **Responsibilities:**

- 3220 ○ Oversee and maintain the academic program review process, ensuring compliance
- 3221 with ACCJC accreditation standards
- 3222 ○ Ensure the program review process is data-driven, equity-informed, and uses
- 3223 disaggregated data to identify equity gaps and implement strategies for improvement
- 3224 ○ Integrate SLOs, SAOs, and PLOs into program review, ensuring alignment of course,
- 3225 program, and institutional outcomes
- 3226 ○ Provide ongoing training, mentorship, and support to program review authors
- 3227 ○ Rank and recommend resource needs identified through academic program review
- 3228 and forward prioritized recommendations to PRAC for institutional-level prioritization
- 3229 ○ Coordinate with the Institutional Effectiveness Committee (IEC) to align academic
- 3230 program review findings with institutional planning and to resolve program
- 3231 classification questions as they arise
- 3232 ○ Communicate processes and outcomes to the faculty community

- 3233 ○ Evaluate the program review process on a regular cycle for inclusiveness,
- 3234 effectiveness, and transparency; gather feedback and implement improvements to
- 3235 ensure sustainable continuous quality improvement

Tasks:

3237 The Program Review Committee meets regularly to engage in the discussion, planning, and
 3238 implementation of the following tasks:

- 3239 ○ Establish and communicate the annual program review cycle, including timelines,
- 3240 deadlines, and the yearly ASPIRE focus
- 3241 ○ Develop and refine program review forms, templates, and criteria as needed
- 3242 ○ Provide annual workshops and trainings on program review processes, including self-
- 3243 study development, meta-analysis, SWOT analysis, and resource request preparation
- 3244 ○ Provide formative feedback and recommendations to programs participating in the
- 3245 annual review process
- 3246 ○ Coordinate with Institutional Research to ensure programs have access to relevant
- 3247 disaggregated data, and identify gaps in data availability that limit program self-
- 3248 evaluation
- 3249 ○ Analyze completed program reviews to identify cross-cutting themes, emerging
- 3250 trends, equity gaps, and shared challenges
- 3251 ○ Compile and submit the annual ranked academic resource needs report to PRAC
- 3252 ○ Publish an annual summative report and brief the Academic Senate on the state of
- 3253 academic programs, including emerging directions, strengths, areas of concern, and
- 3254 insights gained through the self-evaluation process

3256 The committee will maintain an informational website: [Valley College Academic Senate](https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php)
 3257 [Program Review](https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php)
 3258 <https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php>

Committee Composition

Reporting Relationship	Academic Senate
Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Manager)	1, Designee of the College President
Chair as Voting Member?	In the event of a tie vote, discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair or 1 faculty co-chair shall cast the deciding vote.
Chair Serves on College Council?	No
Voting Members	
Faculty	2 faculty from each division represented on campus with an exception on Instructional support services
	2 Academic Services, Business & Computer Technology
	2 Arts & Humanities
	2 Applied Technical Education
	2 Counseling
	2 Academic Services, Business & Computer Technology

	2 Health Sciences
	1 Instructional Support Services
	2 Kinesiology, Health & Athletics
	2 Science & Mathematics
	2 Social Sciences & Human Development
Students	1 ASG/Student Senate
Voting Members Term:	2 years
Quorum # (50%+1):	11
Non-Voting Resource Members	
Faculty	Outcomes Faculty Lead
Administrators:	1 VPI designee
	1 VPSS designee
	1 Division of Research, Planning, and Institutional Effectiveness
	1 Institutional Effectiveness Committee Co-Chair
	1 Planning and Resource Allocation Committee Co-Chair
	1 Facilities, Safety, and Technology Co-Chair
Classified Professionals	1 Classified Senate
Students	1 ASG/Student Senate
Non-Voting Administrator Assistant (Note-taker)	1 Assigned by the Manager Co-chair
Meeting Frequency	Bi-monthly TBD Weekday

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Committee Monthly Planner

Effective participatory governance requires that committees operate in a coordinated fashion, with clear benchmarks and accountable timelines.

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Committee Responsibility Mapping For ACCJC Standards

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

Key Guide:

Primary: Committee has direct responsibility for ensuring compliance/implementation

Secondary: Committee contributes to compliance but shares responsibility with other committees

Support: Committee provides input, data, or assistance but is not directly responsible

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
2	Student Success	

2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	<i>Secondary</i>
2.7	The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)	<i>Primary</i>
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	<i>Primary</i>
3	Infrastructure and Resources	
3.4	The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)	<i>Secondary</i>
3.8	The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.	<i>Secondary</i>
3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.	<i>Secondary</i>

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COMMITTEES REPORTING TO ACADEMIC SENATE

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12.5 Task Force: Artificial Intelligence

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Governance Body: Academic Senate; Approved 4 March 2026

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Last committee review cycle: April 2026

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Charge:

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Develop and recommend policies, frameworks, and best practices for the ethical and effective integration of artificial intelligence technologies at San Bernardino Valley College. The task force will provide guidance to the Academic Senate and potentially the college community on AI literacy, professional development, academic integrity, and strategic planning aligned with CCCCCO Vision 2030 and ASCCC recommendations.

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Every committee charge at Valley College is structured around two categories of work: Responsibilities and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output. The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be assigned by the committee's governing body, and the committee is expected to respond to those directions as part of its governance obligation.

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Responsibilities:

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- Maintain ongoing communication with the Academic Senate by reporting task force discussions, gathering constituent feedback, and incorporating senate direction into task force deliberations.

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- Develop and advance recommendations to the Academic Senate on AI-related academic and professional matters; the Senate may route recommendations to the Educational Policies and Procedures Committee when BP/AP implications arise within the 10+1, or to College Council as appropriate.

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- Address both opportunities and challenges presented by AI across teaching, learning, and institutional operations, maintaining explicit focus on equity, academic freedom, and student success.

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- Develop institutional frameworks and best practices for responsible AI use; where frameworks surface the need for formal policy, forward those recommendations through established governance channels [e.g., Academic Senate to College Council | with clear rationale and documentation] for final incorporation into the Faculty Handbook.

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- Partner with FLIC/PDC to design and support AI-focused professional development that builds faculty capacity to critically evaluate, ethically integrate, and effectively teach with or about AI tools.

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- Analyze AI adoption and use patterns through an equity lens, identifying differential impacts on students and faculty across race, disability status, language, digital access, and other dimensions of identity and circumstance.

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- Monitor state and federal AI legislation, Chancellor's Office guidance, and emerging ACCJC and ASCCC expectations.

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Tasks (Time-Bound/Deliverable-Specific Actions):

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- 3329 ○ March 2026: Conduct faculty needs assessment survey on AI knowledge, concerns, and
- 3330 professional development needs.
- 3331 ○ April 2026: Develop comprehensive AI literacy framework and best practices 1.0 draft for
- 3332 faculty and students that provide guidance on ethical AI use in teaching, learning, and
- 3333 assessment
- 3334 ○ April 2026 for Fall 2026 Implementation: Coordinate AI-related professional development
- 3335 programs and resources for faculty
- 3336 ○ May 2026: Maintain AI Task Force website with agendas, minutes, and resources for the
- 3337 college community
- 3338 ○ Fall 2026: Monitor implementation of AP 3775 (Artificial Intelligence Policy) and recommend
- 3339 refinements to Academic Senate
- 3340 ○ Fall 2026: Assess emerging AI technologies and their implications for SBVC programs and
- 3341 services
- 3342 ○ Fall 2026: Advise Academic Senate on AI-related policy recommendations particularly as they
- 3343 affect faculty academic freedom in decisions regarding AI integration in courses
- 3344

3345 The committee will maintain an informational website: <https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/AI>

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3349 **Committee Monthly Planner**

3350 This timeline ensures committees operate in coordinated fashion, align their work with

3351 institutional planning cycles, and fulfill their participatory governance responsibilities with

3352 clarity and purpose.

3353 **EXAMPLE FOR NOW:**

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MONTH	ACTIVITY
Late February 2026	○ Establish Spring 2026 AI Task force meeting times and detailed timeline.
March 2026	○ Conduct faculty needs assessment survey on AI knowledge, concerns, and professional development needs. ○ April 1: Report Survey results to Senate
April 2026	○ Develop SBVC AI literacy framework and best practices 1.0 draft for faculty and students. ○ Create professional development plan for Fall 2026 implementation. ○ April 29: Report first drafts of AI literacy framework and best practices 1.0 and Fall 2026 professional development to Senate
May 2026	○ Recommend task force structure (continue, transition to standing committee, or sunset) ○ May 6: Second read of AI literacy framework and best practices 1.0 draft and Fall 2026 professional development plan. ○ Publish minutes and other Senate approved documents to the AI Task Force website
August 2026	○ Assuming continuation of the AI Task Force, members will work on schedule and content of Fall 2026 AI Academy/ Professional Development Symposiums

September 2026 and beyond	<ul style="list-style-type: none"> ○ Begin Implementation of AI professional development ○ Begin development 2.0 draft of AI literacy framework and best practices ○ Revisit AP/BP 3775 and propose updates to EPPS ○ Research AI developments and related ASCCC and CCCCCO trainings and updates to inform future Task Force activities for Spring 2027. ○ Analyze success metrics for AI professional development and framework using measurable survey data to inform future development of policies, practices, professional development.
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Committee Structure

- Reporting Relationship:** Academic Senate
- Chairperson (AS):** Appointed by Senate President
- Chair as Voting Member?** Only in event of tie
- Chair Serves on College Council?** Yes | No
- Voting Members**
 - Faculty: # 14 | FT divided by 15 per division
 - Division Academic Services, Business & Computer Technology= 1
 - Division Arts & Humanities= 2
 - Division Career Technical Education = 1
 - Division Health Sciences = 1
 - Division Instructional Support Services = 1
 - Division Kinesiology, Health & Athletics = 1
 - Division Science & Mathematics = 3
 - Division Social Sciences & Human Development = 2
 - Division Counseling & Student Development = 2
- Voting Members Term:** Until the sunset term of task force
- Quorum #** One Third
- Non-Voting Resource Members**
 - Student(s): 2 students selected by the Student Senate
 - Administrator: None
 - Classified Professional: None
- Non-Voting Administrator Assistant** None
- Meeting Frequency** Twice Monthly

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Committee Responsibility Mapping For ACCJC Standards

The following table maps ACCJC Accreditation Standards to governance committees at Valley College. Responsibility levels are pre-assigned; members should review their committee's designations and use the key below to guide their work.

Key Guide:

Primary: Committee has direct responsibility for ensuring compliance/implementation

Secondary: Committee contributes to compliance but shares responsibility with other committees

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Support: Committee provides input, data, or assistance but is not directly responsible

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	Institutional Mission and Effectiveness	
1.1	The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)	<i>Secondary</i>
1.2	The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.	<i>Secondary</i>
2	Student Success	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	<i>Secondary</i>
2.3	All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)	<i>Secondary</i>
2.6	The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.	<i>Primary</i>
2.7	The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)	<i>Support</i>
3	Infrastructure and Resources	
3.2	The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.	<i>Primary</i>
3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.	<i>Secondary</i>
4	Governance and Decision-Making	
4.1	The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)	<i>Primary</i>

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12.6 Task Force: Dual Enrollment

Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

FinalDraft-PGTF

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12.7 Task Force: Honors Program

Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

FinalDraft-PGTF

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SECTION 13: COMMITTEES REPORTING TO

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CLASSIFIED SENATE

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3387 *Pending: Committee details will be updated as information becomes available and may*
3388 *change during the 2026–2028 committee structure cycle.*

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FinalDraft-PGTF

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SECTION 14: COMMITTEES REPORTING TO

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ASSOCIATED STUDENT GOVERNMENT (ASG)

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FinalDraft-PGTF

3396 **How Recommendations and Information Move Through ASG**

3397 The following diagram illustrates how Associated Student Government develops and
3398 advances student recommendations through the governance structure. ASG serves as the
3399 recognized voice of the student body on policies and procedures that have a significant effect
3400 on students. Recommendations originating in ASG move through College Council when
3401 institutional action is required, and information from governance bodies flows back to ASG
3402 so that student representatives can keep the broader student body informed and engaged.

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3405 *[Governance Structure Chart — to be inserted upon finalization. The chart will illustrate*
3406 *recommendation and information flow across Valley College governance bodies, with*
3407 *College Council at the center. Draft version under review by Chairs of the Participatory*
3408 *Governance Task Force.]*

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FinalDraft-PGTF

14.1 Committee: Judicial

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Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

FinalDraft-PGTF

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14.2 Committee: Planning

Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

FinalDraft-PGTF

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14.3 Committee: Resolutions

Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

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3436 **SECTION 15: OPERATIONAL GROUPS AND**
3437 **SUPPORTING BODIES**

3438

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15.1 ADMINISTRATIVE WORKGROUPS

Workgroups that report to administrative units are not participatory governance, but they play an important role in supporting the day-to-day operations and functions of the institution.

Work groups are formed to complete specific tasks or ongoing functions within a department, program, or administrative area. Their work is operational in nature and directly supports the implementation of established goals, policies, or services.

Although some workgroups may include voluntary participation or members from across the campus, these characteristics alone do not make a group part of participatory governance. Participatory governance is defined by a group's role in institutional decision-making, including its responsibility to review, discuss, and make recommendations on collegewide policies, standards, and planning through established governance structures. In contrast, administrative workgroups have a limited scope, are task-focused, and exist to carry out or support decisions that have already been made. They report directly to an administrative unit and do not function as advisory bodies within the governance system.

Key characteristics of administrative workgroups include:

- The work is assigned by a manager or administrator.
- Participation is part of an employee's regular job duties, or is voluntary for a specific operational purpose.
- Membership is determined by the manager or defined by the needs of the task, not through a governance process.
- The workgroup does not make institutional policy or forward recommendations through participatory governance channels.
- The workgroup reports directly to the administrative unit overseeing the function.

While these workgroups do not engage in shared decision-making at the institutional level, they are essential for ensuring that programs, services, and initiatives are carried out effectively and efficiently.

Examples of Administrative Workgroups

- *Scholarship Workgroup | Foundation:* Membership is made up of voluntary participants from across the campus. The sole purpose of this workgroup is to review scholarship applications and make selections. Once the scholarship review process is complete, the workgroup disbands.
- *STEM Workgroup | STEM-MESA Center & Math & Science Division:* Supports programmatic activities and initiatives within the STEM-MESA Center that center to advance STEM students in various disciplines. The workgroup can be made up of chairs of the discipline and/or other volunteers per department.
- *Counseling Event Planning Workgroup | Counseling Department:* Counselors and classified professionals within the department work together to plan and implement an event that supports the department's programs and services.

- 3482 • *Commencement Planning Workgroup* |*Student Engagement & Wellness Division*: This
3483 is an operational workgroup comprised of faculty and classified professionals
3484 responsible for coordinating the logistics of Commencement Day at Valley College.
3485

3486 **15.2 BUILDING USER GROUPS**

3487 Building User Groups are groups convened to obtain input from the intended users of new
3488 buildings and buildings undergoing renovation or construction. Their purpose is operational:
3489 to ensure that the intended users of a building, faculty, classified professionals, students,
3490 and managers, have a meaningful opportunity to inform design decisions before and during a
3491 construction or renovation project.

3492
3493 In construction and renovation projects, Valley College will prioritize input from college
3494 constituents by forming user groups. The role of the user groups is to work collaboratively
3495 with management on the details of the physical improvements. User groups provide essential
3496 input and recommendations that prioritize our collective guiding principles when making
3497 physical improvements to the built environment.

3498
3499 Building User Groups are dissolved when the project phase requiring user input is complete.
3500 Ongoing facilities concerns are directed through the Facilities, Safety, and Technology
3501 Committee, which is the designated governance body for facilities-related
3502 recommendations. See Section 11.5 for that committee's charge.

3503
3504 The following guiding principles are designed to help us build user groups that are inclusive,
3505 purposeful, and effective.

3506 **REPRESENTATION**

3507
3508 Construction and renovation projects will ensure engagement from all constituent groups by
3509 forming user groups. User groups will include faculty (non-instructional and instructional
3510 when applicable), classified professionals, managers, and students.

3511
3512 Faculty Senate appoints faculty members, Classified Senate appoints classified members,
3513 and Associated Student Government appoints student members. The VPAS must give
3514 senates at least three week's notice prior to their Senate meetings at which Building User
3515 Groups members will be appointed. Once members are appointed, the Building User Group
3516 determines its own meeting schedule to support full participation and inclusion.

3517 **TRANSPARENCY**

3518
3519 The College will make every effort to provide user groups with project timelines, decision
3520 points, scope of work, and any constraints, including budget and regulatory requirements,
3521 that will shape the process. Construction and renovation projects will provide a timeline of
3522 user group meetings from inception to completion. Following the completion of the project,

3523 the user group will meet in the subsequent term to provide feedback on the utilization of the
3524 space.

3525
3526 Documentation of user group meetings, including attendance, input provided, and
3527 recommendations made, shall be retained and available upon request. When a design
3528 decision diverges from user group input, the College will communicate the reasoning to the
3529 user group, including any budget, regulatory, or safety constraints that required a different
3530 course of action. This ensures that constituent input is genuinely considered and that the
3531 basis for final decisions is transparent and traceable.

3532
3533 **SAFETY**

3534 Construction and renovation projects will prioritize the health and safety of the college
3535 community. When appropriate, user groups will engage in the details that foster defensible
3536 space, emergency preparedness, entry and exit of areas, sense of belonging, psychology of
3537 space, and crime prevention through environmental design concepts. End users must have
3538 input on designing safe spaces for employees and students. The Chief of Police shall
3539 approve design plans with established safety criteria.

3540
3541 **TECHNOLOGY**

3542 User groups will provide input and recommendations on the technology planning of
3543 construction and renovation projects to ensure the physical spaces meet the needs of end
3544 users and the students served by the physical space. The College Director of Technology
3545 shall approve design plans with established technology criteria.

3546
3547 **RESPECT**

3548 Members of User Groups are expected to uphold our Campus Climate core value and AP
3549 3050 Institutional Code of Ethics. Valley College values a campus-wide climate that is
3550 student-focused, fosters mutual respect between all constituencies, values multiple
3551 perspectives, and appreciates diverse cultures and human experiences.

3552
3553 **EQUITY**

3554 User groups shall prioritize equity in construction and renovation projects to ensure that
3555 students, faculty, and staff from historically underserved communities experience a sense of
3556 belonging in College spaces. This includes attention to culturally affirming design,
3557 wayfinding, and community-centered spaces. Accessibility shall be treated as a baseline
3558 requirement, not an afterthought, and user groups shall include members with expertise in or
3559 lived experience of accessibility needs where feasible.

3560
3561 **SPACE REPURPOSING AND DEFERRED MAINTENANCE**

3562 Decisions that significantly affect how spaces are used, including space repurposing,
3563 reassignment of departmental space, or deferred maintenance that materially impacts a
3564 program or service, benefit from constituent input before they are finalized. While a formal
3565 BUG may not be required for every such decision, affected faculty, classified professionals,
3566 and students should be notified and given an opportunity to provide input through their

3567 respective Senate or through the Facilities, Safety, and Technology Committee. See *Section*
3568 *11.5.*
3569
3570
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3572 **SECTION 16: SUSTAINING AND STRENGTHENING**
3573 **PARTICIPATORY GOVERNANCE**

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16.1 COMMITMENT TO GOVERNANCE EFFECTIVENESS

Participatory governance is only as strong as the institution's commitment to examining it openly. At Valley College, we recognize that structures alone do not produce effective governance; the people within those structures, the culture they create, and the practices they sustain determine whether governance fulfills its purpose.

Evaluating governance effectiveness is not a compliance exercise. It is how we ensure that our committees are functioning well, that equity is genuinely embedded in our deliberations, that leadership is serving all constituencies, and that the college community can trust that shared governance is real and not performative.

3588

16.2 CREATE, MODIFY, OR SUNSET A COMMITTEE

3589 The structure of participatory governance at Valley College is not static. Institutional needs
3590 change, priorities shift, and the committees that serve the college must be able to evolve
3591 accordingly. College Council, as the primary participatory governance body at Valley College,
3592 holds the authority and responsibility to recommend changes to the governance committee
3593 structure, including the activation of new committees, modifications to existing charges or
3594 membership, and the deactivation of committees that have fulfilled their purpose or no
3595 longer serve a distinct institutional need.

3596
3597 Proposals to establish, modify, or sunset a participatory governance committee may
3598 originate from any constituency group, committee chair, or administrator, and are brought to
3599 College Council for deliberation and action. College Council evaluates proposals through the
3600 lens of institutional mission alignment, avoidance of duplication with existing bodies,
3601 meaningful constituency representation, and connection to current planning priorities.
3602 Because College Council operates by equal constituency weight, this review process
3603 ensures that no single group can unilaterally reshape the governance structure.

3604
3605 Where a proposal, or a portion of a proposal, implicates Academic and Professional Matters,
3606 those elements are reviewed and acted on by the Academic Senate before any College
3607 Council consideration. Consistent with Title 5 §53203 and Valley College's governance
3608 routing practice, 10+1 elements are presented to College Council as informational items
3609 only. This preserves the primacy of faculty purview in academic governance even when
3610 structural change is the context for the proposal. (See Section 11.1 for College Council's
3611 charge and authority.)

3612
3613 When a committee is sunset, its institutional record does not disappear. All minutes,
3614 recommendations, reports, and supporting documentation shall be retained in accordance
3615 with the college's records retention policy and remain accessible for future reference. Any
3616 unfinished work or pending recommendations at the time of sunset shall be formally
3617 transferred to the body best positioned to carry it forward, whether College Council, a
3618 remaining committee, or the relevant constituency Senate. The sunseting body is

3619 responsible for documenting the disposition of all active work items before the committee's
 3620 work concludes. This ensures that institutional memory is preserved and that no governance
 3621 work is lost in transition.

3622

3623 **Constituency-Specific Committees**

3624 Constituency-specific bodies established by and reporting to the Academic Senate,
 3625 Classified Senate, or Associated Student Government within their own purview are governed
 3626 by the internal processes of the relevant constituency in accordance with its constitution and
 3627 bylaws. These bodies report to their respective senate or student government rather than to
 3628 College Council. Their existence and charge should be communicated to College Council for
 3629 awareness, coordination, and inclusion in the college's governance effectiveness evaluation
 3630 cycle.

3631

3632 **16.3 THE EVALUATION PRACTICE: FIRST TWO YEARS AND BEYOND**

3633 Because this handbook represents the first formal codification of Valley College's
 3634 governance principles and practices, we are committed to evaluating our effectiveness with
 3635 greater frequency in the early years. For the first two years following adoption of this
 3636 handbook, the college will conduct a comprehensive governance effectiveness evaluation
 3637 annually: examining committee function, equity practice, constituency participation, and the
 3638 quality of the decision-making cycle.

3639
 3640 This accelerated cycle reflects our commitment to learning quickly, correcting course where
 3641 needed, and ensuring that this handbook reflects what actually works at Valley College
 3642 rather than what looks good on paper.

3643

3644 Beginning in year three, governance effectiveness evaluation shifts to a three-year cycle,
 3645 administered by the Institutional Effectiveness Committee in alignment with the college's
 3646 broader planning and evaluation frameworks. Evaluation findings will be reported to College
 3647 Council, shared with all constituency groups, and used to inform updates to this handbook
 3648 and the governance structures it describes.

3649

3650 Three forms of evaluation will be informative: self-evaluation by chairs and members, and
 3651 mid-year and/or annual reports. These are maintained annually regardless of the
 3652 comprehensive evaluation cycle of every three years.

3653

3654 **Governance Evaluation Timeline:**

<i>Period</i>	<i>Activity</i>	<i>Frequency</i>	<i>Led By</i>	<i>Results Shared With</i>
<i>Annually</i>	Committee Member Evaluation (anonymous)	Annual each spring	All committee members	Institutional Effectiveness Committee, President
<i>Annually</i>	Committee Annual Report	Annual — May 1	Committee Chairs	College Council, posted publicly

<i>AY 2027 & AY 2028</i>	Comprehensive governance effectiveness evaluation [committee function, equity practice, constituency participation, decision-making quality]	Annual each spring	Institutional Effectiveness Committee	College Council, all constituency groups
<i>AY 2027 & AY 2028</i>	Handbook review and update	Annual	College Council	All constituency groups
<i>Year 3 onward (2029+)</i>	Comprehensive governance effectiveness evaluation & Handbook review and update	Every three years	Institutional Effectiveness Committee	College Council, all constituency groups
<i>Ongoing</i>	Participatory Governance Academy training	Each fall semester	Designated governance coordinator	All new and returning members

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Tools That Support Governance Effectiveness

Three forms support accountable governance practice at Valley College: the Governance Committee Recommendation Form (Section 17.2) for formally routing committee recommendations; the Governance Committee Reporting Form (Section 17.3) for documenting annual accomplishments and priorities; and the Governance Committee Check-In and Improvement Form (Section 17.1) for evaluating whether governance structures and practices are working.

3666

SECTION 17: FORMS AND TEMPLATES

3667

3668

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3669 This section contains the forms and templates that support consistent, accountable
3670 governance practice at Valley College.

3671
3672 Four tools are provided:

- 3673
- 3674 • The **Governance Committee Check-In and Improvement Form** (17.1) is used as part
3675 of the annual and/or triennial evaluation cycle to assess whether a committee's
3676 charge, reporting relationship, membership, and structure still serve the institution. It
3677 is how the college closes the continuous improvement loop on governance itself.
3678
- 3679 • The **Governance Committee Recommendation Form** (17.2) is used when a
3680 committee takes formal action and forwards a recommendation to another body for
3681 decision. It documents the vote, the rationale, equity considerations, and the
3682 President's response.
3683
- 3684 • The **Governance Committee Reporting Form** (17.3) is a periodic accountability tool
3685 submitted mid-year and end-of-year. It documents what the committee
3686 accomplished, the status of its recommendations, equity reflections, and priorities for
3687 the next cycle.
3688
- 3689 • The **Committee Agenda Template** (17.4) provides a standard structure for meeting
3690 agendas that supports transparency, consistency, and continuity across all
3691 governance committees.
3692

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17.1 COMMITTEE CHECK-IN AND IMPROVEMENT FORM

Use this form to determine whether changes need to be made for the next academic year.

1. Charge:

- The committee's charge is satisfactory, no changes.
 The committee's charge will change. The updated Charge is attached.

2. Reporting Relationship:

- It is recommended the reporting relationship remains the same.
 It is recommended the reporting relationship changes.

The committee is recommended to report to:

- | | |
|--|--|
| <input type="checkbox"/> Academic Senate | <input type="checkbox"/> College Council |
| <input type="checkbox"/> Classified Senate | <input type="checkbox"/> Student Senate |
| <input type="checkbox"/> College President | |
| <input type="checkbox"/> Other _____ | |

3. Chairpersonship:

It is recommended that the chair(s):

- Selection remains the same.
 Selection method changes to: _____

4. Membership:

- The committee has the expertise and collegial representation to successfully meet the charge. It is recommended membership remains the same.
 The committee recommends membership changes to ensure expertise and collegial representation to successfully meet the charge

Voting Members (list positions | not names of people) (e.g., VP of Student Services, 3 Classified professionals from specific areas).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
12. _____

Total Voting Members: _____ Quorum (50%+1): _____

3736 Non-Voting Members (list positions | not names of people) (e.g., 1 faculty from each
3737 Division).

3738 1. _____

3739 2. _____

3740 3. _____

3741 4. _____

3742

3743 Members appointed by: (check all that apply)

3744 _____ Academic Senate _____ SBCCDTA

3745 _____ Classified Senate _____ CSEA

3746 _____ Student Senate _____ President's Cabinet/Admin.

3747

3748

3749

3750 Date Committee Approved this Form?: _____

3751

3752

3753 Committee Co-Chairs Approval:

3754 Printed Name: _____ Signature: _____ Date: _____

3755

3756

3757 Printed Name: _____ Signature: _____ Date: _____

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17.2 COMMITTEE RECOMMENDATION FORM

Use this form to formally document and route committee recommendations. Retain a copy in the committee file.

COMMITTEE INFORMATION

Committee Name: _____
Recommendation #: _____ Academic Year: _____
Meeting Date: _____
Quorum Confirmed: Yes No
Vote Count: In Favor: _____ Opposed: _____ Abstaining: _____
Minority Opinion (if applicable): _____

GOVERNANCE ROUTING

Senate committees forward recommendations to their respective Senate. Academic and Professional Matters (10+1) route directly to the President (Title 5) or to College Council as informational only. College Council committees forward to College Council, which forwards to the President. See Section 9.4 for committee reporting lines.

Routed to: President College Council
 Academic Senate Classified Senate Student Senate

Recommendation (State the full recommendation as approved by the committee):

Rationale (Describe the evidence, deliberation, and reasoning that supports this recommendation):

Equity Considerations (Describe whether this recommendation advances or affects equity, access, and student success for disproportionately impacted populations):

COMMITTEE CHAIR CERTIFICATION:

Committee Chair/Co-Chair/Tri-Chair Signature Date

Committee Co-Chair/Tri-Chair Signature (if applicable) Date

Committee Co-Chair/Tri-Chair Signature (if applicable) Date

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PRESIDENT RESPONSE

Date Recommendation Received: _____

Decision:

- Accept the recommendation as worded
- Accept the recommendation with modifications (described below)
- Decline the recommendation (justification below)

Modifications and/or Justification:

College President Signature Date

COMMUNICATION LOG

Decision Communicated to Committee Date: _____

Campus-wide Communication Date: _____

Implementation Status Follow-Up (if applicable):

3838 **17.3 COMMITTEE REPORTING FORM**

3839 Use this form to document committee activity and progress for the reporting period. Submit
3840 mid-year by December 1 and end-of-year by May 1. Retain a copy in the committee file.

3841
3842 **COMMITTEE INFORMATION**

3843 Committee Name: _____ Academic Year: _____

3844 Date Submitted: _____ Submitted By: _____

3845 Report Period:

3846 Mid-Year (Due Dec 1) End-of-Year (due May 1) Special Report

3847
3848 Committee

3849 Chair(s): _____ Total

3850 Meetings Held: _____ Average Attendance: _____

3851 Quorum Achieved: _____

3852
3853
3854 **ACCOMPLISHMENTS AND SUPPORTING EVIDENCE** (Document completed work,
3855 accomplishments, and evidence of impact reflecting on how this year's efforts advanced the
3856 committee's charge, goals and objectives for this academic year, and institutional priorities):

3857
3858
3859 **SUMMARY OF RECOMMENDATIONS & IMPLEMENTATION STATUS**

3860
3861
3862 **EQUITY CONSIDERATIONS** (Equity is a lens through which all committee work should be
3863 evaluated. This section asks the committee to reflect honestly on how equity shaped its
3864 deliberations, decisions, and gaps this year):

3865
3866
3867 **ACCOUNTABILITY AND AREAS OF GROWTH** (Accountability means naming what did not go
3868 as planned, not just celebrating what did. This section is an honest assessment of the
3869 committee's effectiveness, processes, and areas requiring growth):

3870
3871
3872 **NEXT STEPS & PRIORITIES** (This section carries the committee's work forward. Goals set
3873 here should be revisited at the first committee meeting of the following academic year and
3874 used to open the mid-year report.):

3875
3876
3877
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3880

3881 **COMMITTEE CHAIR CERTIFICATION:**

3882

3883

3884 _____
Committee Chair/Co-Chair/Tri-Chair Signature Date

3885

3886

3887 _____
Committee Co-Chair/Tri-Chair Signature (if applicable) Date

3888

3889

3890 _____
Committee Co-Chair/Tri-Chair Signature (if applicable) Date

3891

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17.4 TEMPLATE | COMMITTEE AGENDA

3896

3897 San Bernardino Community College District

3898 VALLEY COLLEGE

3899 COMMITTEE NAME • MEETING AGENDA

DATE	[Month, Day, YYYY]	TIME	[Start] – [End]
LOCATION	[Room / Permanent Zoom Link]	CHAIR(S)	[Name(s), Title]
MEETING TYPE	<input type="checkbox"/> Regular <input type="checkbox"/> Special <input type="checkbox"/> Emergency	NOTE-TAKER	[Name]

3900

3901

3902

Committee roster

VOTING MEMBERS —20XX-20XX

NAME	DIVISION/UNIT REPRESENTED	CONSTITUENCY	ROLL CALL
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Quorum (50% + 1): #
(Vacant seats are excluded from quorum calculation)

RESOURCE MEMBERS (non-voting) —20XX-20XX

Administrators (#)	<ul style="list-style-type: none"> • [Name], [Title] • [Name], [Title]
Classified Professionals and/or Faculty and/or Student (#)	<ul style="list-style-type: none"> • [Name], [Title] • [Name], [Title]
Guests:	

3903

#	AGENDA ITEM	DISCUSSION/COMMENTS	ACTION/FURTHER TASKS
A. Call to Order			
B. Approval of Agenda and Minutes			
C. Follow Up Tracker/Review (Review action items and commitments from prior meetings)			
1			
2			
D. Action Items (Items that require a recorded vote)			
1			
2			
3			
E. Information Items (For awareness and context)			
1			
2			
F. Discussion Items (For deliberation and input. No formal action taken.)			
1			
2			
3			
G. Committee Reports; Constituent/Other			
1			
2			
H. Future Agenda Items & Committee Business			
1			
2			
Adjournment time:			

3904
3905
3906
3907
3908
3909
3910
3911

Next Scheduled Meeting: [Date and Time]

FUTURE MEETING DATES

- Mon. March 26 (IN-PERSON CC-2046)
- Mon. April 27, 2026 (IN-PERSON NH-1046)
- Mon. May 18, 2026 (IN-PERSON NH-1046)

SBVC MISSION:	VALLEY UP INITIATIVE 2025-2030
San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning	The Initiative organizes its strategic commitments around four interconnected priorities that together define the college's direction through 2030 as follows: 1. Career and Transfer 2. Health and Safety

and belonging for our students, employees, and the community.	3. Boldly Student-Centered 4. Opportunities for All
COMMITTEE CHARGE	MEMBERSHIP & PARTICIPATION EXPECTATIONS
	<p><i>Attendance:</i> Members are expected to attend all meetings. Three unexcused absences may result in removal and replacement by the appointing constituency.</p> <p><i>Constituency Communication:</i> Voting members are responsible for reporting back to their constituency groups and bringing constituent input to deliberations.</p> <p><i>Equity Commitment:</i> All members are expected to center student success, equity, and the elimination of achievement gaps in their participation and decision-making.</p> <p><i>Appointments:</i> Voting members are appointed by their respective constituency bodies (Academic Senate, Classified Senate, ASG, or management) prior to the start of fall semester.</p>

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3914 **17.5 TEMPLATE | REPRESENTED: YOUR GOVERNANCE UPDATE**

3915 *This template supports the three-way flow of information that keeps Valley College*
3916 *governance visible, accountable, and connected to the people it serves. Complete and*
3917 *distribute within 48 hrs for each meeting. Remember not to recreate the full agenda.*

3918
3919 *Committee Name:*

3920 *Meeting Date:*

3921 *Submitted by: Your name and constituency role (e.g., Classified Senate representative)*

3922 *Note: If multiple representatives from the same constituency attend, the group should*
3923 *designate one person responsible for completing and distributing this update after*
3924 *each meeting.*

3925
3926 *What we discussed:*

3927 *[2-3 sentences summarizing the main agenda items and the nature of discussion.*
3928 *Focus on what matters most to your constituency.]*

3929
3930 *What was decided or recommended:*

3931 *[List decisions made, recommendations forwarded, and where they are headed next.*
3932 *Include any known timeline.]*

3933
3934 *How we voted and why:*

3935 *[Note how you or your group voted on significant items and briefly explain the*
3936 *rationale. When votes among constituency representatives differed, not that*
3937 *transparently. If you abstained, not that and why. This is how your constituency know*
3938 *their interests are being represented, not just individual judgement]*

3939
3940 *What is still in progress and what we need from you:*

3941 *[Items tabled, pending additional information, or returning at a future meeting. Include*
3942 *the expected return date if known AND Any input, feedback, or response the*
3943 *committee needs from your constituency before the next meeting. Be specific about*
3944 *what is being asked and when it is needed.]*

3945
3946 *Next meeting [Date, time, and location or format]*

3947

3948

SECTION 19: APPENDICES

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APPENDIX B: BOARD PROCEDURE 2510

Status **Active** PolicyStat ID **11204383**



Origination 04/2003
Last Approved 02/2022
Last Revised 02/2022
Next Review 02/2028

Chapter Lead Jose Torres:
Chapter 1&2(BOT),3(CC)&6
Policy Area Chapter 2 Board of Trustees
References 10+1, CCLC | Legally Advised

BP 2510 Participation In Local Decision-Making

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

Academic Senate(s) (Title 5 Sections 53200-53206)

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

Staff (Title 5 Section 51023.5)

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

Students (Title 5 Section 51023.7)

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

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

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act,

Government Code Sections 3540 et seq.

References:

Education Code Section 70902(b)(7);

Attachments

- [BP 2510 Collegial Consultaion - Comments](#)
- [BP 2510 Collegial Consultaion - Legal Citations](#)
- [BP 2510 Collegial Consulation_2014-10-09.pdf](#)

Approval Signatures

Step Description	Approver	Date
Final Board Approval	Kelly Goodrich	02/2022
Reviewed and Approved per AP 2410	Kelly Goodrich	02/2022

TF

APPENDIX C: ADMINISTRATIVE PROCEDURE 2510

Status **Active** PolicyStat ID **3406625**



Origination 10/2012
 Last Approved 02/2022
 Last Revised 02/2022
 Next Review 02/2028

Chapter Lead Jose Torres:
 Chapter 1&2(BOT),3(CC)&6
 Policy Area Chapter 2 Board of Trustees
 References 10+1, CCLC | Legally Required

AP 2510 Participation In Local Decision-Making

Overview

Participation in local decision-making is a process involving faculty, staff, students, and administrators in discussions regarding specific day-to-day and long-range planning and policies for the colleges and the District. These discussions lead to recommendations to the Chancellor. The Chancellor ultimately carries the recommendations to the Board of Trustees for discussion and potential final approval.

The governance structure and practices embrace SBCCD's values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making; promoting mutual respect and trust through open communication and actions; and fostering integrity. The Governing Board is the final authority for governance at SBCCD. The Governing Board delegates authority to the Chancellor who in turn solicits and receives input through the participatory governance decision-making process.

Governance Process

The Chancellor's Council is the primary participatory governance leadership team that advises the chancellor on institutional planning, budgeting, and governance policies and procedures affecting SBCCD educational programs and services. Chancellor's Council members serve as a conduit for cross-district communication on these issues, soliciting feedback from and disseminating reports and updates to, constituency groups.

Members of the Chancellor's Council advise and make recommendations to the Chancellor regarding District goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability and sustainability in carrying out SBCCD's mission.

Organization

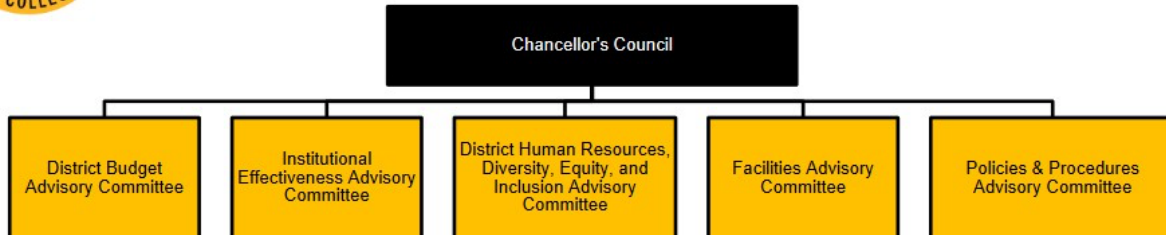
The membership of Chancellor's Council shall be made up of the individuals (or their respective designees) whose position in the collegiate structure of the District makes their presence on the Council essential to the successful completion of its goals.

To promote additional participation in local decision-making and efficacy, five advisory committees have

3968 been created which make recommendations to Chancellor’s Council. Subcommittees/task
 3969 force/ workgroup’s structure for each advisory committee (if needed, not mandatory) will be
 3970 unique and established by the respective advisory committee. Advisory committees can
 3971 adjust as they see fit to promote participation and efficacy.
 3972



Chancellor’s Council
 Advisory Committee Structure
 As of October 2021



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 3974
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 3978

References:

- Education Code Section 70902(b)(7);
- Title 5 Sections 53200 et seq., 51023.5, and 51023.7;
- ACCJC Accreditation Standards IV.A and IV.D.7 (formerly IV.A.2, IV.A.5)

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Attachments

- AP 2510 Collegial Consultation - Comments
- AP 2510 Collegial Consultation - Legal Citations
- Board of Trustees
- Image 01
- Image 02
- Organizational Chart

3989 Approval Signatures

3990 Step Description	3991 Approver	3992 Date
3993 Final Board Approval	Kelly Goodrich	02/2022
3994 Reviewed and Approved per AP 2410		

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 3997 Kelly Goodrich 02/2022

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 3999 AP 2510 Participation In Local Decision-Making. Retrieved 02/2026. Official copy at
 4000 <http://sbccd.policystat.com/policy/3406625/>. Copyright © 2026 San Bernardino Community
 4001 College District

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APPENDIX D: VALLEY UP INITIATIVE, 2025-2030

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FTES Category		
Credit	\$ 5,238.37	Graded courses that align with a district's recommended curriculum for an associate degree and meet a requisite level of academic intensity.
Incarcerated Credit	\$ 7,435.93	Inmates in Correctional Facilities
Special Admit Credit	\$ 7,345.93	Dual enrollment
CDCP	\$ 7,345.93	Noncredit courses that emphasize vocational and precollegiate training through certificate programs
Non-Credit	\$ 4,417.31	Ungraded courses that do not count towards associate degree completion. Such courses are open to any student without fees and often support students who are non-native English speakers and precollegiate learners, as well as those preparing for citizenship, preparing to enter the workforce, or seeking to improve life skills.

Supplemental Allocation (headcount)		
AB540	\$ 1,238.71	Headcount of students by district who were granted an exemption from nonresident tuition pursuant to ECS 68130.5 in the district in the reporting year
Pell Grant	\$ 1,238.71	Headcount of students by district who received a Federal Pell Grant in the district in the reporting year
Promise Grant	\$ 1,238.71	Headcount of students by district who received a California College Promise Grant fee waiver pursuant to ECS 76300 in the district in the reporting year

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Student Success Allocation (headcount)

All Students

Associate Degree for Transfer	\$ 2,921.68	Headcount of students by district who were reported as receiving a Chancellor's Office approved associate degree for transfer (ADT) at the district in the reporting year and were reported with an enrollment at the district in the reporting year
Associate Degree	\$ 2,191.26	Headcount of students by district who were reported as receiving a Chancellor's Office approved associate degree at the district in the reporting year and were reported with an enrollment at the district in the reporting year and did not meet the (ADT) metric
Baccalaureate Degree	\$ 2,191.26	Headcount of students by district who were reported as receiving a Chancellor's Office approved baccalaureate degree at the district in the reporting year and were reported with an enrollment at the district in the reporting year and did not meet the criteria for the SCFF Associate Degree for Transfer (ADT) metric or SCFF Associate Degree metric
Credit Certificate	\$ 1,460.84	Headcount of students by district who were reported as receiving a Chancellor's Office approved credit certificate requiring the equivalent of 16 or more semester units at the district in the reporting year and were reported with an enrollment at the district in the reporting year and did not meet the criteria for the SCFF Associate Degree for Transfer (ADT) metric, SCFF Associate Degree metric, or SCFF Baccalaureate Degree metric
Transfer Level Math & English	\$ 1,460.84	Headcount of students by district who successfully completed both a transfer level mathematics course and a transfer-level English course with grades equivalent to C or better in the district during the academic year when first reported as non-special admit credit student
Transfer to a Four Year University	\$ 1,095.63	Headcount of students by district who earned the equivalent of 12 or more semester units in the district in the year prior to the reporting year and were not reported as enrolled at a California Community College in the reporting year and were reported as enrolled at a 4-year institution in the reporting year
Nine or More CTE Units	\$ 730.42	Headcount of students by district who successfully completed the equivalent of nine or more CTE units with grades equivalent to C or better within the district in the reporting year
Regional Living Wage	\$ 730.42	Headcount of students by district who were enrolled in the district in the year prior to the reporting year, were not enrolled system-wide or at any transfer institution in the reporting year, and were reported as earning wages greater than or equal to the regional living wage for the district in the reporting year A student's reported wage is compared to the living wage for one adult, for the county with the greatest area of overlap with the district boundary. The county-specific living wage data is sourced from the Insight Center for Community Economic Development Self-Sufficiency Tool

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CLASSIFIED UNION PARTICIPATION AND PURVIEW

4015° **Role and Purview**

4016 CSEA Chapter 291 represents classified professionals in collective bargaining with the San
 4017 Bernardino Community College District. CSEA's purview within the scope of collective
 4018 bargaining is defined by and includes:

- 4019
- 4020 • Working conditions
- 4021 • Employee compensation
- 4022 • Benefits
- 4023 • Negotiated agreements with the District
- 4024

4025 **Relationship to the Classified Senate**

4026 While CSEA and the San Bernardino Valley College Classified Senate both serve classified
 4027 professionals, they hold distinct and complementary functions. The Classified Senate is the
 4028 designated constituent body responsible for representing the classified professional
 4029 perspective within participatory governance (Title 5 §51023.5). CSEA's governance role is
 4030 defined by its [collective bargaining agreement \(hyperlink here\)](#) with the District and does not
 4031 supersede the Classified Senate's governance authority.

4032 Both bodies are recognized within Valley College's participatory governance structure, and
 4033 their collaboration strengthens the classified voice across institutional decision-making.

4034

4035 **Governance Participation**

4036 CSEA holds a voting seat at College Council, ensuring its perspective is structurally
 4037 represented in institutional decision-making. When matters under consideration may affect
 4038 areas within CSEA's collective bargaining purview, inclusion of a CSEA representative in
 4039 relevant discussions is strongly encouraged.

4040

4041 **Appointments to Governance Bodies**

4042 The Office of the SBVC President may direct those seeking CSEA participation, guidance or
 4043 resource member appointments to the current CSEA Chapter President, or their designee.

4044 CSEA maintains a roster of its appointees to the various participatory governance bodies and
 4045 retains the right to make their own appointments at the beginning of the committee
 4046 assignment cycles, or to fill vacancies as they occur.

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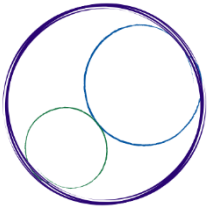
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APPENDIX F: SBCCDTA

Pending: Details will be incorporated as information becomes available from the corresponding group.

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San Bernardino Community College Teacher's Association (SBCCDTA)

SBCCDTA's Role in SBVC Participatory Governance

Role and Purpose

The San Bernardino Community College District Teachers Association (SBCCDTA), is the exclusive bargaining representative for faculty across SBCCD. Governed by BP7140/AP7140 (Collective Bargaining), the Association's purpose is to advance faculty rights and the conditions for full-time and part-time instructional and non-instructional faculty. Its collective bargaining purview includes:

- Working conditions, workload, evaluation process and employment terms
- Compensation, salary schedules, and benefits
- Faculty contract processes
- Academic freedom in teaching and professional practice
- Collective Bargaining Agreement (CBA) and Memoranda of Understanding (MOUs) with the District

The current union information is available at <https://sbccd.edu/district-services/human-resources/faculty-union/index.php>

SBCCDTA in the Participatory Governance Model and the Relationship to Academic Senate

SBVC's participatory governance model, grounded in Education Code §70902(b)(7), Title 5, AB 1725, and BP2510/AP2510 (Participation in Local Decision-Making), ensures that faculty have a structured voice in institutional decision-making. Within this model, SBCCDTA holds a distinct and necessary role on behalf of faculty.

The Academic Senate is the designated constituent governance body for faculty under Title 5 §53200. It holds primary or mutual-agreement authority over academic and professional matters ("10+1").

SBCCDTA operates in a parallel but separate domain, collective bargaining, which addresses wages, hours, and terms and conditions of employment under the Educational Employment Relations Act (EERA). The CBA and MOUs negotiated by SBCCDTA establish the contractual framework within which faculty work. These

agreements exist alongside the Academic Senate's governance authority over academic and professional matters.

While SBCCDTA and the Academic Senate both serve faculty, they are complementary, not duplicative. Together, these two bodies ensure that faculty interests are represented both through legally protected collegial consultation (Academic Senate) and through enforceable contractual agreements (SBCCDTA). Their collaboration strengthens the full faculty voice across institutional decision-making and supports student success.

Both bodies are recognized within SBVC's participatory governance structure. When a matter simultaneously involves academic policy (Academic Senate domain) and working conditions (SBCCDTA domain), coordination between the two is essential to ensure both faculty interests and institutional integrity are upheld.

Governance Participation

Per BP2510/AP2510, the Board of Trustees is committed to ensuring faculty, classified professionals, students, and administrators the right to participate effectively in collegial consultation. SBCCDTA's governance participation is structured as follows:

- SBCCDTA holds representation in institutional governance structures, ensuring the labor perspective of faculty is present alongside the Academic Senate's collegial consultation role.
- When governance committees consider matters that touch SBCCDTA's collective bargaining purview, such as workload, scheduling, compensation, or hiring processes, inclusion of an SBCCDTA representative or notice to SBCCDTA leadership is strongly encouraged, consistent with the District's good-faith bargaining obligations.
- MOUs between SBCCDTA and the District reflect the formal, negotiated relationship between collective bargaining and participatory governance at SBCCD.

Appointments to Governance Bodies

SBCCDTA retains the right to manage its own appointments to participatory governance committees consistent with AP7140 and the District's governance framework. The following practices apply:

- Those seeking SBCCDTA participation, guidance, or representative appointments may be directed to current SBCCDTA chapter leadership (E-Board) or their designee.
- SBCCDTA makes its own appointments at the beginning of committee assignment cycles and fills vacancies as they occur.

- SBCCDTA maintains a roster of its appointees to participatory governance bodies. The master list of committee memberships is coordinated through the Office of the President and updated annually in coordination with constituency leaders.
- Resource members provided by SBCCDTA supply subject-matter expertise on labor, contract, and employment matters, they do not hold voting authority unless specifically designated in the committee's approved charge.

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APPENDIX G: ROBERTS RULES INFORMATION

Pending: Details will be incorporated as information becomes available

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4060 **APPENDIX H: 2026-2028 COMMITTEE MEETING DATES AND TIMES**
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