

1 Valley College Guide to
2 Participatory Governance:

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

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8 29Apr-FinalDraft-PGTF
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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

126

127 Participatory governance is the process through which faculty, classified professionals,
128 students, and managers share responsibility for some of the decisions that shape San
129 Bernardino Valley College. This handbook documents how that process works at Valley
130 College, the structure, the standards, and the expectations for everyone who participates.
131

132 It is written for all constituencies and all experience levels. Whether you are serving on a
133 committee for the first time or have been part of governance for years, this handbook is your
134 reference.
135

136 **Start here if you are new to governance at VALLEY COLLEGE** Read *Section 5: Foundations*
137 *of Participatory Governance* first. It explains the legal basis for participatory governance in
138 California, the role and authority of each constituency group, and the principles that guide
139 how decisions are made at Valley College. The rest of the handbook builds from that
140 foundation.
141

142 **Find what you need**

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

150

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

Valley Up!

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 managers, 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

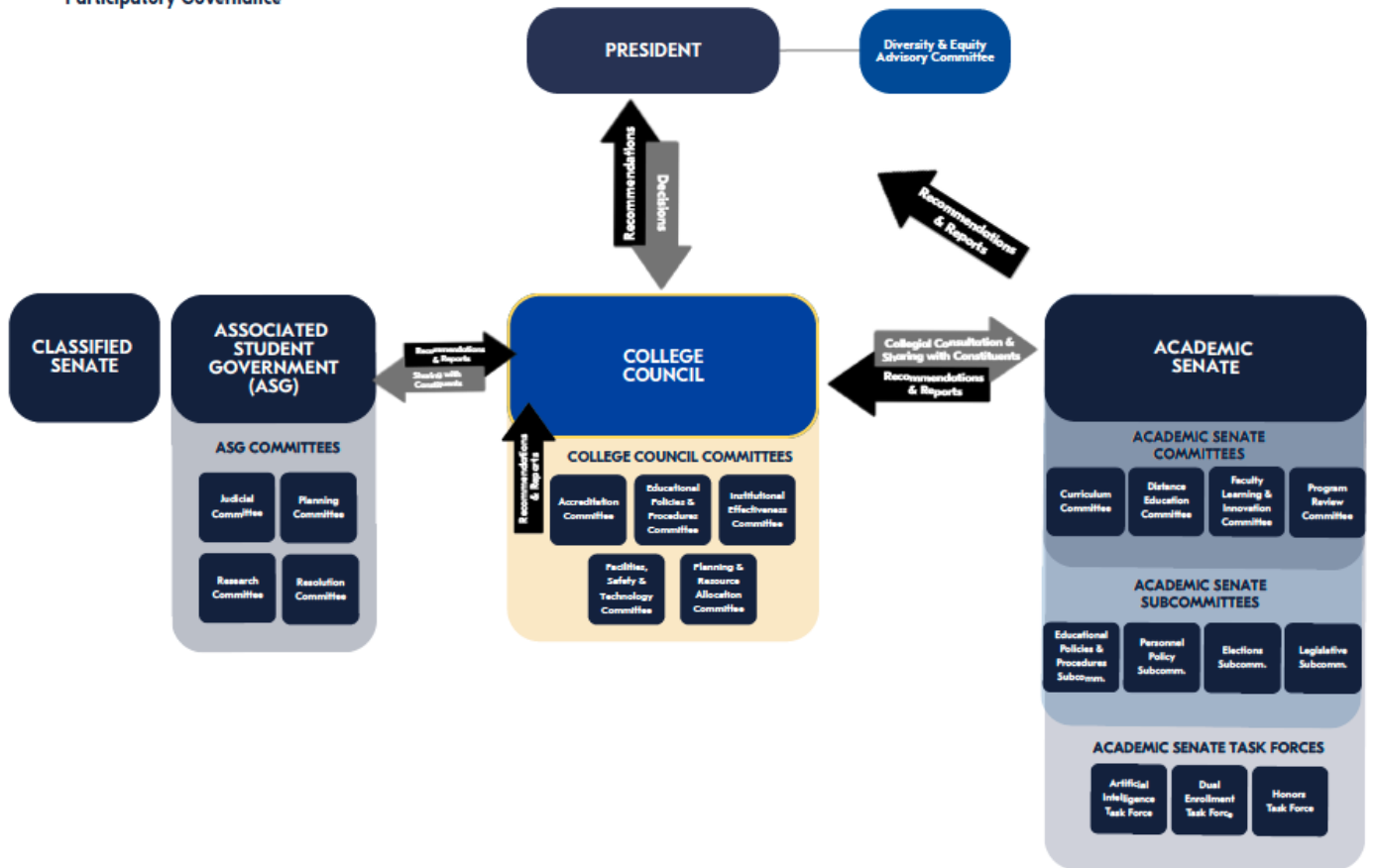
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532 The following diagram illustrates how governance recommendations move across Valley
 533 College from the work of faculty, classified professionals, students, and managers, through
 534 their respective governance bodies, to College Council, and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

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GOVERNANCE

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5.1 WHAT IS THE PURPOSE OF THIS GUIDE?

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

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

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

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

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

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

5.2 PARTICIPATORY GOVERNANCE GUIDING PRINCIPLES

Definition and Purpose

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

Effective participatory governance requires that each constituency group both exercise its own authority and respect the distinct roles and authority of the other constituencies. Engagement across groups should be collaborative, not encroaching. Each voice strengthens 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 • Address 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

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 College President 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 College President will rely primarily
685 upon the Academic Senate's recommendations. When the College President does not
686 accept a recommendation, the college president will provide rationale in writing to the
687 academic senate president.

688 29 Apr - Final Draft - PGTF

689 **Classified Professionals**

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

695

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

701

702 Title 5 §51023.5 requires that staff:

703 *"...be provided with opportunities to participate in the formulation and development of*
704 *district and college policies and procedures, and in those processes for jointly*
705 *developing recommendations for action by the governing board, that the governing*
706 *board reasonably determines, in consultation with staff, have or will have a significant*
707 *effect on staff."*

708

709 *Classified Senate*

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

713
714 The following areas, drawn from California Community Colleges Classified Senate (4CS)
715 guidance, reflect areas commonly recognized as having significant effect on classified
716 professionals and serve as a working framework for classified participation at Valley College
717 consistent with §51023.5. Some areas overlap with academic and professional matters
718 under faculty purview; in those cases, classified participation is collaborative and
719 contributions are valued, while Title 5 authority structures are respected.

- 720
- 721 1. Curriculum systems integration and implementation
 - 722 2. Degree and certificate requirements
 - 723 3. Educational program development
 - 724 4. Standards or policies regarding student services, support, and success
 - 725 5. College governance structures as related to classified roles
 - 726 6. Classified roles and involvement in accreditation processes
 - 727 7. Policies for classified professional development activities
 - 728 8. Processes for program review and annual planning
 - 729 9. Processes for institutional planning and budget development
 - 730 +1 Any other district and college policy, procedure, or related matter that will have a
731 significant effect on classified staff

732
733 **Students**

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

737
738 Title 5 § 51023.7(b) enumerates the following policy areas as having significant effect on
739 students:

- 740
- 741 1. Grading policies
 - 742 2. Codes of student conduct
 - 743 3. Academic disciplinary policies
 - 744 4. Curriculum development
 - 745 5. Courses or programs which should be initiated or discontinued
 - 746 6. Processes for institutional planning and budget development
 - 747 7. Standards and policies regarding student preparation and success
 - 748 8. Student services planning and development
 - 749 9. Student fees within the authority of the district to adopt and
 - 750 +1 Any other district and college policy, procedure, or related matter that the district
751 governing board determines will have a significant effect on students.

752
753 Beyond providing valuable student perspective across institutional functions, participation in
754 governance offers students opportunities to engage in the campus community, develop civic
755 responsibility, and understand how complex institutions operate.

756
757 **Management**

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

761
762 Manager participation supports effective governance through:

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

772
773 Administrative participation complements constituent group roles. On academic and
774 professional matters, managers provide operational perspective while respecting faculty
775 primacy under Title 5 § 53200. Managers are expected to facilitate open deliberation, support
776 meaningful input from all constituency groups, and reinforce a governance environment in
777 which every constituency participates on equal footing. Managers who serve on governance
778 committees do so as participants in the governance process, not as decision-makers.

779 Administrative authority to accept, modify, or decline recommendations exists outside the
780 committee space and must be exercised transparently, with written rationale provided to the
781 recommending body when a recommendation is not accepted.

782
783 Note that President's Cabinet, comprising the President and Vice Presidents, functions as an
784 executive leadership body responsible for operational coordination and administrative
785 decision-making. While Cabinet may identify issues requiring governance input, it does not
786 serve as a participatory governance body. Managers retain the authority and responsibility to
787 fulfill the duties outlined in their job descriptions. However, recommendations on matters
788 with significant effect on faculty, classified professionals, or students must be developed
789 through appropriate governance committees and forwarded to the President through
790 established channels (see Section 3.2 and Section 4).

791
792 Participatory governance works this way because the law requires it, but it works well only
793 when every constituency exercises its authority with the collaborative spirit and standards of

794 conduct this handbook establishes: honest dialogue, mutual respect for each group's role
795 and jurisdiction, and shared accountability for the integrity of the process.

796

5.4 GENERAL GOVERNANCE GLOSSARY

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

801

802 **9+1 (Classified)** — Classified participation areas are not enumerated in Title 5; rather, the
803 California Community Colleges Classified Senate (4CS) has developed guidance on
804 commonly recognized areas of significant effect on classified professionals, and these are
805 referred to as '9+1.' See Section 5.3 for the full list.

806

807 **9+1 (Students)** — The ten areas enumerated in Title 5 §51023.7(b) where students must have
808 the opportunity to participate in decision-making. Commonly referred to as '9+1' though the
809 regulation lists ten areas, with the tenth being a catch-all for additional matters determined
810 by the Board. See Section 5.3 for the full list.

811

812 **10+1 (Faculty)** — The eleven academic and professional matters where the Academic Senate
813 has either primary authority ("rely primarily") or must reach mutual agreement with the
814 Board, established by AB 1725 (1988) and codified in Title 5 §53200. See Section 5.3 for the
815 full list.

816

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

820

821 **ACCJC** — The Accrediting Commission for Community and Junior Colleges. Its standards
822 shape governance, planning, and institutional effectiveness requirements at the college and
823 district.

824

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

829

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

833

834 **Bargaining Unit**— a formal group of employees such as faculty represented by CTA or
835 classified professionals represented by CSEA, organized under the Educational Employment

836 Relations Act (EERA) to negotiate with the District over “scope of representation” items,
837 including wages, hours, and terms and conditions of employment. Bargaining units address
838 employment matters through collective bargaining.

839
840 **Board Policy (BP) / Administrative Procedure (AP)** — BPs are broad governing statements
841 approved by the Board of Trustees. APs are the operational details of how BPs are
842 implemented. Both can be influenced through the governance process.

843
844 **Brown Act** — California's open meeting law (Gov. Code §54950–54963), requiring that
845 meetings of legislative bodies be publicly noticed, open to the public, and conducted with
846 transparency. At Valley College, governance bodies subject to the Brown Act must post
847 agendas at least 72 hours in advance and may only act on agenda items.

848
849 **California Community Colleges Classified Senate (4CS)** — The statewide organization
850 representing classified professionals across California's 116 community colleges. 4CS
851 advocates for classified staff in state-level policy and provides governance guidance and
852 resources to local classified senates.

853
854 **California Education Code** — The body of state law governing California's K–12 and
855 community college systems. It is the legal foundation from which Title 5 regulations and local
856 Board Policies are derived.

857
858 **Collegiality** — The culture of mutual respect, shared responsibility, and collaborative
859 engagement among faculty, classified professionals, students, and managers. It is the
860 relational foundation that makes participatory governance function effectively.

861
862 **Collegial Consultation** — The formal process by which the Academic Senate makes
863 recommendations to the President and Board on academic and professional matters. Not
864 just input. It carries legal weight under Title 5. *Note: Collegial consultation is a legally defined*
865 *process; collegiality is a professional value.*

866
867 **Consensus** — A decision-making approach in which all members can support a course of
868 action, even if it is not every member's first preference. Consensus does not require
869 unanimity. Where consensus cannot be reached, committees may proceed to a formal vote
870 unless their governing documents specify otherwise.

871
872 **Effective Participation** — The legal standard under Title 5 for classified professional and
873 student involvement in governance. It requires meaningful opportunities to participate in the
874 development of policies and procedures that significantly affect them, and that their
875 recommendations receive every reasonable consideration. Distinct from collegial
876 consultation, which applies specifically to the Academic Senate.

877
878 **Ex-Officio** — A committee membership held by virtue of one's position rather than by
879 election. At Valley College, ex-officio members serve in a non-voting, advisory capacity

880 unless a committee's governing documents specify otherwise. The College President or
881 designee serves as ex-officio on all participatory governance committees.

882
883 **Majority Vote** — A decision reached when more than half of the voting members present
884 (assuming quorum has been met) vote in favor of a motion. Unless a committee's governing
885 documents specify a higher threshold, majority vote is the default standard under Robert's
886 Rules of Order.

887
888 **Shared Governance** — A colloquial term used interchangeably with "participatory
889 governance" in higher education. At California community colleges, the legally grounded
890 term is participatory governance, rooted in Education Code §70902(b)(7) and Title 5. Valley
891 College uses "participatory governance" as its preferred term.

892
893 **Student Senate for California Community Colleges (SSCCC)** — The statewide organization
894 representing students across California's community colleges. SSCCC advocates for student
895 interests in state-level policy and supports local student governments.

896
897 **Quorum** — The minimum number of voting members required to conduct official business at
898 a meeting. Without quorum, a committee may still convene to discuss items and receive
899 information, but no formal votes or actions may be taken. Quorum is defined in each
900 committee's governing documents; Robert's Rules of Order applies as the default where no
901 local definition exists.

902
903 *Note on Language and Terminology:*
904 *This handbook uses specific terms deliberately and consistently. The following conventions*
905 *apply throughout.*

906
907 *Classified Professionals: The term "classified professionals" is used to refer to classified*
908 *employees of the college. This reflects Valley College's recognition of the professional*
909 *expertise and contributions of its classified workforce. Where California law and Title 5*
910 *regulations use the statutory term "classified staff," this handbook's use of "classified*
911 *professionals" refers to the same group and carries the same legal meaning.*

912
913 *Constituency Groups: This handbook uses "constituency groups" to refer to the four*
914 *recognized groups that participate in college governance: faculty, classified professionals,*
915 *students, and managers. The term is used consistently throughout in place of variations such*
916 *as "constituent groups" or "stakeholder groups."*

917
918 *Recommendations and Decisions: In participatory governance, committees and*
919 *constituency groups make recommendations. The College President and the Board of*
920 *Trustees make decisions. This distinction is not merely semantic. It reflects the legal*
921 *structure of governance authority in California community colleges. When this handbook*
922 *states that a committee "recommends," it means the committee's action requires approval*
923 *by the appropriate decision-making authority before implementation.*

924
925 *Students: References to student participation in governance refer to students appointed*
926 *through the Associated Student Government (ASG), consistent with Title 5 § 51023.7, which*
927 *provides for student participation through their recognized governance body. This does not*
928 *preclude broader student input through other means, but formal governance representation*
929 *is the responsibility of the ASG.*

930 **5.5 GROUPS IN GOVERNANCE GLOSSARY**

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

- 939 • **Academic Senate** – Represents faculty in academic and professional matters (Title 5
940 [§53200](#)). The Academic Senate has primary responsibility in "10+1" areas of academic
941 and professional matters under Title 5, Section 53200.
- 942 • **Classified Senate** – Represents classified professionals in governance (Title 5
943 [§51023.5](#)), with 9 areas of participation plus a +1 for additional matters.
- 944 • **Associated Students/Student Government** – Ensures student participation in
945 governance (Title 5 [§51023.7](#)). Students have 9 defined areas of participation, plus +1,
946 allowing them to be consulted on additional matters as agreed upon.
- 947 • **Management**, including the College President, Vice Presidents, Deans, Directors, and
948 all management employees collaborate with participatory governance groups, sharing
949 information, and seeking input when appropriate from faculty, classified
950 professionals, and students.

951
952 **Participatory governance:** A collaborative decision-making process in which faculty, staff,
953 students, and managers actively contribute to institutional planning, policies and
954 procedures, and implementation. It is rooted in Title 5 of the California Code of Regulations,
955 which ensures that all governance constituents have a voice ensuring that institutional
956 policies reflect the diverse perspectives of the college community while maintaining Board of
957 Trustees' ultimate authority in governing the district. Five key organizations exemplifying this
958 collaborative approach are the [Academic Senate for California Community Colleges](#)
959 [\(ASCCC\)](#), the [California Community Colleges Classified Senate \(4CS\)](#), the [Student Senate for](#)
960 [California Community Colleges \(SSCCC\)](#) and the [Community College League of California](#)
961 [\(CCLC\)](#).

962
963 **College Council:** It provides broad oversight of institutional planning, policy development,
964 resource allocation, accreditation, and decision-making while serving as the primary
965 advisory body to the College President. By including representatives from faculty, classified

966 professionals, students, and managers, the College Council ensures that diverse
967 perspectives are integrated into institutional decisions, promoting transparency,
968 participatory governance, and institutional effectiveness.

969
970 **Standing Committee:** A permanent group with a defined, ongoing purpose, such as
971 overseeing institutional processes or compliance with regulations. Membership includes
972 representatives from governance constituencies (faculty, classified professionals,
973 managers, and students) to ensure broad input (e.g., Facilities & Safety Committee). Both a
974 College Council and Senates (Academic Senate, Classified Senate, Student Senate) may
975 have standing committees, but they differ in purpose, oversight, and authority. The Senates
976 standing committees recommends actions to the Senate or higher governance bodies. Their
977 primary members are specific to the respective constituent group. College Council standing
978 committees are designed for cross-functional decision-making, ensuring that various
979 governance constituencies work together to address institutional issues.

980
981 **Sub-Committee:** A smaller group derived from a parent committee to focus on specific
982 aspects of the parent committee's broader charge. Sub-committees report back to their
983 parent committee and are ongoing.

984
985 **Steering Committee:** A semi-permanent (exists if the initiative needs oversight) group for an
986 initiative tasked with providing guidance, policy direction, and/or oversight for specific
987 projects or initiatives, ensuring alignment with institutional goals. Steering committees often
988 include members from multiple governance constituencies (faculty, staff, managers,
989 students). Unlike a task force, a steering committee oversees but does not execute tasks.

990
991 **Task Force:** A temporary working group assigned to address a specific problem, implement a
992 short-term project, or develop policy recommendations, and actively works on solutions and
993 implementation. It has a clear mission, timeline, and expected outcomes, after which it
994 dissolves. Task forces usually include members with specialized knowledge and disband
995 once their goal is achieved.

996
997 **Ad Hoc Committee:** An Ad Hoc and a Task Force are both temporary working groups created
998 to address specific issues, but they differ in scope, authority, and purpose. An ad hoc
999 committee studies an issue, develops recommendations, or provides advice and does not
1000 implement. Temporary, disbands after completing recommendations or findings.

1001
1002 **Advisory Committee:** A permanent group with a broad focus that offers continuous input on
1003 policies, programs, and/or institutional matters. There is no direct decision-making authority
1004 or implementation power in the participatory governance structure but offer
1005 recommendations based on their expertise.

1006
1007 **Operational Committee:** A permanent group focused on implementing approved plans,
1008 policies, or operational tasks. These committees are action-oriented and ensure that
1009 governance decisions are executed effectively. Often it has authority to implement

1010 operational decisions. Day-to-day institutional process management. Typically includes
1011 staff, managers, and faculty members responsible for running college services.
1012 An operational committee can also be advisory. While executing operational tasks, it advises
1013 higher governance bodies (senates, councils, boards) on improvements and policy needs. A
1014 well-structured operational-advisory committee helps bridge daily execution and long-term
1015 policy planning.
1016
1017 **Operational Workgroup:** A workgroup is not a participatory governance. A workgroup is an
1018 operational team formed to complete specific tasks, coordinate projects, or address
1019 functional needs within a department or across units. Instead, it supports the daily
1020 operations of the college by carrying out assigned responsibilities, coordinating
1021 implementation efforts, and ensuring progress on defined objectives. Workgroups may
1022 include staff, faculty, and managers based on subject matter expertise and operational
1023 needs.
1024

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1025 **SECTION 6: GOVERNANCE PATHWAYS AND**
1026 **PARTICIPATION**

1027
1028

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6.1 GOVERNANCE IN PRACTICE

1029

1030 When a committee deliberates on an issue and reaches a position, it forwards that position
1031 as a formal recommendation to the appropriate body typically College Council for
1032 institutional matters, or directly to a constituent group (Academic Senate, Classified Senate,
1033 or Associated Student Government) for matters within their purview. Recommendations may
1034 route through multiple bodies to gather input and/or support before reaching College Council
1035 or the President.

1036

1037 A committee recommendation is not a decision. It is the college's most informed,
1038 constituency-driven proposal and it carries significant weight. Final authority for institutional
1039 decisions rests with the President and Board of Trustees, as required by California Education
1040 Code and Title 5. For academic and professional matters, the Board acts in accordance with
1041 Title 5 provisions governing Academic Senate authority, including mutual agreement or rely
1042 primarily obligations.

1043

1044 Because management and the Board rely on committee recommendations to make sound
1045 decisions, the quality of the committee deliberation, the evidence brought, and the breadth
1046 of voices incorporated directly shape institutional outcomes.

1047

1048 Governance only works when committees take their charge seriously. Each constituency is
1049 expected to operate within its defined authority and respect the authority of the others. This
1050 mutual recognition is foundational to participatory governance (see Section 5.2 Participatory
1051 Governance Guiding Principles).

1052

1053 ***What Committees Produce***

1054 Not everything that comes out of a committee meeting is the same kind of output. New
1055 members often confuse recommendations, reports, and deliverables and the confusion
1056 leads to miscommunication about what a committee has done.

1057

1058 Here is a breakdown:

1059

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.

1060
1061
1062
1063
1064
1065

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 managers 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.

1066

1067 **Accountability and Follow-Through**

1068 If you serve on a committee and a recommendation has been approved, it is appropriate—
1069 and expected—to ask at a subsequent meeting:

- 1070 • What is the status of implementation?
- 1071 • Has a timeline been established?
- 1072 • Who is responsible for next steps?

1073

1074 These questions may be directed to the committee chairs and the managers assigned
1075 responsibility for implementation.

1076

1077 *Administrative Accountability*

1078 When a decision is made, the College President communicates the next steps for
1079 implementation, including the responsible manager and the expected timeline. The
1080 responsible manager reports progress to the originating committee or College Council as
1081 appropriate. If implementation is delayed or the direction changes, the responsible
1082 administrator communicates the reason and the revised timeline. Committees have both the
1083 right and the responsibility to follow up on recommendations they have forwarded, and
1084 managers have the obligation to respond.

1085

1086 *Committee Accountability*

1087 Accountability runs in both directions. Committees are accountable to the college
1088 community for the quality of their deliberations and the clarity of their recommendations.
1089 This accountability is sustained through written meeting documentation, the primary record
1090 of a committee's work.

1091

1092 Committees subject to the Brown Act must maintain formal minutes in compliance with
1093 Government Code § 54953. All other governance committees shall maintain summary notes
1094 that document, at minimum: members present and absent, agenda items discussed,
1095 motions made and voting outcomes, action items and responsible parties, and items
1096 referred to other committees or forwarded as recommendations. Summary notes are not
1097 required to capture verbatim discussion but must be sufficiently detailed to allow any
1098 member of the college community to understand what occurred and what commitments
1099 were made.

1100

1101 Whether formal minutes or summary notes, documentation should capture not only
1102 decisions but key discussion points, conclusions reached, and action items assigned. Draft
1103 documentation should be distributed and posted publicly within one week of each meeting;
1104 approved documentation should be posted within one week of approval.

1105

1106 These practices are not administrative formalities. They are the documentation infrastructure
1107 that makes governance visible, reviewable, and trustworthy to the campus community and to
1108 accreditors.

1109

1110 **Questions Are Always Welcome**

1111 If you are uncertain about the governance process, your committee's charge, or how a
1112 decision is being implemented, ask. Start with your supervisor. As needed consult the
1113 committee chair(s). You may also reach out to your constituency leadership: the Academic
1114 Senate, the Classified Senate, or the Associated Student Government, or to the Office of the
1115 President.

1116

1117 Governance is a shared responsibility, and asking questions strengthens the process.

1118

6.2 PATHWAYS TO ENGAGEMENT

1119
1120 Participatory governance at Valley College is how faculty, classified professionals, students,
1121 and management work together to shape policies, plans, implementation, while serving as
1122 stewards of the college's collective values and accountability. Managers participate as
1123 partners, contributing operational expertise and ensuring follow-through on institutional
1124 decisions. *The goal is practical: decisions should reflect broad expertise, ensure meaningful*
1125 *participation, and move ideas into action.*

1126
1127 Valley College is moving beyond "participatory governance" as a framework of boundaries
1128 toward shared responsibility as a campus-wide practice. Shared responsibility means we do
1129 not participate solely to represent our constituent interests. We participate to align our
1130 collective expertise toward the realities our students face, and the institutional changes
1131 required to improve student outcomes. This means we do not stop at consultation. We use
1132 clear pathways so that sound recommendations become campus practice, with identified
1133 responsibility for follow-through. **Along with shared responsibility, we embrace shared**
1134 **accountability for the implementation and outcomes of recommendations moved to**
1135 **action.**

1136
1137 **Classified Professional Engagement**
1138 Classified professionals participate through the Classified Senate and governance
1139 committees across the institution. Their expertise in operations, student services, and
1140 institutional continuity ensures that policies are workable, equitable, and implementable.
1141 You are the frontline of student engagement beyond the classroom. Governance needs your
1142 perspective, not just your compliance.

1143
1144 **Faculty Engagement**
1145 Faculty participate through the Academic Senate and related governance structures. This
1146 includes leadership on the "10+1" academic and professional matters defined in Title 5, as
1147 well as accreditation and institutional planning. On these matters, faculty voice is not
1148 optional; it is central to institutional integrity and legally protected through collegial
1149 consultation requirements.

1150
1151 Faculty are expected not only to engage but to lead on academic and professional matters,
1152 bringing forward insight, recommendations, advocating for sound practices and policies, and
1153 setting the peer standards for educational excellence at this institution. You are here to
1154 shape what this college becomes.

1155
1156 Beyond the 10+1, faculty contribute expertise across institutional governance through
1157 committee service, program review, and collaborative work with other constituency groups.

1158
1159 **Student Engagement**
1160 Students participate through Associated Student Government and committee
1161 representation, especially on policies and practices that have a significant effect on

1162 students. Student voice strengthens the college's ability to make decisions grounded in the
1163 realities of campus life. You are not here to observe, you are here to shape what this college
1164 becomes.

1165

1166 **Community and Public Engagement**

1167 Participatory governance is also accountable to the broader community. Public meetings,
1168 transparency practices, and regular reporting help ensure that Valley College remains
1169 responsive to regional needs and to the people we serve.

1170

1171 ***From Idea To Action: Your Role in the Process***

1172 *Section 6.1 described the institutional decision cycle; the formal pathway that governance*
1173 *recommendations follow from identification through implementation and reporting. This*
1174 *section shifts to the practical question: **What do you actually do when you have an idea***
1175 ***you want to move through governance?** The steps below are not a separate process. They*
1176 *are a participant's guide to navigating the cycle described above, with guidance on how to do*
1177 *it well at each stage.*

1178

1179 Having a good idea is not the hard part. The hard part is moving an idea through the right
1180 pathway, so it becomes a decision, a documented plan, and an implemented practice with
1181 accountability.

1182

1183 Valley College's governance process is designed to do three things clearly:

- 1184 1. Sort the idea into the right category (policy, procedure, practice, curriculum, planning,
1185 resources).
- 1186 2. Route it through the right bodies for consultation, recommendation, support, and
1187 approval.
- 1188 3. Assign ownership for implementation and require a report-back so the campus can
1189 see what changed.

1190

1191 *Step 1: Identify what type of decision you may have*

1192 Most proposals fall into one of these categories:

- 1193 • *Policy:* Board Policies (BPs) are developed at the district level; the college participates
1194 through established consultation processes but does not adopt or modify them
1195 independently.
- 1196 • *Procedures:* Administrative Procedures (APs) operationalize Board Policies and may
1197 be developed or revised at the college level through the governance process.
- 1198 • *Practice:* A consistent way of doing work that may not require formal policy language
1199 but still needs shared agreement and clear documentation (e.g., guidelines,
1200 workflows, forms, training).
- 1201 • *Standard:* An institutional expectation for quality, consistency, or performance across
1202 programs, services, or operations. These are set by the college and may draw on
1203 accreditation requirements, regulatory frameworks, or institutional values. They are

- 1204 distinct from ACCJC Accreditation Standards, which are externally established and
1205 addressed through the accreditation process.
- 1206 • *Community Interest*: A concern, proposal, or opportunity raised by or on behalf of the
1207 broader college community, including students, external partners, advisory boards, or
1208 industry interest-holders. These items are brought forward through a manager
1209 responsible for the area most directly affected, or constituency representative, or
1210 standing committee with relevant subject matter jurisdiction.
 - 1211 • *Operational or Emerging Matter*: An issue that does not fit neatly into the categories
1212 above but still requires institutional attention. Examples include changes to student
1213 services delivery, responses to emerging student or community needs, the formation
1214 or dissolution of workgroups, or the sunseting of programs, services, or initiatives.
1215 These matters may be addressed through administrative action, operational
1216 workgroups, or existing governance committees depending on scope and impact.

1217
1218 When an operational or emerging matter has significant effect on one or more constituency
1219 groups, it must enter the governance process.

1220
1221 If a proposal may affect students or employees from historically underserved or marginalized
1222 groups differently than others, that potential impact must be identified early, before the item
1223 is fully shaped, and carried through consultation, recommendation, and evaluation.

1224
1225 *Additional considerations:*

1226 *Academic and professional matters (10+1)*: If the proposal involves curriculum, academic
1227 standards, program development, or other areas under Title 5, it requires Academic Senate
1228 consultation through collegial consultation processes, regardless of whether it results in
1229 policy, procedure, or practice.

1230
1231 *Resource implications*: If the proposal affects staffing, budget, facilities, technology, or
1232 institutional priorities, it will likely route through planning and resource allocation processes.

1233
1234 If the category is unclear, the goal is not to guess correctly on the first try. Bring the idea to a
1235 manager, your constituency representative, and/or committee chair, to help determine the
1236 right pathway.

1237
1238 *Step 2: Choose a point of entry and commit to sponsorship*

1239 There may not be one obvious "right" committee or workgroup to start with. Some ideas
1240 touch multiple areas; some do not fit neatly anywhere at first. Valley College recognizes
1241 multiple points of entry into governance.

1242
1243 A proposal can begin with any of the following, depending on where the issue lives and who
1244 has the expertise to refine it:

- 1245 • A constituency body (Academic Senate, Classified Senate, Associated Student
1246 Government)

- 1247 • A governance committee or council connected to the topic
- 1248 • A department or program
- 1249 • A division or unit with operational responsibility
- 1250 • An administrator bringing forward an institutional need
- 1251 • Any individual bringing an idea to any member of the management team

1252
1253 **What matters most is sponsorship.** The group that serves as the entry point should expect
1254 to carry the work forward. Sponsorship means the entry point does not simply raise an issue,
1255 it becomes the home base that tracks the item, improves the draft, coordinates across
1256 bodies as needed, and stays engaged through implementation and report-back.

1257
1258 If an item begins in a department or division, it enters governance with practical knowledge
1259 and then moves through the appropriate consultative pathways. The originating area remains
1260 responsible for follow-through.

1261
1262 *Step 3: Put the proposal in a usable format*

1263 To move from discussion to action, proposals should be introduced in writing with enough
1264 clarity for governance bodies to evaluate them.

1265
1266 The proposal should include:

- 1267 • What you are proposing (in plain language)
- 1268 • The problem it addresses and who is affected
- 1269 • Why it matters, including student equity implications when relevant
- 1270 • What would need to change (policy, procedure, practice, resources, timeline)
- 1271 • Who would be responsible for implementation (department, division, committee, or
1272 role)

1273
1274 A clear one-to-two-page concept document is usually sufficient to begin. Supporting
1275 documents can be attached. When a proposal advances to a formal committee
1276 recommendation, committees should use the Governance Committee Recommendation
1277 Form (Section 17.2) to document the action and route it through the appropriate pathway.

1278
1279 *Step 4: Route through consultation and alignment*

1280 As a proposal is refined, it may need to move across multiple bodies for consultation and
1281 alignment. Some proposals will be co-developed across constituencies, committees,
1282 departments, or divisions. That is not a problem—it is often a sign that the issue is real and
1283 institution-wide.

1284
1285 Valley College uses committees and College Council to refine ideas into actionable
1286 recommendations. In general:

- 1287 • Committees and workgroups research, draft, and assess feasibility within a defined
1288 scope.

- 1289 • College Council deliberates across constituencies, aligns recommendations, and
1290 forwards them to the President with documented rationale.

1291
1292 When an item involves academic and professional matters, it must follow the Academic
1293 Senate governance pathway through collegial consultation.

1294
1295 When the appropriate entry point or routing is unclear, College Council can help clarify the
1296 pathway without taking ownership away from the sponsoring group.

1297 When disagreements arise, constituent groups should advocate from their own areas of
1298 authority rather than challenging the legitimacy of another group's standing. Productive
1299 disagreement strengthens governance; jurisdictional overreach undermines it.

1300

1301 *Step 5: Recommendation is not the finish line*

1302 A recommendation is not complete until it has an approval path and an implementation
1303 owner. Governance work should end with a clear action plan and a commitment to report
1304 back. The sponsoring group remains responsible for continuity. Even when the proposal
1305 moves through other bodies, the entry point should track where it is, what changes were
1306 made, and what is needed next. The Governance Committee Recommendation Form
1307 (Section 17.2) supports this tracking by documenting the recommendation, its rationale,
1308 equity considerations, and the response received.

1309

1310 *Step 6: Approval, implementation, and closing the loop*

1311 College Council forwards final recommendations to the College President. For academic and
1312 professional matters, recommendations follow Academic Senate collegial consultation
1313 requirements. When Board action is required, items proceed through the district Board
1314 pathway after local approval and support.

1315

1316 The College President directs the development of an implementation plan, which should
1317 address:

- 1318 • Implementation steps (what will happen and in what order)
1319 • Resources and support (manager, staffing, budget, training, communications)
1320 • Timeline (when changes take effect)
1321 • Evidence of completion (revised document, published procedure, updated website,
1322 training delivered, new workflow in use)
1323 • Report-back (when and where the campus will learn the outcome)

1324

1325 ***Standard for equity-minded participation***

1326 Valley College's participatory governance is strongest when participation is consistent,
1327 representative, and connected to real outcomes. The goal is not simply to "have a seat at the
1328 table," but to build the social capital and transparency needed to make decisions that hold
1329 up over time, especially during moments of change, while keeping student equity at the
1330 center of what we do.

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SECTION 7: EQUITY-CENTERED GOVERNANCE

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7.1 WHY EQUITY-CENTERED GOVERNANCE MATTERS

1337 Equity is not a separate initiative, a standing agenda item, or the responsibility of one
1338 committee. It is the shared work of every council, committee, and workgroup at Valley
1339 College because governance decisions shape student access, experience, and outcomes.

1340

1341

7.2 WHAT 'EMBEDDED EQUITY' MEANS

1342 Embedded equity means committees do not treat inclusion, diversity, equity, antiracism, and
1343 accessibility (IDEAA) as a stand-alone agenda item.

1344

1345 Instead, equity is integrated into how we do business:

- 1346 • Equity is part of every decision, not an optional add-on.
- 1347 • Equity criteria are applied when making decisions and recommendations under
1348 participatory governance.
- 1349 • Evidence is expected, especially when decisions affect programs, services, policy, or
1350 resources.
- 1351 • Participation is meaningful, timely, and documented; input is gathered early enough
1352 to shape outcomes.
- 1353 • Accountability is visible through clear recommendations, follow-through, and
1354 evaluation.

1355

1356 Committees should treat resource-connected recommendations as opportunities to
1357 advance equity, not just operational logistics.

1358

1359

7.3 WHERE EQUITY SHOWS UP IN COMMITTEE WORK

1360 Equity is embedded in all committee functions, including but not limited to:

- 1361 1. *Policy and procedure development*: student-facing processes, conduct, appeals,
1362 placement, registration, program entry
- 1363 2. *Planning and priorities*: strategic planning, program review, enrollment strategies,
1364 technology planning
- 1365 3. *Resource allocation*: budget recommendations, staffing, scheduling, facilities,
1366 equipment, program investments, course and program outcomes
- 1367 4. *Curriculum and learning support*: course pathways, prerequisites, academic support,
1368 distance education practices
- 1369 5. *Student services and campus climate*: access, communication, safety practices,
1370 basic needs coordination
- 1371 6. *Evaluation and improvement*: reviewing outcomes and adjusting practices based on
1372 evidence

7.4 THE EQUITY LENS: REQUIRED QUESTIONS FOR EVERY RECOMMENDATION

1373
1374

1375 Before a committee forwards a recommendation, the record should reflect that the group
1376 asked and answered these questions:

1377 *Student Impact:* Who is most impacted by this decision, positively or negatively? Does it
1378 reduce barriers, or unintentionally create new ones?

1379 *Equity Evidence:* What qualitative and quantitative evidence informed the discussion? Did
1380 the committee review disaggregated data to identify gaps and target improvement? Does the
1381 evidence support the recommendation, or are we assuming equity impact?

1382 *Voice and Participation:* Were students provided an opportunity to participate in policies or
1383 procedures that have, or will have, a significant effect on them? Were staff provided
1384 meaningful participation consistent with Valley College governance procedures? How did
1385 that participation shape the final recommendation — not just attendance, but influence?

1386 *Planning and Resource Alignment:* How does this recommendation connect to institutional
1387 equity goals and priorities? What resources — people, time, funding, technology — are
1388 required to implement effectively? How will we know if it is working for disproportionately
1389 impacted students, and when will we review progress?

1390 These questions align with accreditation expectations that institutions identify achievement
1391 gaps and engage in planning and improvement to close them. These equity lens questions
1392 are built into the Governance Committee Recommendation Form (Section 17.2), which
1393 requires committees to document how equity was addressed before a recommendation is
1394 forwarded.

1395

7.5 EQUITY CHECK BEFORE FINAL ACTION

1396

1397 Before a committee votes or forwards a recommendation, the chair confirms that the equity
1398 lens in Section 7.4 was applied. This check should also reflect the college's commitment to
1399 Valley Initiative #3: Boldly Student-Centered and Valley Initiative #4: Opportunities for All,
1400 ensuring that recommendations actively advance equitable outcomes for students and the
1401 college community. This is not a second analysis; it is a procedural pause to verify that equity
1402 was part of the deliberation, not an afterthought.

1403

1404 When the committee cannot affirm that the equity lens questions were meaningfully
1405 addressed, the item should be held for further discussion before moving forward.

1406

1407
1408

7.6 STANDARD DOCUMENTATION: MAKING EQUITY VISIBLE AND TRACKABLE

1409 Equity-centered governance depends on documentation that connects committee
1410 deliberation to institutional action.

1411 *Recommendation Forms:* Formal recommendations should include an Equity Impact
1412 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

1413
1414
1415
1416
1417
1418

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

1419 *Annual Committee Reports*

1420 Annual reports should go beyond listing activities. They should document:

- 1421 • How equity was embedded across the year's work (not just that equity was discussed)
- 1422 • Key recommendations and outcomes
- 1423 • Participation and outreach efforts (who was engaged and how input was incorporated)
- 1424 • Evidence of effectiveness (what changed, what improved, what did not, and why)
- 1425 • Next steps tied to gaps, barriers, and measurable goals

1426
1427
1428

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

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7.7 EQUITY, PLANNING, AND CONSULTATION ARE LINKED

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

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

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

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SECTION 8: GOVERNANCE CULTURE AND

1443

SHARED EXPECTATIONS

1444

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8.1 STANDARDS FOR ACTIVE ENGAGEMENT AND COLLEGIALITY

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

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

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

Active engagement means:

Active engagement includes consulting with your constituency before meetings on items where their input should shape your position, showing up prepared and having reviewed materials in advance, participating at key points in the decision cycle (before decisions are effectively final), staying at the table when consensus-building becomes difficult, and communicating back to your constituency so the collective voice stays connected to the work.

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

Collegiality is a professional obligation:

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

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

Collegial participation:

Honors agreed-upon governance and planning processes; communicating directly and transparently within established channels; respecting the expertise and responsibilities of

1487 other groups; working to align around strategic priorities and then supporting implementation
1488 once decisions are made.

1489
1490 Consistent and predictable communication is part of this commitment. Governance
1491 representatives are encouraged to bring information back to their constituencies through
1492 summary notes or brief updates after meetings (See Section 17.5 for the Represented: Your
1493 Governance Update template), closing the loop between governance activity and the broader
1494 college community it serves.

1495
1496 ***Counter-productive behavior looks like:***

1497 Bypassing agreed processes to lobby individuals or “work around” governance; withholding
1498 information or using process to obstruct rather than advance good-faith deliberation; using
1499 governance to protect narrow, parochial interests rather than student-centered priorities;
1500 walking away when the work becomes messy or hard.

1501

1502 **8.2 OPERATIONAL INTEGRITY: COMMUNICATION, TRANSPARENCY, AND** 1503 **ACCOUNTABILITY**

1504 A large institution becomes fragmented when information does not flow and when
1505 responsibility is unclear. Valley College governance members share responsibility for
1506 operational integrity: how we communicate, how we document, and how we ensure follow-
1507 through. That shared responsibility extends to how we set priorities together and hold
1508 ourselves collectively accountable for the outcomes we commit to. Governance is not only
1509 about participating in decisions; it is about owning what comes next.

1510
1511 Most institutions practice *one-way transparency* at best: information flows downward from
1512 leadership to constituents, often after decisions are already made. *Two-way transparency*
1513 adds an upward channel, where constituents can surface concerns, questions, and input
1514 that inform decisions before they are finalized. Both are necessary, but neither is sufficient
1515 on their own. *When information only moves vertically, committees and departments operate*
1516 *in silos, duplicating effort, missing connections, and making decisions without awareness of*
1517 *what others are doing.*

1518
1519 **Three-way transparency adds the lateral/horizontal dimension: information also flows**
1520 **across committees, departments, and constituency groups in ways that allow the**
1521 **college to function as a coherent whole rather than a collection of separate operations.**
1522 This is what Valley College is working to build.

1523
1524 ***Three-way transparency at Valley College***

1525 Transparency means that information flows upward to decision-makers, downward to
1526 constituents, and laterally across committees and departments in ways people can track
1527 and trust.

1528

1529 A few consistent practices make this real:

- 1530 • Using a clear decision map so everyone knows who consults, who amends, who
- 1531 recommends, and who approves
- 1532 • Distributing agendas and meeting materials early enough for meaningful participation
- 1533 • Representing your constituency's perspective while respecting the jurisdiction and
- 1534 voice of other groups
- 1535 • Documenting the rationale behind recommendations so future participants
- 1536 understand the why, not just the outcome
- 1537 • Providing timely summaries of actions and recommendations so constituencies are
- 1538 not surprised later
- 1539

1540 ***Accountability has two lenses***

1541 Governance members should expect, and respect, two forms of accountability:

- 1542 • *Process-based accountability.* Participation is real, consultation is meaningful, and
- 1543 agreed procedures are followed.
- 1544 • *Outcome-based accountability.* Valley College can demonstrate results, student
- 1545 success, equity progress, operational effectiveness, and responsible stewardship of
- 1546 resources.
- 1547

1548 Valley College governance must honor both. ***Process without outcomes becomes***
1549 ***performative. Outcomes without process erodes trust and legitimacy.***

1551 ***Delineation of functions***

1552 Effective governance requires role clarity: different bodies hold different responsibilities, and
1553 understanding those distinctions is what allows the college to function without chronic
1554 duplication, jurisdictional conflict, or decision paralysis.

1555
1556 Administrative areas ensure continuity, compliance, and operational efficiency. Governance
1557 committees shape instructional direction, student support priorities, and the institutional
1558 conditions that make implementation possible. Collective bargaining units hold negotiated
1559 rights and responsibilities that are separate from participatory governance but must be
1560 respected alongside it. These are not competing functions. They are complementary ones
1561 that depend on coordination and mutual respect to work well together.

1562
1563 Every governance participant carries two responsibilities simultaneously: representing the
1564 perspective and interests of their own constituency and keeping sight of the institution's
1565 collective priorities. Knowing which hat you are wearing at any given moment, and when to
1566 defer to the jurisdiction of another body, is not a bureaucratic formality. It is how trust gets
1567 built and maintained across the college.

1568
1569 Timelines reinforce this coordination. When committees and administrative areas operate on
1570 shared and predictable schedules, the three-way flow of information becomes possible.

1571 Without them, bodies work in isolation, decisions arrive out of sequence, and the
1572 collaborative intent of governance collapses into a series of disconnected transactions.

1573 **8.3 MEANINGFUL AND INCLUSIVE DELIBERATION**

1574 Governance must ensure that smaller voices are not simply "present," but meaningfully
1575 included in deliberation. A majority consensus should not become a proxy for power. It
1576 should reflect informed consideration of the full community's expertise, including students,
1577 classified professionals, and other voices that are sometimes structurally outnumbered.
1578

1579 Meaningful inclusion does not happen by accident. It requires intentional practice; here are
1580 some examples to keep in mind:

- 1581 • ***There is no rank at the table.*** All participants are treated as peers during committee
1582 deliberation, both between constituencies and within them. Neither positional
1583 authority nor seniority determines whose ideas carry weight.
- 1584 • ***One voice at a time.*** Speakers are heard without interruption. Members allow
1585 moments of silence for thought and other viewpoints before responding.
- 1586 • ***Rotating who speaks first.*** The same voices should not always open discussion;
1587 chairs can intentionally invite input from those who have not yet spoken.
- 1588 • ***Asking before assuming.*** When a decision affects a specific group (students, part-
1589 time faculty, night-shift staff), that group's representatives are asked directly, not
1590 spoken for by others.
- 1591 • ***Slowing down for understanding.*** If a member asks a clarifying question, the
1592 committee treats it as legitimate, not as a delay or challenge to expertise.
- 1593 • ***Checking for silence.*** Before moving to consensus or vote, chairs ask: "Is anyone
1594 uncomfortable with this direction but hesitant to speak?" Silence is not assumed to
1595 mean agreement.
- 1596 • ***Crediting contributions.*** When ideas shape outcomes, the contribution is
1597 acknowledged, not absorbed without attribution.
1598

1599 When equity and inclusion are treated seriously, buy-in strengthens and implementation is
1600 faster because stakeholders are more likely to support decisions they helped shape through
1601 a fair process.

1602 ***Implementation and continuous assessment***

1604 Standards only matter if they are practiced and measured. Valley College governance should
1605 maintain a periodic evaluation cycle that looks at how governance is functioning and what
1606 needs improvement.
1607

1608 An assessment rhythm (with annual committee reflection embedded within it) helps Valley
1609 College ensure governance remains effective, inclusive, and responsive:

- 1610 • a broad survey or feedback process to assess perceived effectiveness and
1611 transparency;
- 1612 • committee self-reflection on charge, membership, strengths, gaps, and effectiveness;

- 1613 • review through the appropriate college governance body to identify improvements and
1614 update structures as needed
1615

1616 **Key takeaways for all governance members**

1617 To participate effectively at Valley College, every member should commit to three core
1618 standards:

- 1619 1. Honor expertise and roles. Respect the distinct responsibilities of each constituent
1620 group and functional area.
1621 2. Protect process integrity. Use established governance pathways; avoid shortcuts that
1622 undermine trust.
1623 3. Share the work. Governance is a year-round responsibility requiring preparation,
1624 participation, communication back to constituents, and support for implementation.
1625

1626 **8.4 PARTICIPATORY GOVERNANCE ACADEMY**

1627 Establishing shared expectations for governance participation, as outlined in Sections 8.1
1628 through 8.3, is only meaningful if every member has a genuine opportunity to understand and
1629 practice them. Faculty, classified professionals, students, and managers all bring different
1630 levels of governance experience to their committee roles. Some arrive with years of
1631 institutional knowledge; others are participating for the first time.

1632
1633 The Valley College Participatory Governance Academy exists to meet every member where
1634 they are. The Academy is a structured, ongoing professional development program for all
1635 constituency groups. It provides onboarding for new members, deepens practice for
1636 returning members, and builds the institutional knowledge and shared culture that effective
1637 governance requires. It is not a one-time orientation. It is a sustained investment in the
1638 people who make governance work. It is also how Valley College protects institutional
1639 memory. When governance knowledge lives only in a few long-serving members, the college
1640 becomes vulnerable to leadership transitions, turnover, and the quiet loss of hard-won
1641 institutional understanding. The Academy is part of a deliberate effort to distribute that
1642 knowledge broadly, so that governance leadership is not concentrated but shared, and so
1643 that every participant, regardless of how long they have served, sees themselves as a
1644 steward of how this college makes decisions together.
1645

1646 The Academy is conducted each fall semester and coordinated by a designated governance
1647 coordinator in collaboration with constituency leadership. Training covers the principles and
1648 legal foundations of participatory governance at California community colleges Valley
1649 College’s specific governance structures and decision-making pathways, the roles and
1650 responsibilities of each constituency group, equity expectations and standards, and the tools
1651 and forms that support accountable governance practice.
1652

1653 Participation is expected of all new governance members and strongly encouraged for
1654 returning members, particularly those taking on chair or co-chair roles for the first time or

1655 needing a refresher to stay within the best practices of governance. Constituency leaders are
1656 responsible for ensuring their appointed members are aware of and attend Academy training.
1657
1658 The Academy is evaluated as part of the college's broader governance effectiveness cycle
1659 described in Section 17. (See Section 17.4 for the governance evaluation timeline.)
1660

1661 ***The Bottom Line***

1662 Valley College's participatory governance succeeds when it moves beyond "having a voice"
1663 to sharing responsibility: showing up prepared, engaging in good faith, protecting
1664 transparency, centering equity, and ensuring that decisions lead to implementation. These
1665 expectations create the trust and momentum Valley College needs to improve outcomes and
1666 sustain a healthy, collaborative campus culture.

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SECTION 9: COMMITTEE OPERATIONS AND

1668

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 managers) 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.

- 1698 • Committee members share outcomes with their constituencies and bring constituent
1699 perspectives back to committee deliberations.
1700

1701 **9.2 OPERATIONAL GUIDELINES OF COMMITTEES**

1702 Valley College governance committees exist to advance the college mission through shared
1703 responsibility, the practice of bringing the right voices to the table, using evidence, following
1704 clear procedures, and carrying decisions through to implementation. Operational guidelines
1705 matter because they prevent fragmentation, reduce confusion about roles, and build trust in
1706 the process.

1707

1708 ***Membership, representation, and leadership***

1709 Committees function best when membership is representative and roles are clear.
1710 Participation is not symbolic; representation protects the integrity of governance and
1711 prevents blind spots.

1712

1713 *Appointments and Legitimacy*

1714 Members should be appointed through the appropriate Valley College governance
1715 constituencies (faculty, classified professionals, students) and administrative leadership
1716 processes. This maintains accountability back to the constituency or functional area being
1717 represented.

1718

1719 *Terms and Continuity*

1720 Where Valley College uses multi-year terms, the purpose is continuity and institutional
1721 memory. Where membership turns over more quickly (as in some student roles or time-
1722 bound task forces), documentation and onboarding become even more critical.

1723

1724 *Vacancies*

1725 Vacancies should be filled promptly by the appointing body to prevent representation gaps
1726 and disruption of committee work.

1727

1728 *Chair(s) responsibilities*

1729 While structures vary, every committee needs a designated lead responsible for operational
1730 health. At minimum, the chair/co-chairs ensure:

- 1731 • Agendas and supporting materials are prepared and distributed on time.
1732 • Minutes and key documents are completed and archived promptly (within 48 hours
1733 after adjournment is the SBVC standard).
1734 • Recommendations are routed forward through the correct pathway, so work does not
1735 stall.

1736

1737 Meeting minutes are the official governance record and must reflect not just what was
1738 decided but how the committee arrived there. When summary notes are used, the same
1739 standard applies: decisions, rationale, and action items must be traceable. The format may
1740 be lighter; the accountability is not.

1741

1742 *Member Responsibilities*

1743 Representation is not passive: members are the conduit between the committee and the
1744 broader college community. After each meeting, members should share a timely update with
1745 their constituency, through a summary note, and direct communication with their appointing
1746 body. The Represented: Your Governance Update template (Section 17.5) provides a ready-
1747 made format for these constituency communications.

1748

1749 For a full description of roles and responsibilities for committee participants, see Section 10.

1750

1751 **Meeting consistency, flow, and procedures**

1752 Because committees and groups differ in scope, Valley College does not need a one-size-
1753 fits-all meeting format. Valley College does need one shared expectation: meetings should
1754 be consistent enough to support preparation, participation, and follow-through.

1755

1756 *Meeting consistency*

1757 Standing committees should meet on a predictable rhythm aligned to their charge (for
1758 example, monthly or twice monthly). Task forces and ad hoc committees may meet more
1759 frequently during their active window but should still publish a clear schedule and target end
1760 date.

1761

1762 Consistency matters because it:

- 1763 • helps members plan and prepare,
- 1764 • supports consultation back to constituencies,
- 1765 • keeps action items moving between meetings,
- 1766 • reduces the chance that decisions drift without accountability, and
- 1767 • distributes governance work equitably, ensuring that all committees function with the
1768 same standard of consistency so that no constituency group is left serving on a
1769 committee that neither meets reliably nor contributes meaningfully to institutional
1770 work.

1771

1772 *Recommended meeting flow (adaptable)*

1773 A reliable structure keeps meetings focused and documentation-ready:

- 1774 1. **Opening and framing:** confirm attendance or quorum as relevant, and restate the
1775 purpose and expectations for professional, equity-minded discussion.
- 1776 2. **Approve agenda and prior minutes:** confirm what is being discussed and what
1777 record is being adopted.
- 1778 3. **Information items:** brief updates that inform deliberation (kept concise).

- 1779 4. **Deliberation and action:** prioritized business items requiring discussion, refinement,
1780 and/or a vote or recommendation.
- 1781 5. **Routing and next steps:** what is moving forward, where it goes, who owns the next
1782 step, what evidence/follow-up is needed, and when it returns.
- 1783 6. **Assignments and preparation for next meeting:** summarize decisions made,
1784 confirm the next meeting date and time, and distribute responsibility for what comes
1785 next.
- 1786 a. Each task is assigned to a specific member, with a clear deliverable and due
1787 date, whether that is research, a draft document, outreach to a constituency,
1788 or follow-up with another body.
- 1789 b. Members are expected to take ownership of their assigned tasks without
1790 waiting to be reminded. Governance work does not pause between meetings; it
1791 continues through the people in the room.
1792

1793 *Procedural clarity*

1794 Each committee should be explicit about how it makes decisions, consensus, vote, or
1795 advisory recommendation, and apply that method consistently. If a committee is advisory or
1796 exploratory, minutes should reflect that it is developing input and recommendations (not
1797 final approvals).
1798

1799 **9.3 DOCUMENTATION AND COMMUNICATION STANDARDS**

1800 ***Why documentation matters***

1801 In a complex college environment, governance documentation is more than recordkeeping. It
1802 is the connective tissue that keeps Valley College aligned. Clear agendas, accurate minutes,
1803 and accessible supporting materials create transparency between leadership, governance
1804 constituents, and the campus community. When documentation is consistent and
1805 dependable, it builds trust, strengthens shared understanding, and prevents governance
1806 from splintering into silos or parochial interests.
1807

1808 Documentation also keeps committee work anchored in mission and equity. Records should
1809 consistently connect deliberations and decisions to the college's commitment to uplifting
1810 diverse individuals and communities through culturally affirming leadership, learning, and
1811 work environments. When this link is absent, equity becomes optional. When the link is
1812 explicit, equity becomes intentional and meaningful for college operations.
1813

1814 ***Committee agendas***

1815 The agenda is the governance roadmap. It is a prerequisite for valid consultation and
1816 decision-making because it signals what is being discussed, what action is possible, and
1817 how constituent input is expected to shape outcomes (*See Section 17.4 for the Committee
1818 Agenda Template*).
1819

1820 The agenda is also a task management tool. When agendas are built with the prior meeting's
1821 assignments in mind, members arrive prepared, follow-through is visible, and the
1822 committee's work builds on itself from meeting to meeting rather than starting over each
1823 time. This is how committees stay on track, complete their annual goals on schedule, and
1824 demonstrate to the college that governance produces results.

1825 1826 **Agenda development and input**

1827 Agenda construction should be collaborative. Committees should build in a window for
1828 participatory governance groups to suggest items and review proposed items before they are
1829 finalized, especially when items may move forward for higher-level action or Board
1830 consideration.

1831 1832 **Decision pathway clarity**

1833 Each agenda should reflect the college's decision-making structure by making clear:
1834 who provides consultation or input, who formalizes recommendations, and who holds final
1835 approval authority. Committees should use the Valley College's one-page decision map
1836 approach to categorize items so participants understand the governance route and
1837 expectations for consultation.

1838 1839 **Posting timelines**

1840 To protect transparency and meaningful participation, posting timelines must be followed
1841 consistently:

- 1842 • Regular meetings: agendas and supporting materials posted at least 72 hours in
1843 advance.
- 1844 • Special meetings: posted at least 24 hours in advance.

1845
1846 Posting on time is not a procedural courtesy. It is what makes preparation possible, and
1847 preparation is what makes participation meaningful. When materials arrive late, members
1848 cannot review assignments, consult their constituencies, or engage substantively with
1849 agenda items. The posting timeline and the assignment culture established in *Meeting*
1850 *Consistency, Flow, and Procedures of section 9.2* depend on each other: one sets the
1851 expectation, the other makes it achievable.

1852 1853 **Format expectations**

1854 Every agenda item should include:

- 1855 • Strategic alignment to Valley College goals and planning priorities
- 1856 • Clear label as Action (requires a vote) or Information (update or discussion)
- 1857 • Brief description so consultation is informed rather than pro forma

1858
1859 A strong agenda improves meeting quality and makes minutes/summary notes clearer and
1860 more useful. The Committee Agenda Template in Section 17 provides a ready-made
1861 structure that reflects these expectations and is the standard format for all Valley College
1862 governance committees.

1863

1864 **Meeting Minutes and Meeting Notes**

1865 Meeting Minutes and Meeting Notes are the institution's memory. They document what
1866 happened, what was decided, and why, without becoming a transcript. Minutes are the
1867 official record; meeting notes are a permitted lighter format. Both carry the same
1868 documentation standard.

1869

1870 Both should capture:

- 1871 • The substance of discussion and nature of deliberation
- 1872 • That constituent perspectives were heard and considered
- 1873 • Outcomes: motions, votes, recommendations, and next steps
- 1874 • The rationale behind key decisions, especially for high-impact items
- 1875 • The materials, data, and/or evidence that informed deliberation, including reports
1876 reviewed, data presented, or expert input received, so that the reasoning behind
1877 recommendations is traceable and not dependent on the memory of those who were
1878 in the room.
- 1879 • Tasks assigned, the member responsible, and the expected deliverable or due date

1880

1881 **Reporting and accountability**

1882 Minutes and meeting summaries should be shared in a way that supports three-way
1883 transparency. Documentation should move reliably from committees into broader
1884 governance channels so the institution stays aligned and decisions do not disappear into
1885 disconnected pockets of work. The Governance Committee Reporting Form (Section 17.3)
1886 provides a standardized structure for mid-year and end-of-year committee reporting that
1887 supports this expectation.

1888

1889 **Supporting documents as evidence**

1890 Committee recommendations should be supported by a clear record of evidence, such as
1891 environmental scans, research findings, and enrollment projections. When student
1892 outcomes are involved, supporting materials should include disaggregated data (for
1893 example, by race and ethnicity) so equity impacts can be evaluated and discussed with
1894 clarity.

1895

1896 Minutes should not only record what was decided. They should also document the rationale
1897 behind key decisions, especially for items with significant impact, and identify the materials,
1898 data, or expert input that informed deliberation. This matters because governance decisions
1899 should be traceable not just to a vote but to the evidence and reasoning that produced it.
1900 When that record exists, the college can defend its process, learn from its outcomes, and
1901 protect against future conflict by demonstrating that governance was followed in good faith
1902 and not on assumption.

1903

1904 **Committee websites and public access**

1905 A centralized digital hub is essential for transparency, consistency, and institutional
1906 alignment. The committee website is not optional, it is the primary vehicle for continuous
1907 reporting and public access to governance work.

1908

1909 **Required components of each committee webpage**

1910 Each committee webpage is a transparency infrastructure, not a filing cabinet. It should be
1911 current, navigable, and useful to anyone at the college who wants to understand what a
1912 committee does, who serves on it, and what it has produced.

1913

1914 At minimum, each page should include:

- 1915 • The committee charge: what the committee is responsible for and what governance
1916 function it serves
- 1917 • A current membership list including constituency affiliation and appointment year
- 1918 • A searchable and chronological archive of agendas, minutes, and meeting notes, with
1919 materials posted within the timelines established in this handbook
- 1920 • Supporting documents and evidence used in deliberation, including reports, data, and
1921 research that informed key deliverables and recommendations
- 1922 • A record of recommendations made and their current status, so constituencies can
1923 track whether governance work is moving forward and producing results

1924

1925 A committee webpage that is incomplete, outdated, or difficult to navigate undermines the
1926 three-way flow of information the college depends on. Maintaining it is not optional; it is part
1927 of the governance record.

1928

1929 Classified administrative support staff are essential to maintaining committee webpages and
1930 the governance record. Timely posting, accurate archiving, and document organization are
1931 governance functions, not incidental tasks. Each committee should have designated
1932 classified support responsible for webpage maintenance, with that responsibility reflected in
1933 workload planning. Where support is unavailable or insufficient, constituency leaders and
1934 the governance coordinator should be notified promptly so the gap is addressed rather than
1935 absorbed indefinitely by chairs or members.

1936

1937 **Standardization and coordination**

1938 Digital governance materials should align with collegewide communication standards and
1939 coordinate with Marketing/Communications/Public Affairs to avoid inconsistent branding
1940 and to reinforce a a unified SBVC identity.

1941

1942 **Accessibility for non-specialists**

1943 Technical work should not require a specialist to understand. When committees address
1944 fiscal, planning, or data-heavy topics, committee webpages should include brief executive

1945 summaries that translate complex content into plain language for the broader campus
1946 community. Transparency means governance is understandable, not just available.

1947

1948 ***Continuous improvement: documentation through an equity lens***

1949 Documentation practices should be evaluated periodically to ensure they remain effective,
1950 transparent, and equity-centered. A regular evaluation cycle (such as a three-year review)
1951 can assess whether governance documentation supports meaningful participation, accurate
1952 institutional memory, and decision-making that advances student equity.

1953

1954 A key standard for continuous improvement is that governance records consistently show:
1955 Documentation should make clear how committee work aligns with strategic goals, what
1956 evidence informed decisions, and how equity considerations were integrated into
1957 deliberation and outcomes.

1958

1959 **9.4 RECOMMENDATION ROUTING AND PLACING THE WORK**

1960 A transparent routing process prevents strong work from being lost in layers. Just as
1961 important, Valley College should avoid proposals that “float” without a responsible home.
1962 Committees should document where recommendations go next, typically to College
1963 Council, forwarded to the College President and other final authorities as appropriate. Items
1964 should not end at discussion; meetings should end with a clear forward path.

1965

1966 ***Place the work where it can be carried through***

1967 Whether a committee is proposing a policy change or a new initiative, implementation must
1968 belong to an existing entity:

1969

1970 Implementation should be placed with an appropriate home, such as a constituency body
1971 (when the work is representational or policy-oriented), a committee or council (when the
1972 work requires coordinated governance review and recommendation), or a department or
1973 division or operational committee (when the work is implementation-oriented).

1974 The key standard is ownership: every recommendation should identify who will carry it
1975 forward, who will implement, and how progress will be tracked.

1976

1977 ***Building and Documenting Support for a Recommendation***

1978 A recommendation carries more institutional weight when it reflects broad constituent input,
1979 not just the view of the committee that originated it. Before a recommendation is formally
1980 routed, committees are encouraged to seek cross-constituency support where the matter
1981 affects more than one group.

1982

1983 This may look like a co-recommendation from two or more constituency bodies, a joint
1984 statement of support from Academic Senate and Classified Senate, or documented input
1985 from student government on matters affecting student experience. It does not require
1986 unanimous agreement, but it does require genuine consultation.

1987
1988 When cross-constituency support exists, it should be named explicitly in the Governance
1989 Committee Recommendation Form and attached as part of the governance record. A
1990 recommendation that arrives at College Council with documented support from multiple
1991 constituencies signals that the process was thorough and that implementation is more likely
1992 to succeed.

1993
1994 Where a committee is uncertain whether cross-constituency input is needed or how to
1995 obtain it, the committee chair should consult with the relevant constituency presidents or
1996 bring the question to College Council for guidance before routing.

1997
1998 Cross-constituency support strengthens a recommendation but is not always required or
1999 achievable. When a committee has made a good-faith effort to consult broadly and
2000 agreement is not reached, the recommendation may still move forward. In that case, the
2001 governance record should reflect the consultation that occurred, the perspectives that were
2002 raised, and why the committee determined the recommendation was ready to route.
2003 Disagreement documented transparently is not a failure of governance. Disagreement
2004 ignored or hidden undermines the process and the trust of everyone who participated in good
2005 faith.

2006
2007 ***Routing recommendations to the right group***
2008 The destination of a recommendation depends on which body the committee reports to; not
2009 committee preference or convenience.

2010
2011 Committees reporting to the Academic Senate, Classified Senate, or Associated Student
2012 Government forward recommendations to their respective Senate for action. Academic and
2013 Professional Matters (10+1) are an exception: these route directly to the College President
2014 per Title 5 collegial consultation requirements and are presented to College Council as
2015 informational items only.

2016
2017 Committees reporting to College Council forward recommendations to College Council.
2018 College Council deliberates and, where appropriate, forwards a recommendation to the
2019 College President for final decision.

2020
2021 ***When the College President Does Not Accept a Recommendation***

2022 For Academic and Professional Matters (10+1), if the College President does not accept an
2023 Academic Senate recommendation, they communicate the reasons in writing to the Senate
2024 in a timely manner. For recommendations forwarded through College Council on other
2025 matters, the same practice is expected as a standard of good governance at Valley College.
2026 In either case, the exchange and its outcome should be documented in the governance
2027 record so the college community can see that the process was followed, even when the
2028 outcome differed from the recommendation.

2029

2030 **When routing is unclear**, for example when a matter arises in a participatory governance
2031 committee that may also implicate 10+1, the committee chair should consult with the
2032 relevant Senate president(s) before forwarding. If the nature of the matter remains disputed,
2033 it should be referred to College Council for guidance.

2034
2035 *Use the Governance Committee Recommendation Form (Section 17.2) to document and*
2036 *route all formal recommendations.*
2037

2038 **9.5 FROM DELIBERATION TO DECISION: COMMITTEE DECISION-MAKING**

2039 At Valley College, standardized decision-making processes are not “extra bureaucracy.”
2040 They are the infrastructure that keeps participatory governance stable, fair, and effective.
2041 When decisions follow clear pathways, Valley College protects the right of governance
2042 constituencies to participate meaningfully and ensures that recommendations are not
2043 shaped by whoever happens to be in the room or whoever speaks the loudest.

2044
2045 Consistent decision-making also reduces institutional risk. It prevents fragmentation, limits
2046 confusion about scope and authority, and ensures that decisions are anchored in the
2047 college’s mission and student equity commitments, not in ad hoc reactions or narrow
2048 interests.

2049
2050 A key expectation at Valley College is that governance does not stop at discussion. Decision-
2051 making must be paired with follow-through: recommendations should land in a clear
2052 implementation home (an existing committee, department/division, or operational body),
2053 with a pathway for updates and accountability.

2054 2055 ***From deliberation to action***

2056 Decision-making should always match the committee’s charge. Some decisions require
2057 formal motions and recorded votes. Others benefit from consensus-building, option-
2058 narrowing, or consent-based approaches, especially when implementation depends on
2059 broad buy-in. Regardless of the specific format, the purpose is the same: **help committees**
2060 **move from discussion to a clear outcome.**

2061
2062 *A typical Valley College committee decision flow looks like this:*

- 2063 1. Agenda item is introduced with relevant background and supporting documents.
- 2064 2. Deliberation occurs: members ask questions, surface impacts, and consider
2065 constituent perspectives.
- 2066 3. A motion is made when the group is ready to decide or recommend.
- 2067 4. The motion is seconded to show it has support for consideration; without a second,
2068 the motion does not proceed.
- 2069 5. The chair invites the vote and the group votes or confirms consensus.
- 2070 6. The decision is documented in the minutes/summary notes, including the outcome,
2071 key rationale, tasks assigned, and next steps.

2072 **Decision Methods VALLEY COLLEGE Committees May Use**

2073 Valley College committees may use more than one decision method. The chair(s) should
2074 name the method before a decision is finalized so members understand what the
2075 “agreement” means for the meetings.
2076

2077 *Robert’s Rules of Order (formal or modified) or similar parliamentary process (formal action)*

2078 Use when a committee must take formal action, adopt language, or document a clear vote.
2079 Valley College committees may use strict parliamentary procedure or a modified approach
2080 that encourages open discussion before formalizing motions, uses general consent for
2081 routine matters, and reserves formal process for contested decisions.
2082

2083 *Robert's Rules of Order Newly Revised* serves as the procedural reference for questions not
2084 addressed by committee bylaws.
2085

2086 *Consensus (full agreement)*

2087 Use when the committee needs strong unity for successful implementation. Consensus
2088 means the group works toward a decision everyone can support. Consensus often requires
2089 revision, clarification, and more than one meeting for complex items.
2090

2091 *Modified consensus (broad agreement with defined threshold)*

2092 Use when full consensus is ideal but time or scope requires a clear stopping point. The
2093 committee defines a threshold in advance, for example, “consensus with a small number of
2094 stand-asides” or “agreement of most members with documented concerns.” The minutes
2095 and notes should reflect the threshold used and summarize key concerns raised.
2096

2097 *Consent-based decision-making (no unresolved objections)*

2098 Use when the committee wants speed and practicality without requiring everyone to actively
2099 prefer the final option. Consent means the decision moves forward if no member identifies a
2100 substantial, unresolved objection that would create harm or block implementation.

2101 Objections should be treated as improvement signals, and the chair should help the group
2102 revise the proposal to resolve them when possible.
2103

2104 *Majority vote (simple majority or defined voting threshold)*

2105 Use for decisions where voting is appropriate and the committee’s charge supports a vote.
2106 Some committees may define a threshold higher than simple majority for specific decisions.
2107 The minutes should record the vote count or outcome (approved, not approved, tabled).
2108

2109 When an item is tabled, it is not closed. The committee chairs are responsible for ensuring
2110 the item is placed on a future agenda within a reasonable timeframe, and the reason for
2111 tabling and the expected return date should be documented in the minutes. Items that are

2112 tabled without a return date risk becoming lost work, which undermines both the
2113 committee's credibility and the governance record.
2114

2115 *Asynchronous decisions (between meetings)*

2116 Use only when allowed by the committee's operating expectations and when transparency
2117 can be maintained. Asynchronous decision-making may be appropriate for minor edits,
2118 confirming a date, or approving a finalized draft that was reviewed in a meeting. It is not a
2119 substitute for deliberation on substantive matters.
2120

2121 Examples include an email vote to approve meeting minutes, a poll to confirm a rescheduled
2122 meeting date, or a shared document review to finalize language on a non-controversial item
2123 that was substantially resolved in the prior meeting.
2124

2125 Each committee should also establish and document in advance how it will handle urgent
2126 decisions that arise between meetings and cannot wait for the next scheduled agenda. This
2127 may include a defined threshold for what qualifies as urgent, a minimum participation
2128 requirement, and a clear process for notifying all members and documenting the outcome.
2129 Ad hoc urgency should not become a pattern that bypasses regular deliberation.
2130

2131 The committee chairs should document:

- 2132 • What was decided and why it could not wait for a regular meeting
- 2133 • How members were notified and given opportunity to participate
- 2134 • The timeline for input
- 2135 • How the decision will be recorded in the next set of minutes

2136

2137

SECTION 10: SERVING ON COMMITTEES

2138

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10.1 CHAIR LEADERSHIP: A COLLABORATIVE FRAMEWORK

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

Leadership Structure

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

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

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

The Tri-Chair Model and Representational Balance

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

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

A shared chair structure supports:

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

- 2180 • Three-way information flow, ensuring that what happens in committee reaches
2181 upward to decision-makers, downward to constituents, and laterally across the
2182 college rather than staying within a single constituency's channel
2183

2184 In practice, Valley College's shared leadership models should be designed to reflect the
2185 committee's charge and membership. The goal is not the form; it is the outcome: credible,
2186 inclusive leadership that improves decision quality and implementation success.
2187

2188 ***Core Responsibilities of Chairs, Co-Chairs, or Tri-Chairs***

2189 Regardless of structure, committee chairs are responsible for the operational health of the
2190 committee. The minimum expectations below are Valley College-wide standards.
2191

2192 *A. Prepare and Guide the Agenda*

- 2193 • Build agendas that align to the committee's charge and current priorities.
2194 • Maintain a clear view of the committee's short-term and long-term planning horizon,
2195 tracking upcoming deadlines, deliverables, and decision points across the committee
2196 and relevant governance bodies, so that agendas are built with purpose,
2197 dependencies are anticipated, and the committee's work remains aligned and on
2198 schedule.
2199 • Clearly label items as Information or Action.
2200 • Ensure supporting documents are distributed early enough for meaningful review and
2201 consultation.
2202 • Distribute relevant college information and decisions to committee members in a
2203 timely manner, so that deliberation is informed by the most current institutional
2204 context.
2205

2206 *B. Facilitate Collegial, Purposeful Meetings*

2207 Chairs set the tone and manage flow so meetings produce outcomes rather than drift. This
2208 includes:

- 2209 • Keeping discussion anchored to the agenda and scope.
2210 • Ensuring participation is balanced (voices are heard and not crowded out).
2211 • Summarizing decisions and next steps clearly before moving on.
2212 • Coordinate with resource members or liaisons at least one week in advance when
2213 their attendance or input would strengthen deliberation, so that expertise is present
2214 when it is needed rather than requested after the fact.
2215

2216 *C. Protect Transparency and Documentation*

2217 Chairs ensure governance is trackable and trustworthy. This includes:

- 2218 • Posting or distributing agendas on time (72 hours for regular meetings; 24 hours for
2219 special meetings, where applicable).
2220 • Ensuring minutes and key artifacts are completed and archived promptly (within 48
2221 hours after adjournment).

- 2222 • Documenting recommendations with enough context to reflect the why, not just the
2223 outcome.
2224

2225 *D. Route Recommendations and Avoid Floating Initiatives*

2226 Chair leadership includes moving work forward. Chairs should ensure that:

- 2227 • Recommendations are routed to the correct parent body or leadership channel.
2228 • Follow-through is tracked and returns to the committee for updates when appropriate.
2229 • The broader college community is informed in a timely manner, with sufficient
2230 context, evidence, and rationale so that constituencies understand not just what was
2231 recommended but why.
2232 • When a recommendation affects one or more constituency groups, the chair ensures
2233 those groups have a genuine opportunity to engage before the recommendation is
2234 finalized and routed.
2235 • Ensure every proposal or initiative that leaves the committee has a next step, and a
2236 timeline. Work without a home does not move forward; it disappears.

2237
2238 Chairs should use the Governance Committee Recommendation Form (Section 17.2) for all
2239 formal recommendations to ensure consistent documentation, equity review, and routing.
2240

2241 *E. Apply an Equity Lens as Standard Practice*

2242 Chairs are responsible for facilitating equity-minded deliberation—not as an occasional
2243 agenda item, but as a consistent method. This includes prompting the committee to ask:

- 2244 • Who benefits and who may be burdened?
2245 • Does this create barriers for disproportionately impacted groups?
2246 • Where relevant, are we using disaggregated data?
2247 • Will decision improve student success and equity gaps?
2248 • Are we boldly student-centered?
2249

2250 ***Leading with Integrity: Trust and Continuous Improvement***

2251 Committee leadership at Valley College exists within real dynamics of authority, expertise,
2252 and responsibility. Chairs help the committee move from “shared governance as a struggle
2253 for control” to shared responsibility as a culture of collaboration and implementation.
2254

2255 *Navigating Power Dynamics and Building Social Capital*

2256 Effective chairs build social capital by honoring expertise and roles, sharing information
2257 early, and keeping the committee focused on shared responsibility. In practice, this means
2258 recognizing faculty leadership in academic and professional matters and respecting the
2259 operational expertise of classified professionals and managers.

2260 Chairs protect the integrity of governance by insisting that process is fair and visible. Even
2261 when decisions are hard, people are more likely to accept outcomes when they trust the
2262 pathway.
2263

2264 **Addressing Disengagement:** Active participation is an expectation of governance
2265 membership, not an option. When a member is consistently absent, unprepared, or
2266 disengaged, it weakens representational integrity and creates an unequal burden on those
2267 who do show up.

2268
2269 Chairs are responsible for addressing disengagement early: first through a direct
2270 conversation with the member, and if the pattern continues, by notifying the appointing body
2271 so the seat can be filled or supported. Disengagement is not always a matter of will;
2272 members may be overextended or unclear about expectations. The Participatory Governance
2273 Academy and constituency onboarding exist in part to prevent it. When it occurs, the
2274 response should be constructive first and corrective when necessary.

2275
2276 **When Deliberation Becomes Paralysis:** Governance paralysis is often a symptom of
2277 unclear charge, unresolved jurisdictional questions, or insufficient information. When that is
2278 the case, the chair should name the barrier explicitly and identify what is needed to resolve it,
2279 rather than continuing to revisit the same item without progress. Deliberation is essential;
2280 indefinite delay is not.

2281
2282 When a committee cannot reach resolution after good-faith discussion, the chair has several
2283 options:

- 2284 • Route the matter to a higher body or relevant constituency leadership for guidance or
2285 a decision
- 2286 • Request additional information, data, or expert input that may resolve the impasse
- 2287 • Separate the areas of agreement from the areas of dispute and move forward on what
2288 is settled
- 2289 • Document the impasse transparently in the governance record, including what was
2290 discussed, where agreement broke down, and what is needed to move forward

2291
2292 Returning to the same item meeting after meeting without a clear path to resolution is not
2293 deliberation. It is drift, and it is the chair's responsibility to name it and act.

2294 2295 *Evaluating Leadership Effectiveness and Continuous Improvement*

2296 Effective committee leadership is not a static achievement. It improves through reflection
2297 and assessment. Valley College benefits when chairs lead annual “health checks” as part of
2298 broader governance evaluation cycles.

2299 2300 *Recommended Chair-Led Annual Audit*

2301 A practical annual audit checks four things:

- 2302 • Charge alignment — Is the committee’s work still aligned to its charge and
2303 institutional priorities?
- 2304 • Membership and voice — Does the committee reflect its intended constituency and
2305 include diverse perspectives?

- 2306 • Primary contributions — What has the committee produced, recommended, or
- 2307 advanced this year?
- 2308 • Improvement plan — What will the committee do differently next year?

2309
2310 The Governance Committee Check-In and Improvement Form (Section 17.1) provides the
2311 structure for this annual review and should be completed as part of the audit process.

2312
2313 The point of evaluation is simple: better governance the next year than the last, more
2314 transparent, more equity-centered, more student-centered, and more capable of moving
2315 from recommendation to implementation.
2316

2317 **10.2 ROLES AND RESPONSIBILITIES OF COMMITTEE MEMBERS**

2318 At Valley College, role clarity is not a technical detail, it is what prevents confusion, delays,
2319 and “fragmented governance.” **Participatory governance is meant to complement**
2320 **administrative procedures, not compete with them.** When members understand their role
2321 and scope, committees can focus on sound deliberation, clear recommendations, and
2322 follow-through that improves student outcomes and advances equity.

2323
2324 Valley College also benefits when we keep the “delineation of functions” in view: some
2325 responsibilities belong to college operations and implementation, while others belong to
2326 governance review, consultation, and recommendation. Confusing these roles slows down
2327 decision-making and creates unnecessary conflict about jurisdiction.

2328

2329 ***Core responsibilities of all committee members***

2330 Committee members serve as constituency representatives and as contributors to Valley
2331 College's shared responsibility for student success and equity.

2332

2333 *Two-way communication*

2334 Effective governance depends on information flowing in more than one direction. One-way
2335 communication, where information moves only downward from leadership to constituents,
2336 is insufficient. Two-way communication adds the return channel: members bring constituent
2337 perspectives into deliberation and carry what happened back out to the people they
2338 represent. At Valley College, the expectation goes further. Three-way communication adds
2339 the lateral dimension, ensuring that information also flows across committees, departments,
2340 and constituency groups so the college functions as a coherent whole rather than a
2341 collection of separate operations.

2342

2343 Members are responsible for maintaining their part of that flow:

- 2344 • Bringing constituent perspectives into the committee's deliberation
- 2345 • Reporting back to their constituency with clarity about what occurred, what is coming
- 2346 next, and what input is needed (See Section 17.5 for the Represented: Your
- 2347 Governance Update template)

2348
2349 A representative's silence outside the committee room weakens participatory governance.
2350 The collective voice only exists when communication loops remain intact.
2351

2352 ***Representing Your Constituent Body: Mandate and Consultation*** (how to honor the loop
2353 before and during meetings)

2354
2355 Representatives serve as the voice of a constituency, not as individual contributors acting on
2356 personal judgment alone. **That distinction has a practical consequence: the work of**
2357 **representation happens before the meeting, not only during it. When agendas are**
2358 **distributed, effective representatives identify items their constituency has a stake in**
2359 **and surface those items in time for meaningful input.** Arriving with a considered position,
2360 one informed by actual consultation, is what allows a representative to vote with legitimacy.
2361

2362 This does not mean representatives arrive without independent judgment. New information,
2363 compelling arguments, and committee discussion can and should shape thinking in the
2364 room. The consultation standard applies specifically to consequential votes on matters
2365 where the constituency has a direct stake and a reasonable expectation of having been
2366 heard.
2367

2368 When an item is new, substantially different from what was anticipated, or arrives without
2369 adequate notice, a representative is expected to name it: "I need to bring this back before we
2370 take action." Used honestly, this is one of the most important things a representative can say.
2371 Used to obstruct or to relitigate matters the constituency has already had opportunity to
2372 inform, it undermines the trust that makes participatory governance work.
2373

2374 Two obligations are interdependent: doing the pre-meeting work makes deferred votes rare;
2375 the right to defer makes the pre-meeting work matter.
2376

2377 *Preparation and evidence-based participation*

2378 Members are expected to arrive prepared, having reviewed agendas and supporting
2379 materials. When decisions involve student outcomes or access, members should be
2380 prepared to engage with evidence, including disaggregated information when available and
2381 relevant, so equity impacts are assessed rather than assumed.
2382

2383 *Focus on scope and charge*

2384 Members should help the committee stay within scope. When topics drift into areas that
2385 belong to another committee, a bargaining domain, or operational execution outside the
2386 committee's authority, members should help redirect the item to the correct pathway.
2387

2388 *Equity-minded deliberation*

2389 Members are expected to apply an equity lens as a normal part of committee work by asking:

2390 The equity lens asks who benefits and who may be burdened, what barriers may be created
2391 or reinforced, and what supports or design changes are needed to produce equitable and
2392 student-centered outcomes.
2393

2394 *Implementation awareness*

2395 Committees do not implement everything they recommend, but members should always ask
2396 the implementation question:

- 2397 • Where will this live when we are done?
 - 2398 • Which committee, department or division, or operational body will carry it through?
 - 2399 • How will progress be tracked and reported back?
- 2400

2401 This helps Valley College avoid “floating initiatives” that never land in an accountable home.
2402

2403 Every recommendation should leave the committee with a clear answer to three questions:

- 2404 • Where will this live when we are done? Which committee, department, division, or
2405 operational body will carry it through?
 - 2406 • Who is the named owner responsible for moving it forward?
 - 2407 • How will progress be tracked, and when will it return to the governance record so the
2408 college can see what changed?
- 2409

2410 Members share responsibility for asking these questions, not only the chair. A
2411 recommendation without a home, an owner, and a return path is not a completed piece of
2412 governance work. It is a floating initiative, and floating initiatives are how good ideas
2413 disappear and constituent trust erodes. When information flows upward, downward, and
2414 across, the college can act with the coherence that students and constituents deserve.
2415

2416 ***Understanding committee type and membership scope***

2417 Responsibilities can vary depending on the type of group and its authority. Valley College
2418 uses a mix of standing committees, sub-committees, advisory bodies, operational
2419 committees, and time-bound task forces/ad hoc groups.
2420

2421 Members should understand what kind of body they are serving on and what outcomes it is
2422 expected to produce (recommendation, oversight, execution, or study).
2423

2424 *Operational expectation across all group types*

2425 Even when authority differs, every group should be able to answer:

- 2426 • What is our charge?
- 2427 • What decisions or recommendations can we make?
- 2428 • Who receives our recommendations? Who owns implementation?
- 2429 • Where is our documentation archived?

- 2430 • Does this matter involve a compliance obligation, such as Education Code, an
2431 accreditation standard, or an Administrative Procedure, and if so, who needs to be
2432 informed?
2433

2434 ***Professional conduct and best practices for effective participation***

2435 Structure alone does not guarantee effective governance. Professional conduct, how we
2436 communicate and collaborate, is what protects the system.

2437 *Effective committee members:*

- 2438 • prioritize shared responsibility over parochial interests;
2439 • engage collegially, even during difficult disagreement;
2440 • remain receptive and “thick-skinned” when institutional performance or proposals
2441 are critiqued;
2442 • support transparency by sharing information in understandable terms;
2443 • honor agreed-upon procedures and routing pathways rather than bypassing process;
2444 • represent their constituency's perspective while respecting the jurisdiction and voice
2445 of other constituent groups.
2446

2447 **The core standard is simple: at Valley College, process and outcomes, both matter.**
2448

2449 Committee members protect the integrity of governance when they participate with
2450 preparation, respect, clarity, and follow-through, so that even complex or unpopular
2451 decisions are trusted because they were reached through a fair, transparent, and equity-
2452 centered pathway.
2453

2454 **10.3 ROLES AND RESPONSIBILITIES OF RESOURCE MEMBERS**

2455 A resource member is an individual whose position is identified in the approved charge and
2456 membership of a participatory governance council, committee, subcommittee, or taskforce
2457 to provide subject-matter expertise. Resource members are not designated to represent a
2458 constituency and do not vote. Their role is to support participatory governance by offering
2459 technical knowledge, institutional context, and professional expertise related to agenda
2460 items within their area of responsibility. Resource members participate when topics relevant
2461 to their expertise are under consideration and are not expected to attend meetings when
2462 such items are not on the agenda.
2463

2464 *Resource members are expected to:*

- 2465 • Understand the purpose, scope, and needs of the body they are supporting, and
2466 clarify proactively how their expertise can contribute to its work.
2467 • Review agendas and supporting materials in advance and come prepared to engage,
2468 not observe.

- 2469 • Attend meetings when topics relevant to their expertise are scheduled; unexplained
2470 absence on relevant agenda items undermines the committee's ability to deliberate
2471 fully.
- 2472 • Provide accurate, relevant, and timely information, feedback, or clarification within
2473 their area of expertise.
- 2474 • Complete assigned tasks prior to meetings and provide updates on any outstanding
2475 items related to their role.
- 2476 • Engage in ways that advance the committee's charge, offering expertise to inform the
2477 work without overstepping the representative authority of voting members.
- 2478 • Ensure that relevant compliance obligations, including but not limited to Title 5, Title
2479 IX, Education Code, accreditation standards, and applicable Administrative
2480 Procedures, are identified and communicated to the committee when they bear on
2481 the matter under discussion, so that decisions are made with full awareness of
2482 regulatory context.
- 2483 • When invited by the chair(s) or committee to attend, resource members shall treat
2484 that invitation as a binding governance commitment: arrive prepared, engage
2485 substantively, and offer expertise in service of the committee's work rather than in
2486 defense of a position.
- 2487

2488 **10.4 ROLES AND RESPONSIBILITIES OF LIAISONS**

2489 Liaisons serve as communication bridges thus connecting committees to constituent groups
2490 or to related governance bodies. Unlike ex-officio resource members who provide subject-
2491 matter expertise, liaisons represent a constituency's perspective or facilitate coordination
2492 across committees. Liaisons do not vote unless otherwise specified in the committee's
2493 approved charge and membership.

2494
2495 **Constituent Group Liaisons** are designated by their constituent group (e.g., Academic
2496 Senate, CSEA, ASG) to:

- 2497 • Represent the perspectives and interests of their constituency in committee
2498 discussions
- 2499 • Report committee activities, emerging issues, and recommendations back to their
2500 constituent group
- 2501 • Facilitate two-way communication so constituent input informs committee
2502 deliberations
- 2503 • Identify items that may require formal consultation with or action by their constituent
2504 group
- 2505

2506 **Cross-Committee Liaisons** are designated to coordinate between governance bodies with
2507 related or overlapping work. They:

- 2508 • Ensure alignment and prevent duplication of effort between committees
- 2509 • Share relevant updates, recommendations, or decisions across bodies
- 2510 • Flag potential conflicts or dependencies that require joint consideration

- 2511 • Support coherent institutional planning by connecting related workstreams
- 2512 • Align timelines to ensure seamless routing of recommendations

2513
2514 Liaisons are expected to attend meetings regularly and maintain consistent communication
2515 with the body they represent. Their effectiveness depends on timely, accurate information
2516 flow in both directions.
2517

2518 **10.5 ROLES AND RESPONSIBILITIES OF CLASSIFIED PROFESSIONAL** 2519 **SUPPORT STAFF**

2520 Classified Professional Support Staff are non-voting members who provide the administrative
2521 foundation that makes governance work function. In collaboration with the chair, support
2522 staff serve as the central coordination point for committee materials, records, and
2523 communications, ensuring that participatory governance work is organized, accessible, and
2524 documented.

- 2525
2526 Responsibilities of Classified Professional Support Staff:
- 2527 • Prepare and distribute agendas and minutes in accordance with established
2528 procedures and posting timelines.
 - 2529 • Post and maintain accurate, up-to-date committee documents online to ensure
2530 transparency and broad access.
 - 2531 • Assist the chair with meeting preparation, materials, scheduling, and logistics.
 - 2532 • Maintain the official archive of committee actions, decisions, and historical records to
2533 preserve continuity and institutional memory.
 - 2534 • Distribute materials and announcements reliably and consistently to support
2535 committee communications.
 - 2536 • Create and send calendar invites and meeting reminders to all members and relevant
2537 parties in advance of each meeting.
 - 2538 • Send a summary of actions taken and tasks assigned following each meeting so
2539 members leave with a clear record of what was decided and what is expected next.

2540
2541 **Dual Role Clarification:** When a classified professional assigned to support a committee
2542 also serves as an appointed Classified Senate representative on that same body, both roles
2543 must be communicated to the chair and documented in the committee's membership
2544 record. The two functions are distinct: administrative support is operational; Senate
2545 representation carries constituency voice and voting rights. If the Classified Senate has
2546 designated a support staff member to serve in both capacities, that appointment should be
2547 confirmed in writing by the Classified Senate and reflected in the governance record. Chairs
2548 are responsible for ensuring both roles are honored without one diminishing the other.
2549
2550

10.6 COMMITTEE APPOINTMENT ACROSS CONSTITUENCIES

2551

2552 Every seat on a participatory governance committee at Valley College is filled through a
2553 deliberate process managed within each constituency group. This is by design.

2554 Participatory governance is built on the principle that the people who represent faculty,
2555 classified professionals, students, and management on governance committees genuinely
2556 reflect the perspectives of those groups not just whoever happened to volunteer or was
2557 assigned at the last minute.

2558

2559 Each constituency is responsible for its own appointment process, governed by its respective
2560 constitution and bylaws, and the integrity of that process directly shapes the quality of
2561 governance across the institution.

2562

2563 What follows is an overview of how each constituency approaches committee assignment at
2564 Valley College. For the specific rules, timelines, and eligibility requirements that govern each
2565 group's process, members are encouraged to consult the current bylaws of their respective
2566 governing body.

2567

2568 ***Faculty | Academic Senate***

2569 Faculty committee assignments are coordinated through the Academic Senate's Personnel
2570 Policy Subcommittee, which oversees the process for both Academic Senate committees
2571 and College Council participatory governance committees. The process begins each spring
2572 with the subcommittee verifying all committee schedules and assignment deadlines, then
2573 distributing committee information to designated division point persons. Thus, typically one
2574 or two faculty representatives from the subcommittee's own membership who serve as
2575 coordinators for their respective divisions.

2576

2577 Each division then holds a meeting, in coordination with the Dean, to review committee
2578 needs and collaboratively determine faculty assignments. The goal at this stage is both
2579 practical and principled: ensuring that committee meeting times do not conflict with faculty
2580 teaching schedules, that representation requirements across divisions are met, and that
2581 assignments align with Academic Senate bylaws.

2582

2583 Faculty who cannot commit to regular attendance due to schedule conflicts should not
2584 accept an assignment. Committee meeting times are protected for the duration of the
2585 service cycle and must not be scheduled over with teaching assignments. Deans share
2586 responsibility for honoring this protection when building semester schedules. Once a division
2587 reaches consensus, assignments are submitted to the Personnel Policy Subcommittee Lead
2588 for bylaw compliance review, then forwarded to deans for final communication to faculty
2589 members.

2590

2591 Most committee assignments operate on a two-year cycle; Academic Senate committee
2592 assignments follow a three-year cycle with staggered terms to maintain institutional
2593 continuity and knowledge.

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Classified Professionals | Classified Senate

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

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

Students | Associated Student Government/Student Senate

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

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

Management | President and Cabinet

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

Shared Principles Across All Constituencies

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

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

2636 The master list of committee memberships, including terms of service and constituency
2637 representation, is maintained through the Office of the President and is updated each
2638 academic year in coordination with constituency leaders.
2639

2640 **10.7 BEST PRACTICES FOR ALTERNATE MEMBERS AND PROXY** 2641 **REPRESENTATION**

2642 Alternate members and proxy representatives protect continuity in participatory governance.
2643 When a seat is absent, especially a student, faculty, or staff seat, important perspectives can
2644 be missed, and committee work can slow down or lose alignment with the constituency it is
2645 meant to represent. A clear proxy process ensures decisions remain informed, equitable,
2646 and grounded in the “collective voice” of the group.
2647

2648 ***Key terms***

2649 *Primary member:* The regular representative responsible for consistent participation and
2650 ongoing communication with their constituency.

2651 *Alternate member:* A designated back-up who stays informed and prepared to serve when
2652 needed.

2653 *Proxy representative:* An alternate who is officially serving for a specific meeting or time
2654 period, with authority defined by the committee’s bylaws (for example: speaking rights,
2655 voting rights, quorum counting).
2656

2657 ***Selection and authorization***

2658 A proxy is not an informal substitute. It is a structured delegation of representation.
2659 Alternates and proxies should be selected through the appropriate constituent process (such
2660 as a senate, council, or recognized leadership structure), consistent with local policy and
2661 procedure. This ensures the proxy has legitimacy and maintains the chain of representation
2662 from the constituent body to the committee table.
2663

2664 Committees should maintain a current roster that clearly identifies primary members and
2665 approved alternates. If alternates change, rosters should be updated promptly so the
2666 committee does not have to improvise representation.
2667

2668 ***When a proxy may serve***

2669 A proxy should be seated when the primary member cannot attend and the proxy has been
2670 designated through the agreed process. The committee chair(s) should confirm the proxy’s
2671 role at the start of the meeting so everyone understands who is representing which seat and
2672 what authority the proxy holds under the committee’s bylaws. When voting authority varies
2673 by committee, that should be clearly defined in advance in the committee charter or bylaws
2674 and applied consistently.
2675

2676 ***Preparation expectations***

2677 Proxy participation only works when the proxy has information parity, the same access to
2678 context and materials as the primary member. At minimum, the proxy should have the
2679 agenda and supporting documents with enough time to review them meaningfully. The proxy
2680 should also understand the committee’s charge and where the committee sits in the
2681 governance structure (for example: whether it develops recommendations, sets procedures,
2682 or oversees implementation).

2683
2684 Whenever possible, the proxy should connect with the primary member before the meeting
2685 to understand any established positions, prior discussions, and the constituency’s
2686 perspective. This supports effective participation and helps ensure input remains aligned
2687 with the group being represented.

2688
2689 ***Representation standards during meetings***

2690 A proxy represents the constituency, not personal preference. That means proxies should
2691 speak to the concerns, priorities, and values of the group they are representing and stay
2692 aligned with the college mission and equity commitments.

2693 If an issue is high-impact and the proxy does not have sufficient context to represent the
2694 constituency responsibly, it is appropriate to request more information, seek a short deferral
2695 when feasible, or recommend returning the item after appropriate consultation. Good
2696 governance protects both participation and decision quality.

2697
2698 ***Communication after the meeting***

2699 The proxy process must include a clear communication loop so that participation does not
2700 end when the meeting ends. A simple, consistent best practice is a brief written debrief
2701 shared soon after the meeting to the primary member and constituent leadership. This keeps
2702 the constituency informed, prevents loss of context, and supports continuity on items that
2703 return for future action. The Represented: Your Governance Update template (Section 17.5)
2704 can serve as a model for this debrief communication.

2705
2706 ***Documentation and institutional memory***

2707 Minutes should note when a proxy served, which seat they represented, and whether voting
2708 authority was exercised (if applicable). Proxy designations (form or email) should be retained
2709 with committee records so the governance trail is clear and transparent.

2710
2711 Over time, committees strengthen continuity when alternates are oriented, periodically
2712 attend alongside primary members when feasible, and have access to committee history and
2713 key documents. This supports stable participation even during transitions.

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SECTION 11: COMMITTEES REPORTING TO

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COLLEGE COUNCIL OR THE COLLEGE PRESIDENT

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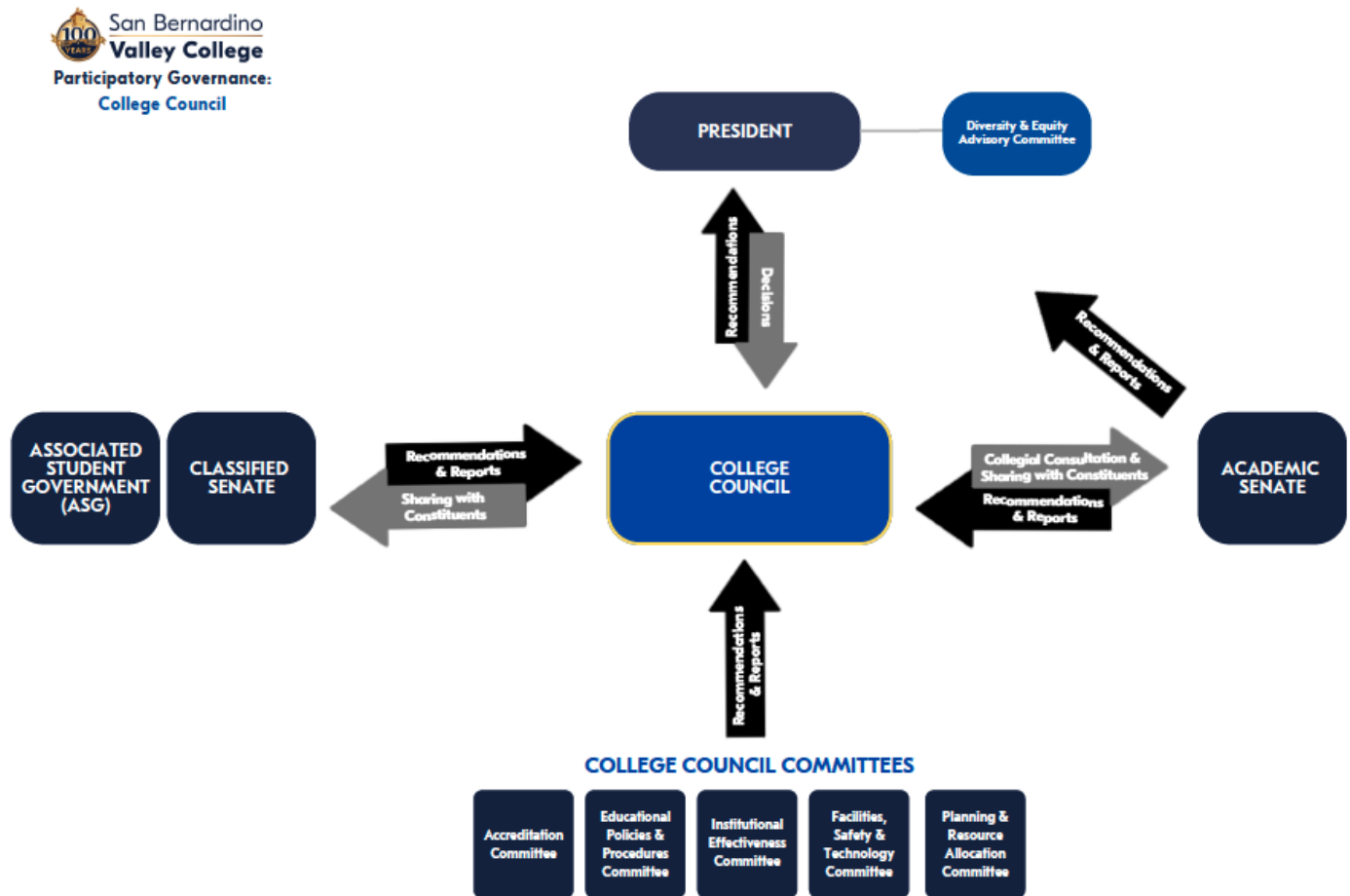
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2720 **How Recommendations and Information Move Through College Council**

2721 The following diagram illustrates how governance recommendations move across Valley
 2722 College. At the center of this structure is College Council, the primary participatory
 2723 governance body where faculty, classified professionals, students, and managers deliberate
 2724 on college-wide matters and forward recommendations to the President.

2725
 2726 College Council is supported by its standing committees, each responsible for advancing
 2727 specific areas of institutional work.
 2728



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COMMITTEES REPORTING TO COLLEGE PRESIDENT

2733

11.1 Committee: College Council

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Governance Body: College Council; Approved 10 December 2025

2735

Last committee review cycle: 10 December 2025

2736

2737

CHARGE:

2738

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.

2739

2740

2741

2742

College Council shall:

2743

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	
Classified Professional Support Staff (Note-taker):	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

2764

2765 *Alternate member/Proxy Attendance Procedure:*

2766 Each constituency group represented on College Council may appoint one (1) alternate to
 2767 serve in place of its voting members when necessary. Alternates are expected to attend all
 2768 meetings and serve as the formal substitute for absent voting members. They represent their
 2769 constituency group as a whole rather than any individual member. Alternates may participate
 2770 fully in discussion but are non-voting unless they are officially filling in for an absent voting
 2771 member. Alternates are appointed by the constituency group they represent, and each
 2772 constituency group may develop its own appointment process and determine its own term
 2773 lengths. There are a total of 6 alternate members.

2774

2775 The voting member who will be designating an alternate to attend a College Council meeting
 2776 in their place shall communicate the designation to the President’s Office before a College
 2777 Council meeting. At the College Council meeting, the alternate will identify themselves as an
 2778 alternate and name the voting member for whom they are serving as an alternate.

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COMMITTEES REPORTING TO COLLEGE PRESIDENT

11.2 Committee: Diversity & Equity Advisory Committee

Governance Body: College Council; Approved 11 March 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

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11.3 Committee: Planning and Resource Allocation

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2795 Governance Body: College Council; Approved 11 February 2026

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

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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

11.4 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

11.5 Committee: Facilities, Safety, and Technology

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

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.

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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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SECTION 12: COMMITTEES REPORTING TO

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ACADEMIC SENATE

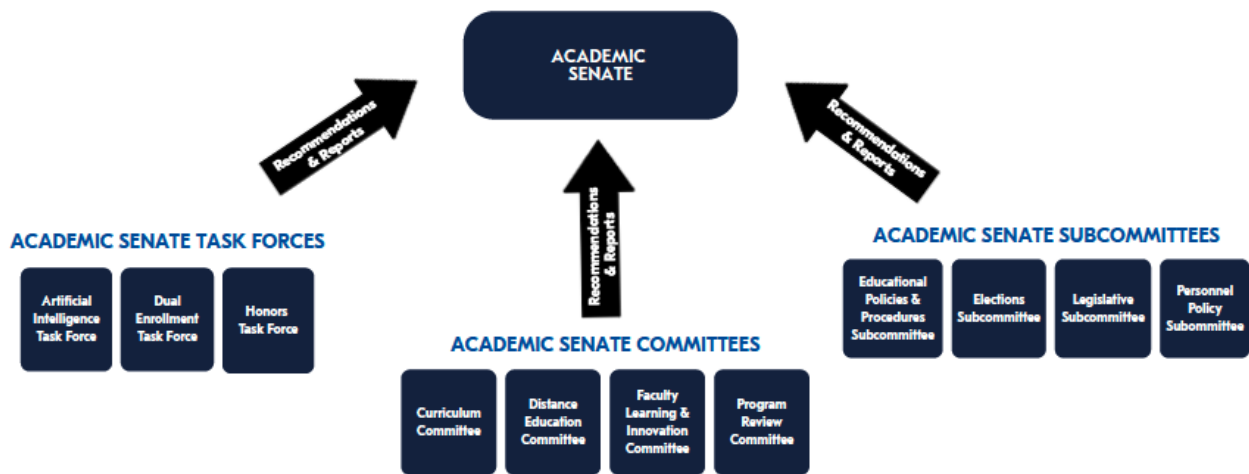
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2853 **How Recommendations and Information Move Through Academic Senate**

2854 The following diagram illustrates the pathway that Academic Senate committees use to
2855 develop, refine, and forward recommendations including how those recommendations reach
2856 College Council and the President when institutional action is required.
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COMMITTEES REPORTING TO ACADEMIC SENATE

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12.1 CURRICULUM COMMITTEE

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

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2866

Governance Body: Academic Senate; Approved 25 February 2026

2867

Last committee review cycle: *Pending first review cycle for 2026-2028*

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CONTENT PENDING APPROVAL BY ACADEMIC SENATE ON APRIL 29th 2026

2870

CHARGE:

2871

The Curriculum Committee is a standing subcommittee of the Academic Senate. Under AB 1725 and Title 5 regulations, curriculum is an academic and professional matter under the purview of the Academic Senate. The Committee is authorized to make recommendations to the Board of Trustees regarding all matters related to the curriculum of the college.

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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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Regulatory and Compliance

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

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

2890

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

2893

2894

2895

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

2896

2897

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

2898

2899

Strategic

2900

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

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2902

2903

- Align curriculum development with institutional priorities, the Educational Master Plan, and the college mission.

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- 2914
- Support the development of Certificates of Achievement, Associate Degrees, Associate Degrees for Transfer (ADTs), Baccalaureate degrees, and noncredit curriculum that expand equitable pathways for students.
 - Ensure that curriculum decisions actively support equitable student success outcomes, with attention to access, completion, and transfer.
 - Provide annual curriculum development training to faculty so that the people doing the work have the knowledge and tools to do it well.
 - Maintain the Curriculum Committee Handbook as a living reference that reflects current policy, procedure, and practice.

2915 **Tasks:**

2916 The Curriculum Committee operates through a two-stage review structure that ensures

2917 proposals are technically sound before they reach the full committee for deliberation and

2918 formal action.

2919

2920 *Stage 1: Technical Review Committee.* The Technical Review Committee conducts the initial

2921 review of all proposals submitted through CurriQunet META before they advance to the full

2922 committee. Acting in an advisory capacity, it is responsible for:

- 2923
- 2924
- 2925
- 2926
- 2927
- 2928
- Verifying technical accuracy and regulatory compliance with Title 5, the PCAH, and other applicable requirements
 - Reviewing articulation and transfer implications, including C-ID descriptor and Transfer Model Curriculum (TMC) alignment
 - Identifying and flagging corrections needed before a proposal moves forward

2929 A proposal that does not clear Technical Review is returned to the originator with specific

2930 feedback before it proceeds.

2931

2932 *Stage 2: Full Curriculum Committee.* Proposals recommended by Technical Review are

2933 brought to the full committee for discussion and formal vote. The full committee is

2934 responsible for:

- 2935
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- 2942
- Approving new courses and programs
 - Approving modifications, deletions, and deactivations of existing courses and programs
 - Conducting periodic review of Courses Outlines of Record
 - Reviewing and approving degree and certificate requirements
 - Approving prerequisites, corequisites, advisories, and limitations on enrollment
 - Assessing curriculum as needed to ensure continued quality, relevance, and equity

2943 All curriculum approved by the full committee is forwarded to the Academic Senate for

2944 endorsement, then submitted to the District Office for review, and placed on the Board of

2945 Trustees agenda for final local approval and, when required, submitted to the California

2946 Community Colleges Chancellor's Office.

2947 The committee will maintain an informational website: [VALLEY COLLEGE Academic Senate](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)
 2948 [Curriculum Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)
 2949 <https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/>
 2950

2951 **COMMITTEE COMPOSITION**

Reporting Relationship:	Academic Senate
Chairperson (Academic Senate):	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Management):	Vice President of Instruction (non-voting)
<i>Chair as Voting Member?</i>	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
<i>Chair Serves on College Council?:</i>	No
Voting Members	
<i>Classified Senate:</i>	1, Curriculum Analyst
<i>Faculty:</i>	10% of faculty from each division represented on campus
	# Academic Services, Business & Computer Technology
	# Arts & Humanities
	# Applied Technology & Transportation
	# Articulation Officer, Counseling
	# Counseling
	# Academic Services, Business & Computer Technology
	# Health Sciences
	# Instructional Support Services
	# Kinesiology, Health & Athletics
	# Science & Mathematics
	# Social Sciences & Human Development
<i>Students:</i>	1 ASG/Student Senate Designee
<i>Management:</i>	1, VP of Instruction Designee
Voting Members Term:	2 years
<i>Quorum # (50%+1):</i>	<i>Because faculty composition is proportional (10% per division), total membership may vary; quorum is calculated accordingly at the start of each year and updated if seated membership changes.</i>
Resource Members (Non-Voting):	
<i>Classified Professionals:</i>	1, Instructional Scheduling Analyst 1, Classified Senate Designee
<i>Faculty:</i>	Academic Senate President
	Distance Education Faculty Lead
	Outcomes Faculty Lead
	IDEAA Faculty Lead
	OER-ZTC Faculty Lead
<i>Management:</i>	None

Non-Voting Administrative Assistant (Note-taker)	1, Management designee <i>Note: If the manager designee also serves as a classified representative, this seat carries voting rights.</i>
Meeting Frequency	Full Committee; Bi-monthly 1 st & 3 rd Mondays Technical Review Subcommittee; Bi-monthly 2 nd & 4 th Mondays

2952

2953 **Committee Monthly Planner**

2954 This timeline ensures committees operate in a coordinated fashion, align their work with
 2955 institutional planning cycles, and fulfill their participatory governance responsibilities with
 2956 clarity and purpose.

2957

2958 The Curriculum Committee operates on a continuous review cycle driven by three parallel
 2959 timelines: schedule and catalog production deadlines, Board approval windows, and state-
 2960 level submission requirements. Because curriculum must be approved at least one year
 2961 before implementation, and in some cases two academic years ahead due to four-year
 2962 articulation review timelines, the committee's work is always forward-looking.

2963

2964 **August**

2965 Annual curriculum training for faculty and staff involved in course and program development.

2966

2967 **September through December**

2968 Primary review and approval period for courses and programs intended for implementation in
 2969 the following Fall semester or subsequent academic year. This window typically includes
 2970 program-level curriculum requiring state chaptering, regional consortium review for Career
 2971 Technical Education programs, or articulation alignment with transfer institutions.

2972

2973 **January through May**

2974 Continued review and approval of courses and select programs for future Fall
 2975 implementation, with emphasis on meeting final catalog and schedule production deadlines.
 2976 Required six-year review cycles for course requisites are monitored and advanced during this
 2977 period.

2978

2979

2980 **Committee Responsibility Mapping For ACCJC Standards**

2981 The following table maps ACCJC Accreditation Standards to governance committees at
 2982 Valley College. Responsibility levels are pre-assigned; members should review their
 2983 committee's designations and use the key below to guide their work.

2984 *Key Guide:*

2985 **Primary:** Committee has direct responsibility for ensuring compliance/implementation

2986 **Secondary:** Committee contributes to compliance but shares responsibility with other committees

2987 **Support:** Committee provides input, data, or assistance but is not directly responsible

ACCJC Standard	Focus Area	Committee Scope
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 standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Primary
2.3	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

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COMMITTEES REPORTING TO ACADEMIC SENATE

12.2 DISTANCE EDUCATION 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*

CONTENT PENDING APPROVAL BY ACADEMIC SENATE ON APRIL 29th 2026

CHARGE:

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.

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, review, and recommend distance education policies to the Academic Senate, ensuring alignment with Title 5 §§55200–55210 and ACCJC standards
- 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
- Develop and recommend standards for regular and substantive interaction in online and hybrid courses, consistent with Title 5 §55204 and federal regulatory requirements
- Establish and maintain standards for faculty online teaching certification and readiness, including minimum preparation expectations for faculty teaching in DE modalities
- 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

- 3035 ○ Ensure distance education courses, materials, and resources meet accessibility
- 3036 requirements under ADA, Section 508 of the Rehabilitation Act, and California
- 3037 Government Code §11135
- 3038 ○ Coordinate with the Faculty Learning and Innovation Committee to align DE faculty
- 3039 preparation and professional development with institutional priorities and emerging
- 3040 pedagogical needs
- 3041 ○ Communicate DE standards, policies, and best practices to the faculty community
- 3042 ○ Provide faculty perspective to the management on instructional technology platforms
- 3043 and tools that impact teaching and learning in distance education modalities, without
- 3044 assuming administrative responsibility for technology selection or management
- 3045 ○ Lead the development and maintenance of the college's Distance Education Plan,
- 3046 ensuring alignment with institutional planning, accreditation requirements, and equity
- 3047 goals
- 3048 ○ Establish a peer review process for online and hybrid courses as a component of
- 3049 faculty certification and ongoing course quality assurance
- 3050 ○ Advocate for equitable access to student support services in distance education
- 3051 modalities, coordinating with relevant student services programs to ensure DE
- 3052 students receive comparable support to on-campus students
- 3053

Tasks:

- 3054
- 3055 The Distance Education Committee meets regularly to engage in the discussion, planning,
- 3056 and implementation of the following tasks:
- 3057 ○ Review and update DE course quality standards and regular and substantive
 - 3058 interaction guidelines on a regular cycle to reflect evolving regulatory requirements
 - 3059 and pedagogical best practices
 - 3060 ○ Review DE-related curriculum addenda as submitted through the curriculum process
 - 3061 and provide recommendations to the Curriculum Committee
 - 3062 ○ Develop and maintain faculty online teaching certification criteria and communicate
 - 3063 requirements to faculty and divisions
 - 3064 ○ Assess DE course success and equity data in coordination with Institutional Research
 - 3065 to identify modality-based equity gaps, and report findings to the Academic Senate
 - 3066 ○ Coordinate with the Faculty Learning and Innovation Committee to identify and
 - 3067 recommend DE-specific professional development programming each academic year
 - 3068 ○ Produce an annual report to the Academic Senate on the state of distance education,
 - 3069 including course quality, accessibility compliance, faculty certification status, and
 - 3070 equity outcomes
 - 3071 ○ Develop or update the Distance Education Plan on a regular cycle and present it to the
 - 3072 Academic Senate for approval
 - 3073 ○ Conduct peer reviews of online and hybrid courses using established quality
 - 3074 standards, and provide formative feedback to faculty
 - 3075
 - 3076

3077 The committee will maintain an informational website [Distance Education Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/distance-education/)
 3078 <https://www.valleycollege.edu/about-sbvc/campus-committees/distance-education/>
 3079

3080 **COMMITTEE COMPOSITION:**

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 (<i>non voting</i>)
<i>Chair as Voting Member?</i>	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.
<i>Chair Serves on College Council?</i>	No
Voting Members	
<i>Faculty:</i>	1 faculty from each division represented on campus 1 Academic Services, Business & Computer Technology 1 Arts & Humanities 1 Applied Technology & Transportation 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
<i>Students:</i>	1 ASG/Student Senate Designee
Voting Members Term:	2 years
Quorum # (50%+1):	7
Non-Voting Resource Members	
<i>Faculty:</i>	Chair of Chairs
<i>Management:</i>	1 VP of Instruction designee
Non-Voting Administrative Assistant (Note-taker):	1 Management designee
Meeting Frequency	Bi-monthly TBD Weekday and TBD time

3081
 3082 **Committee Monthly Planner**

3083 Effective participatory governance requires that committees operate in a coordinated
 3084 fashion, with clear benchmarks and accountable timelines.

3085
 3086 This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format
 3087 established in Section 9.1, to set benchmarks for committee activities, track progress on
 3088 standing and ad hoc charges, and ensure alignment with institutional planning cycles.
 3089

3090 **Committee Responsibility Mapping For ACCJC Standards**

3091 The following table maps ACCJC Accreditation Standards to governance committees at
 3092 Valley College. Responsibility levels are pre-assigned; members should review their
 3093 committee's designations and use the key below to guide their work.

3094 *Key Guide:*

3095 **Primary:** Committee has direct responsibility for ensuring compliance/implementation

3096 **Secondary:** Committee contributes to compliance but shares responsibility with other committees

3097 **Support:** Committee provides input, data, or assistance but is not directly responsible

3098

ACCJC Standard	Focus Area	Committee Scope
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

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

CONTENT PENDING APPROVAL BY ACADEMIC SENATE ON APRIL 29th 2026

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

- 3148 ○ Identify and respond to emerging professional development needs across the
- 3149 disciplines, including technology, artificial intelligence, distance education pedagogy,
- 3150 and other evolving areas, before those needs become gaps in institutional capacity
- 3151 ○ Collaborate with other Academic Senate and College Council committees to build
- 3152 faculty capacity in response to emerging curricular, technological, equity-related, or
- 3153 other issues identified through their work, including coordination with the AI Task
- 3154 Force, Curriculum Committee, and other bodies as needs arise
- 3155 ○ Design professional learning opportunities that bridge disciplines, divisions, and roles
- 3156 to strengthen cross-campus collaboration and institutional coherence
- 3157 ○ Establish and maintain transparent criteria for reviewing and recommending
- 3158 individual and group faculty development funding requests, aligned with institutional
- 3159 equity and strategic priorities
- 3160 ○ Design or curate ongoing professional learning in culturally responsive practice, anti-
- 3161 racism, and inclusive faculty-student engagement across all disciplines and roles
- 3162 ○ Coordinate faculty development supporting high-quality, equitable online and hybrid
- 3163 instruction, in partnership with distance education and instructional design support
- 3164 ○ Assess professional development effectiveness through faculty feedback and
- 3165 outcome data, and report findings and recommendations to the Academic Senate at
- 3166 least annually
- 3167

Tasks:

- 3169 The Faculty Learning and Innovation Committee meets regularly to engage in the discussion,
- 3170 planning, and implementation of the following tasks:
- 3171 ○ Produce and maintain an Annual Faculty Learning and Innovation Plan that reflects
 - 3172 assessed faculty needs, institutional priorities, and equity commitments
 - 3173 ○ Coordinate a first-year professional development program for incoming tenure-track
 - 3174 faculty, introducing them to Valley College's pedagogical expectations, equity
 - 3175 commitments, institutional culture, and faculty professional responsibilities
 - 3176 ○ Plan and evaluate all-college and discipline-specific Flex Day activities each semester
 - 3177 in compliance with Title 5 -855730, ensuring programming reflects institutional
 - 3178 priorities and serves instructional and non-instructional faculty, full-time and part-
 - 3179 time
 - 3180 ○ Develop timely professional learning on artificial intelligence, academic integrity, and
 - 3181 other rapidly evolving areas, coordinating with relevant governance bodies to align
 - 3182 development with institutional policy direction
 - 3183 ○ Produce and maintain an Annual Faculty Professional Development Plan that reflects
 - 3184 assessed faculty needs, institutional priorities, and equity commitments; report
 - 3185 progress to the Academic Senate annually
 - 3186 ○ Review faculty sabbatical leave proposals for alignment with faculty development
 - 3187 goals and institutional priorities, and forward recommendations to the Academic
 - 3188 Senate for final action

- 3189 ○ Report annually to the Academic Senate on the implementation, findings, outcomes,
3190 and effectiveness of the Faculty Professional Development Plan, including progress
3191 toward equity goals and recommendations for future priorities
3192

3193 The committee will maintain an informational website: Valley College Academic Senate
3194 Faculty Learning & Innovation Committee *[link TBD]*
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3196 **COMMITTEE COMPOSITION:**

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 (<i>non-voting</i>)
<i>Chair as Voting Member?</i>	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.
<i>Chair Serves on College Council?</i>	No
Voting Members:	
<i>Faculty:</i>	1 faculty from each division represented on campus
	1 Academic Services, Business & Computer Technology
	1 Arts & Humanities
	1 Applied Technology & Transportation
	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
<i>Students:</i>	1 ASG/Student Senate Designee
Voting Members Term:	2 years
Quorum # (50%+1):	7
Resource Members (Non-Voting):	
<i>Faculty:</i>	Academic Senate President
	Chair of Chairs
<i>Management:</i>	1 VPI designee
	1 VPSS designee
Non-Voting Administrative Assistant (Note-taker)	1, Management designee
Meeting Frequency	Bi-monthly TBD Weekday and TBD time

3197 **Committee Monthly Planner**
3198

3199 Effective participatory governance requires that committees operate in a coordinated
3200 fashion, with clear benchmarks and accountable timelines.
3201

3202 This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format
 3203 established in Section 9.1, to set benchmarks for committee activities, track progress on
 3204 standing and ad hoc charges, and ensure alignment with institutional planning cycles.

3205 **Committee Responsibility Mapping For ACCJC Standards**

3206 The following table maps ACCJC Accreditation Standards to governance committees at
 3207 Valley College. Responsibility levels are pre-assigned; members should review their
 3208 committee's designations and use the key below to guide their work.

3209 *Key Guide:*

3210 **Primary:** Committee has direct responsibility for ensuring compliance/implementation

3211 **Secondary:** Committee contributes to compliance but shares responsibility with other committees

3212 **Support:** Committee provides input, data, or assistance but is not directly responsible

3213

ACCJC Standard	Focus Area	Committee Scope
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	Committee Scope

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COMMITTEES REPORTING TO ACADEMIC SENATE

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12.4 PROGRAM REVIEW COMMITTEE

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

3221

3222 Governance Body: Academic Senate; Approved 25 February 2026

3223 Last committee review cycle: *Pending first review cycle for 2026-2028*

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CONTENT PENDING APPROVAL BY ACADEMIC SENATE ON APRIL 29th 2026

3227

CHARGE:

3229 The Program Review Committee leads and manages the academic program review process,
3230 ensuring compliance with ACCJC accreditation standards and linking self-evaluation to
3231 institutional planning. For purposes of this committee's scope, academic programs are
3232 defined as instructional programs and student services programs in which faculty hold
3233 primary responsibility for design, delivery, or oversight of program outcomes. The committee
3234 develops and refines program review processes, standards, and criteria through faculty-
3235 driven, evidence-based evaluation. Resource needs identified through academic program
3236 review shall be forwarded to the Planning and Resource Allocation Committee for
3237 prioritization.

3238

3239 *Note: Programs that are primarily administrative or operational in nature fall under the*
3240 *purview of the Institutional Effectiveness Committee. Where program classification is in*
3241 *question, the Academic Senate President and College President shall jointly determine*
3242 *committee assignment.*

3243

3244 *Every committee charge at Valley College is structured around two categories of work: Responsibilities*
3245 *and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part*
3246 *of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output.*
3247 *The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be*
3248 *assigned by the committee's governing body, and the committee is expected to respond to those*
3249 *directions as part of its governance obligation.*

3250

Responsibilities:

- 3252 ○ Oversee and maintain the academic program review process, ensuring compliance
- 3253 with ACCJC accreditation standards
- 3254 ○ Ensure the program review process is data-driven, equity-informed, and uses
- 3255 disaggregated data to identify equity gaps and implement strategies for improvement
- 3256 ○ Integrate SLOs, SAOs, and PLOs into program review, ensuring alignment of course,
- 3257 program, and institutional outcomes
- 3258 ○ Provide ongoing training, mentorship, and support to program review authors
- 3259 ○ Rank and recommend resource needs identified through academic program review
- 3260 and forward prioritized recommendations to PRAC for institutional-level prioritization

- 3261 ○ Coordinate with the Institutional Effectiveness Committee (IEC) to align academic
- 3262 program review findings with institutional planning and to resolve program
- 3263 classification questions as they arise
- 3264 ○ Communicate processes and outcomes to the faculty community
- 3265 ○ Evaluate the program review process on a regular cycle for inclusiveness,
- 3266 effectiveness, and transparency; gather feedback and implement improvements to
- 3267 ensure sustainable continuous quality improvement
- 3268

3269 **Tasks:**

3270 The Program Review Committee meets regularly to engage in the discussion, planning, and
 3271 implementation of the following tasks:

- 3272 ○ Establish and communicate the annual program review cycle, including timelines,
- 3273 deadlines, and the yearly ASPIRE focus
- 3274 ○ Develop and refine program review forms, templates, and criteria as needed
- 3275 ○ Provide annual workshops and trainings on program review processes, including self-
- 3276 study development, meta-analysis, SWOT analysis, and resource request preparation
- 3277 ○ Provide formative feedback and recommendations to programs participating in the
- 3278 annual review process
- 3279 ○ Coordinate with Institutional Research to ensure programs have access to relevant
- 3280 disaggregated data, and identify gaps in data availability that limit program self-
- 3281 evaluation
- 3282 ○ Analyze completed program reviews to identify cross-cutting themes, emerging
- 3283 trends, equity gaps, and shared challenges
- 3284 ○ Compile and submit the annual ranked academic resource needs report to PRAC
- 3285 ○ Publish an annual summative report and brief the Academic Senate on the state of
- 3286 academic programs, including emerging directions, strengths, areas of concern, and
- 3287 insights gained through the self-evaluation process
- 3288

3289 The committee will maintain an informational website: [Valley College Academic Senate](https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php)
 3290 [Program Review](https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php)
 3291 <https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php>
 3292

3293 **COMMITTEE COMPOSITION:**

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 (<i>non-voting</i>)
<i>Chair as Voting Member?</i>	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.
<i>Chair Serves on College Council?</i>	No
Voting Members	
<i>Faculty:</i>	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 Technology & Transportation
	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
<i>Students:</i>	1 ASG/Student Senate
Voting Members Term:	2 years
Quorum # (50%+1):	11
Non-Voting Resource Members	
<i>Classified Professionals:</i>	1 Classified Senate designee
<i>Faculty:</i>	Academic Senate President
	Chair of Chairs
	Outcomes Faculty Lead
<i>Management:</i>	1 VP of Instruction designee
	1 VP of Student Services designee
	1 Institutional Effectiveness Committee Co-Chair
	1 Planning and Resource Allocation Committee Co-Chair
	1 Facilities, Safety, and Technology Co-Chair
<i>Students:</i>	1 ASG/Student Senate
Non-Voting Administrative Assistant (Note-taker)	1 Management designee
Meeting Frequency	Bi-monthly TBD Weekday and TBD time

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3296 **Committee Monthly Planner**

3297 Effective participatory governance requires that committees operate in a coordinated
 3298 fashion, with clear benchmarks and accountable timelines.

3299

3300 This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format
 3301 established in Section 9.1, to set benchmarks for committee activities, track progress on
 3302 standing and ad hoc charges, and ensure alignment with institutional planning cycles.

3303

3304 **Committee Responsibility Mapping For ACCJC Standards**

3305 The following table maps ACCJC Accreditation Standards to governance committees at
 3306 Valley College. Responsibility levels are pre-assigned; members should review their
 3307 committee's designations and use the key below to guide their work.

3308 *Key Guide:*

3309 **Primary:** Committee has direct responsibility for ensuring compliance/implementation

3310 **Secondary:** Committee contributes to compliance but shares responsibility with other committees
 3311 **Support:** Committee provides input, data, or assistance but is not directly responsible
 3312

ACCJC Standard	Focus Area	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>
ACCJC Standard	Focus Area	Committee Scope

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COMMITTEES REPORTING TO ACADEMIC SENATE

12.5 Task Force: Artificial Intelligence

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

CONTENT PENDING APPROVAL BY ACADEMIC SENATE ON APRIL 29th 2026

CHARGE:

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 CCCCO Vision 2030 and ASCCC recommendations.

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:

- Maintain ongoing communication with the Academic Senate by reporting task force discussions, gathering constituent feedback, and incorporating senate direction into task force deliberations.
- 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.
- Address both opportunities and challenges presented by AI across teaching, learning, and institutional operations, maintaining explicit focus on equity, academic freedom, and student success.
- 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.
- 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.

- 3359 • Analyze AI adoption and use patterns through an equity lens, identifying differential
- 3360 impacts on students and faculty across race, disability status, language, digital access,
- 3361 and other dimensions of identity and circumstance.
- 3362 • Monitor state and federal AI legislation, Chancellor's Office guidance, and emerging
- 3363 ACCJC and ASCCC expectations.

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

- 3366 ○ March 2026: Conduct faculty needs assessment survey on AI knowledge, concerns,
- 3367 and professional development needs.
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- 3372 ○ April 2026: Develop comprehensive AI literacy framework and best practices 1.0 draft
- 3373 for faculty and students that provide guidance on ethical AI use in teaching, learning,
- 3374 and assessment
- 3375 ○ April 2026 for Fall 2026 Implementation: Coordinate AI-related professional
- 3376 development programs and resources for faculty
- 3377 ○ May 2026: Maintain AI Task Force website with agendas, minutes, and resources for
- 3378 the college community
- 3379 ○ Fall 2026: Monitor implementation of AP 3775 (Artificial Intelligence Policy) and
- 3380 recommend refinements to Academic Senate
- 3381 ○ Fall 2026: Assess emerging AI technologies and their implications for SBVC programs
- 3382 and services
- 3383 ○ Fall 2026: Advise Academic Senate on AI-related policy recommendations particularly
- 3384 as they affect faculty academic freedom in decisions regarding AI integration in
- 3385 courses

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3387 The committee will maintain an informational website: <https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/AI>

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Committee Tentative Planner

3391 This timeline ensures committees operate in coordinated fashion, align their work with

3392 institutional planning cycles, and fulfill their participatory governance responsibilities with

3393 clarity and purpose.

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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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ 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 CCCCC 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 COMPOSITION:

Reporting Relationship:	Academic Senate
Chairperson (Academic Senate):	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Management):	None
<i>Chair as Voting Member?</i>	Only 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.
<i>Chair Serves on College Council?</i>	No
Voting Members	
<i>Faculty:</i>	Proportional by Division size FT divided by 15 per division
	1 Academic Services, Business & Computer Technology
	2 Arts & Humanities
	1 Applied Technology & Transportation
	2 Counseling & Student Development
	1 Academic Services, Business & Computer Technology
	1 Health Sciences
	1 Instructional Support Services
	1 Kinesiology, Health & Athletics
	3 Science & Mathematics
	2 Social Sciences & Human Development
Voting Members Term:	Until task force sunset term
Quorum # (50%+1):	One Third
Non-Voting Resource Members	

Students: 2 | ASG/Student Senate Designees

**Non-Voting Administrative
Assistant (Note-taker):** None

Meeting Frequency Bi-monthly | TBD by task force

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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.

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12.7 Task Force: Honors Program

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3410 *Pending: Committee details will be incorporated as information becomes available from the*
3411 *corresponding governing body.*

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SECTION 13: COMMITTEES REPORTING TO

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CLASSIFIED SENATE

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3417 *Pending: Committee details will be updated as information becomes available and may*
3418 *change during the 2026–2028 committee structure cycle.*

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SECTION 14: COMMITTEES REPORTING TO

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ASSOCIATED STUDENT GOVERNMENT (ASG)

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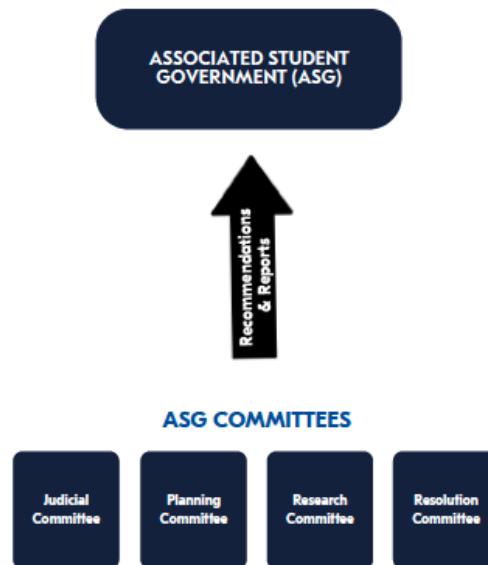
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How Recommendations and Information Move Through ASG

3427 The following diagram illustrates how Associated Student Government develops and
 3428 advances student recommendations through the governance structure. ASG serves as the
 3429 recognized voice of the student body on policies and procedures that have a significant effect
 3430 on students. Recommendations originating in ASG move through College Council when
 3431 institutional action is required, and information from governance bodies flows back to ASG
 3432 so that student representatives can keep the broader student body informed and engaged.
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14.1 Committee: Judicial

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

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14.2 Committee: Planning

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

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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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3460 **SECTION 15: OPERATIONAL GROUPS AND**
3461 **SUPPORTING BODIES**

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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.

- 3506 • *Commencement Planning Workgroup* | *Student Engagement & Wellness Division*: This
3507 is an operational workgroup comprised of faculty and classified professionals
3508 responsible for coordinating the logistics of Commencement Day at Valley College.
3509

3510 **15.2 BUILDING USER GROUPS**

3511 Building User Groups are groups convened to obtain input from the intended users of new
3512 buildings and buildings undergoing renovation or construction. Their purpose is operational:
3513 to ensure that the intended users of a building, faculty, classified professionals, students,
3514 and managers, have a meaningful opportunity to inform design decisions before and during a
3515 construction or renovation project.

3516
3517 In construction and renovation projects, Valley College will prioritize input from college
3518 constituents by forming user groups. The role of the user groups is to work collaboratively
3519 with management on the details of the physical improvements. User groups provide essential
3520 input and recommendations that prioritize our collective guiding principles when making
3521 physical improvements to the built environment.

3522
3523 Building User Groups are dissolved when the project phase requiring user input is complete.
3524 Ongoing facilities concerns are directed through the Facilities, Safety, and Technology
3525 Committee, which is the designated governance body for facilities-related
3526 recommendations. See Section 11.5 for that committee's charge.

3527
3528 The following guiding principles are designed to help us build user groups that are inclusive,
3529 purposeful, and effective.

3530 **REPRESENTATION**

3531 Construction and renovation projects will ensure engagement from all constituent groups by
3532 forming user groups. User groups will include faculty (non-instructional and instructional
3533 when applicable), classified professionals, managers, and students.

3534
3535
3536 Faculty Senate appoints faculty members, Classified Senate appoints classified members,
3537 and Associated Student Government appoints student members. The VPAS must give
3538 senates at least three week's notice prior to their Senate meetings at which Building User
3539 Groups members will be appointed. Once members are appointed, the Building User Group
3540 determines its own meeting schedule to support full participation and inclusion.

3541 **TRANSPARENCY**

3542 The College will make every effort to provide user groups with project timelines, decision
3543 points, scope of work, and any constraints, including budget and regulatory requirements,
3544 that will shape the process. Construction and renovation projects will provide a timeline of
3545 user group meetings from inception to completion. Following the completion of the project,
3546

3547 the user group will meet in the subsequent term to provide feedback on the utilization of the
3548 space.

3549
3550 Documentation of user group meetings, including attendance, input provided, and
3551 recommendations made, shall be retained and available upon request. When a design
3552 decision diverges from user group input, the College will communicate the reasoning to the
3553 user group, including any budget, regulatory, or safety constraints that required a different
3554 course of action. This ensures that constituent input is genuinely considered and that the
3555 basis for final decisions is transparent and traceable.

3556
3557 **SAFETY**

3558 Construction and renovation projects will prioritize the health and safety of the college
3559 community. When appropriate, user groups will engage in the details that foster defensible
3560 space, emergency preparedness, entry and exit of areas, sense of belonging, psychology of
3561 space, and crime prevention through environmental design concepts. End users must have
3562 input on designing safe spaces for employees and students. The Chief of Police shall
3563 approve design plans with established safety criteria.

3564
3565 **TECHNOLOGY**

3566 User groups will provide input and recommendations on the technology planning of
3567 construction and renovation projects to ensure the physical spaces meet the needs of end
3568 users and the students served by the physical space. The College Director of Technology
3569 shall approve design plans with established technology criteria.

3570
3571 **RESPECT**

3572 Members of User Groups are expected to uphold our Campus Climate core value and AP
3573 3050 Institutional Code of Ethics. Valley College values a campus-wide climate that is
3574 student-focused, fosters mutual respect between all constituencies, values multiple
3575 perspectives, and appreciates diverse cultures and human experiences.

3576
3577 **EQUITY**

3578 User groups shall prioritize equity in construction and renovation projects to ensure that
3579 students, faculty, and staff from historically underserved communities experience a sense of
3580 belonging in College spaces. This includes attention to culturally affirming design,
3581 wayfinding, and community-centered spaces. Accessibility shall be treated as a baseline
3582 requirement, not an afterthought, and user groups shall include members with expertise in or
3583 lived experience of accessibility needs where feasible.

3584
3585 **SPACE REPURPOSING AND DEFERRED MAINTENANCE**

3586 Decisions that significantly affect how spaces are used, including space repurposing,
3587 reassignment of departmental space, or deferred maintenance that materially impacts a
3588 program or service, benefit from constituent input before they are finalized. While a formal
3589 BUG may not be required for every such decision, affected faculty, classified professionals,
3590 and students should be notified and given an opportunity to provide input through their

3591 respective Senate or through the Facilities, Safety, and Technology Committee. See *Section*
3592 *11.5*.
3593
3594
3595

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3596 **SECTION 16: SUSTAINING AND STRENGTHENING**
3597 **PARTICIPATORY GOVERNANCE**

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3601 **16.1 COMMITMENT TO GOVERNANCE EFFECTIVENESS**

3602 Participatory governance is only as strong as the institution's commitment to examining it
3603 openly. At Valley College, we recognize that structures alone do not produce effective
3604 governance; the people within those structures, the culture they create, and the practices
3605 they sustain determine whether governance fulfills its purpose.

3606
3607 Evaluating governance effectiveness is not a compliance exercise. It is how we ensure that
3608 our committees are functioning well, that equity is genuinely embedded in our deliberations,
3609 that leadership is serving all constituencies, and that the college community can trust that
3610 shared governance is real and not performative.

3611

3612 **16.2 CREATE, MODIFY, OR SUNSET A COMMITTEE**

3613 The structure of participatory governance at Valley College is not static. Institutional needs
3614 change, priorities shift, and the committees that serve the college must be able to evolve
3615 accordingly. College Council, as the primary participatory governance body at Valley College,
3616 holds the authority and responsibility to recommend changes to the governance committee
3617 structure, including the activation of new committees, modifications to existing charges or
3618 membership, and the deactivation of committees that have fulfilled their purpose or no
3619 longer serve a distinct institutional need.

3620
3621 Proposals to establish, modify, or sunset a participatory governance committee may
3622 originate from any constituency group, committee chair, or administrator, and are brought to
3623 College Council for deliberation and action. College Council evaluates proposals through the
3624 lens of institutional mission alignment, avoidance of duplication with existing bodies,
3625 meaningful constituency representation, and connection to current planning priorities.
3626 Because College Council operates by equal constituency weight, this review process
3627 ensures that no single group can unilaterally reshape the governance structure.

3628
3629 Where a proposal, or a portion of a proposal, implicates Academic and Professional Matters,
3630 those elements are reviewed and acted on by the Academic Senate before any College
3631 Council consideration. Consistent with Title 5 §53203 and Valley College's governance
3632 routing practice, 10+1 elements are presented to College Council as informational items
3633 only. This preserves the primacy of faculty purview in academic governance even when
3634 structural change is the context for the proposal. (See Section 11.1 for College Council's
3635 charge and authority.)

3636
3637 When a committee is sunset, its institutional record does not disappear. All minutes,
3638 recommendations, reports, and supporting documentation shall be retained in accordance
3639 with the college's records retention policy and remain accessible for future reference. Any
3640 unfinished work or pending recommendations at the time of sunset shall be formally
3641 transferred to the body best positioned to carry it forward, whether College Council, a
3642 remaining committee, or the relevant constituency Senate. The sunsetting body is

3643 responsible for documenting the disposition of all active work items before the committee's
 3644 work concludes. This ensures that institutional memory is preserved and that no governance
 3645 work is lost in transition.

3646

3647 **Constituency-Specific Committees**

3648 Constituency-specific bodies established by and reporting to the Academic Senate,
 3649 Classified Senate, or Associated Student Government within their own purview are governed
 3650 by the internal processes of the relevant constituency in accordance with its constitution and
 3651 bylaws. These bodies report to their respective senate or student government rather than to
 3652 College Council. Their existence and charge should be communicated to College Council for
 3653 awareness, coordination, and inclusion in the college's governance effectiveness evaluation
 3654 cycle.

3655

3656 **16.3 THE EVALUATION PRACTICE: FIRST TWO YEARS AND BEYOND**

3657 Because this handbook represents the first formal codification of Valley College's
 3658 governance principles and practices, we are committed to evaluating our effectiveness with
 3659 greater frequency in the early years. For the first two years following adoption of this
 3660 handbook, the college will conduct a comprehensive governance effectiveness evaluation
 3661 annually: examining committee function, equity practice, constituency participation, and the
 3662 quality of the decision-making cycle.

3663

3664 This accelerated cycle reflects our commitment to learning quickly, correcting course where
 3665 needed, and ensuring that this handbook reflects what actually works at Valley College
 3666 rather than what looks good on paper.

3667

3668 Beginning in year three, governance effectiveness evaluation shifts to a three-year cycle,
 3669 administered by the Institutional Effectiveness Committee in alignment with the college's
 3670 broader planning and evaluation frameworks. Evaluation findings will be reported to College
 3671 Council, shared with all constituency groups, and used to inform updates to this handbook
 3672 and the governance structures it describes.

3673

3674 Three forms of evaluation will be informative: self-evaluation by chairs and members, and
 3675 mid-year and/or annual reports. These are maintained annually regardless of the
 3676 comprehensive evaluation cycle of every three years.

3677

3678 **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.

3690

SECTION 17: FORMS AND TEMPLATES

3691

3692

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3693 This section contains the forms and templates that support consistent, accountable
3694 governance practice at Valley College.

3695
3696 Four tools are provided:

- 3697
- 3698 • The **Governance Committee Check-In and Improvement Form** (17.1) is used as part
3699 of the annual and/or triennial evaluation cycle to assess whether a committee's
3700 charge, reporting relationship, membership, and structure still serve the institution. It
3701 is how the college closes the continuous improvement loop on governance itself.
3702
- 3703 • The **Governance Committee Recommendation Form** (17.2) is used when a
3704 committee takes formal action and forwards a recommendation to another body for
3705 decision. It documents the vote, the rationale, equity considerations, and the
3706 President's response.
3707
- 3708 • The **Governance Committee Reporting Form** (17.3) is a periodic accountability tool
3709 submitted mid-year and end-of-year. It documents what the committee
3710 accomplished, the status of its recommendations, equity reflections, and priorities for
3711 the next cycle.
3712
- 3713 • The **Committee Agenda Template** (17.4) provides a standard structure for meeting
3714 agendas that supports transparency, consistency, and continuity across all
3715 governance committees.
3716

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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:
 Academic Senate College Council
 Classified Senate Student Senate
 College President
 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): _____

3760 Non-Voting Members (list positions | not names of people) (e.g., 1 faculty from each
3761 Division).

3762 1. _____

3763 2. _____

3764 3. _____

3765 4. _____

3766

3767 Members appointed by: (check all that apply)

3768 _____ Academic Senate _____ SBCCDTA

3769 _____ Classified Senate _____ CSEA

3770 _____ Student Senate _____ President's Cabinet/Admin.

3771

3772

3773

3774 Date Committee Approved this Form?: _____

3775

3776

3777 Committee Co-Chairs Approval:

3778 Printed Name: _____ Signature: _____ Date: _____

3779 _____

3780

3781 Printed Name: _____ Signature: _____ Date: _____

3782 _____

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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):

17.3 COMMITTEE REPORTING FORM

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

COMMITTEE INFORMATION

Committee Name: _____ Academic Year: _____

Date Submitted: _____ Submitted By: _____

Report Period:

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

Committee

Chair(s): _____ Total

Meetings Held: _____ Average Attendance: _____

Quorum Achieved: _____

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

SUMMARY OF RECOMMENDATIONS & IMPLEMENTATION STATUS

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

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

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

3905 **COMMITTEE CHAIR CERTIFICATION:**

3906

3907

3908 _____
Committee Chair/Co-Chair/Tri-Chair Signature Date

3909

3910

3911 _____
Committee Co-Chair/Tri-Chair Signature (if applicable) Date

3912

3913

3914 _____
Committee Co-Chair/Tri-Chair Signature (if applicable) Date

3915

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3919

17.4 TEMPLATE | COMMITTEE AGENDA

3920

3921 San Bernardino Community College District

3922 VALLEY COLLEGE

3923 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]

3924

3925

3926

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"/>

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

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

Managers (#)	<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:	

3927

#	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:			

3928

3929 Next Scheduled Meeting: [Date and Time]

3930

3931 FUTURE MEETING DATES

3932 Mon. March 26 (IN-PERSON CC-2046)

3933 Mon. April 27, 2026 (IN-PERSON NH-1046)

3934 Mon. May 18, 2026 (IN-PERSON NH-1046)

3935

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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3938 **17.5 TEMPLATE | REPRESENTED: YOUR GOVERNANCE UPDATE**

3939 *This template supports the three-way flow of information that keeps Valley College*
3940 *governance visible, accountable, and connected to the people it serves. Complete and*
3941 *distribute within 48 hrs for each meeting. Remember not to recreate the full agenda.*

3942
3943 *Committee Name:*

3944 *Meeting Date:*

3945 *Submitted by: Your name and constituency role (e.g., Classified Senate representative)*

3946 *Note: If multiple representatives from the same constituency attend, the group should*
3947 *designate one person responsible for completing and distributing this update after*
3948 *each meeting.*

3949
3950 *What we discussed:*

3951 *[2-3 sentences summarizing the main agenda items and the nature of discussion.*
3952 *Focus on what matters most to your constituency.]*

3953
3954 *What was decided or recommended:*

3955 *[List decisions made, recommendations forwarded, and where they are headed next.*
3956 *Include any known timeline.]*

3957
3958 *How we voted and why:*

3959 *[Note how you or your group voted on significant items and briefly explain the*
3960 *rationale. When votes among constituency representatives differed, not that*
3961 *transparently. If you abstained, not that and why. This is how your constituency know*
3962 *their interests are being represented, not just individual judgement]*

3963
3964 *What is still in progress and what we need from you:*

3965 *[Items tabled, pending additional information, or returning at a future meeting. Include*
3966 *the expected return date if known AND Any input, feedback, or response the*
3967 *committee needs from your constituency before the next meeting. Be specific about*
3968 *what is being asked and when it is needed.]*

3969
3970 *Next meeting [Date, time, and location or format]*

3971

3972

SECTION 18: 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

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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

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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)		
ABS40	\$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

4040° **Role and Purview**

4041 CSEA Chapter 291 represents classified professionals in collective bargaining with the San
4042 Bernardino Community College District. CSEA's purview within the scope of collective
4043 bargaining is defined by and includes:

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- 4045 • Working conditions
- 4046 • Employee compensation
- 4047 • Benefits
- 4048 • Negotiated agreements with the District

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4050 **Relationship to the Classified Senate**

4051 While CSEA and the San Bernardino Valley College Classified Senate both serve classified
4052 professionals, they hold distinct and complementary functions. The Classified Senate is the
4053 designated constituent body responsible for representing the classified professional
4054 perspective within participatory governance (Title 5 §51023.5). CSEA's governance role is
4055 defined by its [collective bargaining agreement \(hyperlink here\)](#) with the District and does not
4056 supersede the Classified Senate's governance authority.

4057 Both bodies are recognized within Valley College's participatory governance structure, and
4058 their collaboration strengthens the classified voice across institutional decision-making.

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4060 **Governance Participation**

4061 CSEA holds a voting seat at College Council, ensuring its perspective is structurally
4062 represented in institutional decision-making. When matters under consideration may affect
4063 areas within CSEA's collective bargaining purview, inclusion of a CSEA representative in
4064 relevant discussions is strongly encouraged.

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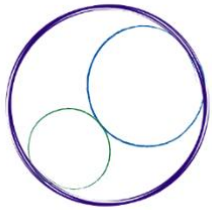
4066 **Appointments to Governance Bodies**

4067 The Office of the SBVC President may direct those seeking CSEA participation, guidance or
4068 resource member appointments to the current CSEA Chapter President, or their designee.

4069 CSEA maintains a roster of its appointees to the various participatory governance bodies and
4070 retains the right to make their own appointments at the beginning of the committee
4071 assignment cycles, or to fill vacancies as they occur.

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APPENDIX F: SBCCDTA

San Bernardino Community College Teacher's Association (SBCCDTA)

Role and Purpose

4080 The San Bernardino Community College District Teachers Association
4081 (SBCCDTA), is the exclusive bargaining representative for faculty across SBCCD. Governed
4082 by BP7140/AP7140 (Collective Bargaining), the Association's purpose is to advance faculty
4083 rights and the conditions for full-time and part-time instructional and non-instructional
4084 faculty. Its collective bargaining purview includes:

- 4085 • Working conditions, workload, evaluation process and employment terms
- 4086 • Compensation, salary schedules, and benefits
- 4087 • Faculty contract processes
- 4088 • Academic freedom in teaching and professional practice
- 4089 • Collective Bargaining Agreement (CBA) and Memoranda of Understanding (MOUs) with
4090 the District

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4092 *The current union information is available at [https://sbccd.edu/district-services/human-
4093 resources/faculty-union/index.php](https://sbccd.edu/district-services/human-
4093 resources/faculty-union/index.php)*

4094 4095 **Governance Participation**

4096 Per BP2510/AP2510, the Board of Trustees is committed to ensuring faculty, classified
4097 professionals, students, and managers the right to participate effectively in collegial
4098 consultation. SBCCDTA's governance participation is structured as follows:

- 4099 • SBCCDTA holds representation in institutional governance structures, ensuring the
4100 labor perspective of faculty is present alongside the Academic Senate's collegial
4101 consultation role.
- 4102 • When governance committees consider matters that touch SBCCDTA's collective
4103 bargaining purview, such as workload, scheduling, compensation, or hiring processes,
4104 inclusion of an SBCCDTA representative or notice to SBCCDTA leadership is strongly
4105 encouraged, consistent with the District's good-faith bargaining obligations.
- 4106 • MOUs between SBCCDTA and the District reflect the formal, negotiated relationship
4107 between collective bargaining and participatory governance at SBCCD.

4108 4109 **Appointments to Governance Bodies**

4110 SBCCDTA retains the right to manage its own appointments to participatory governance
4111 committees consistent with AP7140 and the District's governance framework. The following
4112 practices apply:

- 4113 • Those seeking SBCCDTA participation, guidance, or representative appointments may
4114 be directed to current SBCCDTA chapter leadership (E-Board) or their designee.

- 4115 • SBCCDTA makes its own appointments at the beginning of committee assignment
4116 cycles and fills vacancies as they occur.
- 4117 • SBCCDTA maintains a roster of its appointees to participatory governance bodies. The
4118 master list of committee memberships is coordinated through the Office of the
4119 President and updated annually in coordination with constituency leaders.
- 4120 • Resource members provided by SBCCDTA supply subject-matter expertise on labor,
4121 contract, and employment matters, they do not hold voting authority unless specifically
4122 designated in the committee's approved charge.

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4124 **SBCCDTA in the Participatory Governance Model and the Relationship to Academic**
4125 **Senate**

4126 SBVC's participatory governance model, grounded in Education Code §70902(b)(7), Title 5,
4127 AB 1725, and BP2510/AP2510 (Participation in Local Decision-Making), ensures that faculty
4128 have a structured voice in institutional decision-making. Within this model, SBCCDTA holds a
4129 distinct and necessary role on behalf of faculty.

4130
4131 Both bodies are recognized within SBVC's participatory governance structure. When a matter
4132 simultaneously involves academic and professional matters (Academic Senate domain,
4133 10+1) and working conditions (SBCCDTA domain), coordination between the two is essential
4134 to ensure both faculty interests and institutional integrity are upheld.

4135
4136 SBCCDTA operates in a parallel but separate domain, collective bargaining, which addresses
4137 wages, hours, and terms and conditions of employment under the Educational Employment
4138 Relations Act (EERA). The CBA and MOUs negotiated by SBCCDTA establish the contractual
4139 framework within which faculty work. These agreements exist alongside the Academic
4140 Senate's governance authority over academic and professional matters.

4141
4142 While SBCCDTA and the Academic Senate both serve faculty, they are complementary, not
4143 duplicative. Together, these two bodies ensure that faculty interests are represented both
4144 through legally protected collegial consultation (Academic Senate) and through enforceable
4145 contractual agreements (SBCCDTA). Their collaboration strengthens the full faculty voice
4146 across institutional decision-making and supports student success.

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APPENDIX G: PARLIAMENTARY PROCEDURES INFORMATION

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Parliamentary procedure is a set of rules, ethics, and customs used to govern the meetings of deliberative assemblies. The most widely used manual in the United States is Robert's Rules of Order, though other systems may be used when agreed upon by the body. The following summary will help you determine when to use the actions described in Robert's Rules:

- A main motion must be moved, seconded, and stated by the chair before it can be discussed.
- If you want to move, second, or speak to a motion, address the chair.
- If you approve the motion as is, vote for it.
- If you disapprove the motion, vote against it.
- If you approve the idea of the motion but want to change it, amend it or submit a substitute for it.
- If you want advice or information to help you make your decision, move to refer the motion to
 - an appropriate quorum or committee with instructions to report back.
 - If you feel they can handle it better than the assembly, move to refer the motion to a quorum or
 - committee with power to act.
 - If you feel that there the pending question(s) should be delayed so more urgent business can be considered, move to lay the motion on the table.
 - If you want time to think the motion over, move that consideration be deferred to a certain time.
 - If you think that further discussion is unnecessary, move the previous question.
 - If you think that the assembly should give further consideration to a motion referred to a
 - quorum or committee, move the motion be recalled.
 - If you think that the assembly should give further consideration to a matter already voted upon, move that it be reconsidered.
 - If you do not agree with a decision rendered by the chair, appeal the decision to the assembly.
 - If you think that a matter introduced is not germane to the matter at hand, a point of order may
 - be raised.

- 4188 • If you think that too much time is being consumed by speakers, you can move a time
- 4189 limit on
- 4190 • such speeches.
- 4191 • If a motion has several parts, and you wish to vote differently on these parts, move to
- 4192 divide the
- 4193 • motion.

These motions are listed in order of precedence.

A motion can be introduced if it is higher on the chart than the pending motion.

Purpose	You Say	Can Interrupt	Requires Second	Debatable	Can be Amended	Vote Required
Close the meeting	I move to adjourn	No	Yes	No	No	Majority
Enforce the rules	Point of order	Yes	No	No	No	None
Lay the motion aside temporarily.	I move to table the motion.	No	Yes	No	No	Majority
End debate	I call the question, OR I move to end the debate	No	Yes	No	No	2/3
Limit or extend debate	I move that debate be limited to...	No	Yes	No	Yes	2/3
Postpone to a certain time	I move to postpone the motion to...	No	Yes	Yes	Yes	Majority
Refer to a committee	I move to refer the motion to...	No	Yes	Yes	Yes	Majority
Modify the wording of the motion.	I move to amend the motion by...	No	Yes	Yes	Yes	Majority
Proposes an action or decision for the body.	I move to...	No	Yes	Yes	Yes	Majority

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These motions arise incidentally and are decided immediately

(No order of precedence.)

Purpose	You Say	Can Interrupt	Second	Debatable	Can be Amended	Vote Required
Enforce the rules	Point of order	Yes	No	No	No	None
Suspend the rules (Does not apply to Constitution, Bylaws, or Brown Act)	I move to suspend the rules	No	Yes	No	No	2/3
Divide a motion into two or more parts to be considered separately	I move to divide the question	No	Yes	No	Yes	Majority
Ask a question about procedure.	Parliamentary inquiry	Yes	No	No	No	None
Request for information	Point of information	Yes	No	No	No	None

Introduce only when nothing else is pending before the group

(No order of precedence)

Purpose	You Say	Can Interrupt	Second	Debatable	Can be Amended	Vote Required
Take the matter from the table.	I move to take from the table	No	Yes	No	No	Majority
Reconsider a motion ⁱ	I move to reconsider the vote	No	Yes	Yes, if motion it applies to is also debatable	No	Majority

ⁱ Can be made only by someone who voted for the prevailing side in the previous vote on the motion and during the same meeting.

4195 **APPENDIX H: 2026-2028 COMMITTEE MEETING DATES AND TIMES**
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