# 12.3 FACULTY LEARNING & INNOVATION COMMITTEE

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

Governance Body: Academic Senate; Approved 25 February 2026
Last committee review cycle: Pending first review cycle for 2026-2028

**CHARGE**:
The Faculty Learning and Innovation Committee is a committee of the Academic Senate responsible for advancing the professional learning and development of Valley College faculty. Operating under the Senate's primary authority over faculty professional development policy (Title 5 §53200; 10+1, Item 8), the committee develops, plans, and evaluates professional development programs, policies, and priorities that strengthen faculty capacity to serve Valley College's diverse student population. The committee serves all full-time and part-time faculty, recognizing that professional growth across all faculty roles is essential to institutional effectiveness and student success. Recommendations are forwarded to the Academic Senate for final action.

*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.*

## Responsibilities:

- Develop and recommend to the Academic Senate the college's faculty professional development priorities, ensuring alignment with faculty needs, institutional plans including the Educational Master Plan, program review findings, and equity goals
- Review and recommend policies governing the allocation of professional development resources and Flex obligations
- Design, coordinate, and evaluate professional learning opportunities responsive to the full range of faculty roles and disciplines, including instructional and non-instructional faculty such as counselors and librarians
- Ensure that equity and anti-racism are foundational to the faculty development program, with programming that addresses disparities in student outcomes and deepens faculty capacity for equity-minded teaching, advising, and student engagement
- Identify and respond to emerging professional development needs across the disciplines, including technology, artificial intelligence, distance education pedagogy, and other evolving areas, before those needs become gaps in institutional capacity
- Collaborate with other Academic Senate and College Council committees to build faculty capacity in response to emerging curricular, technological, equity-related, or other issues identified through their work, including coordination with the AI Task Force, Curriculum Committee, and other bodies as needs arise
- Design professional learning opportunities that bridge disciplines, divisions, and roles to strengthen cross-campus collaboration and institutional coherence
- Establish and maintain transparent criteria for reviewing and recommending individual and group faculty development funding requests, aligned with institutional equity and strategic priorities

- Design or curate ongoing professional learning in culturally responsive practice, anti-racism, and inclusive faculty-student engagement across all disciplines and roles
- Coordinate faculty development supporting high-quality, equitable online and hybrid instruction, in partnership with distance education and instructional design support
- Assess professional development effectiveness through faculty feedback and outcome data, and report findings and recommendations to the Academic Senate at least annually

## Tasks:

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

- Produce and maintain an Annual Faculty Learning and Innovation Plan that reflects assessed faculty needs, institutional priorities, and equity commitments
- Coordinate a first-year professional development program for incoming tenure-track faculty, introducing them to Valley College's pedagogical expectations, equity commitments, institutional culture, and faculty professional responsibilities
- Plan and evaluate all-college and discipline-specific Flex Day activities each semester in compliance with Title 5 ¬ß55730, ensuring programming reflects institutional priorities and serves instructional and non-instructional faculty, full-time and part-time
- Develop timely professional learning on artificial intelligence, academic integrity, and other rapidly evolving areas, coordinating with relevant governance bodies to align development with institutional policy direction
- Produce and maintain an Annual Faculty Professional Development Plan that reflects assessed faculty needs, institutional priorities, and equity commitments; report progress to the Academic Senate annually
- Review faculty sabbatical leave proposals for alignment with faculty development goals and institutional priorities, and forward recommendations to the Academic Senate for final action
- Report annually to the Academic Senate on the implementation, findings, outcomes, and effectiveness of the Faculty Professional Development Plan, including progress toward equity goals and recommendations for future priorities

The committee will maintain an informational website: Valley College Academic Senate Faculty Learning & Innovation Committee *[link TBD]*

## COMMITTEE COMPOSITION:

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| **Reporting Relationship:** | Academic Senate |
| **Chairperson (Academic Senate):** | Faculty elected according to the process established in the Academic Senate bylaws |
| **Chairperson (Management)** | 1, College President Designee *(non-voting)* |
| *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 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 Technology & Transportation |

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| | 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 Designee |
| **Voting Members Term:** | 2 years |
| **Quorum #** (50%+1): | 7 |
| **Resource Members (Non-Voting):** | |
| *Faculty:* | Academic Senate President |
| | Chair of Chairs |
| *Management:* | 1 \| VPI designee |
| | 1 \| VPSS designee |
| **Non-Voting Administrative Assistant (Note-taker)** | 1, Management designee |
| **Meeting Frequency** | Bi-monthly \| TBD Weekday and TBD time |
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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 | Committee Scope |
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| 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 | Support |

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| | consistent with the institution's mission and reflect appropriate breadth, depth, and expected<br>learning outcomes. (ER 3, ER 9, ER 12) | |
| 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,<br>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<br>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<br>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<br>decision-making practices support a climate of collaboration and innovation that advances the<br>mission and promotes successful outcomes for all students. | Primary |

| ACCJC Standard | Focus Area | Committee Scope |
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