



# College Council Agenda

1:00 PM - 2:30 PM | ADSS/207 | March 11, 2026

## Voting Members: 14

Keynasia Buffong [ ]

Tatiana Vasquez [ ]

Bethany Tasaka [ ]

John Feist [A]

Aida Gil [A]

Maritza Portillo [ ]

Ernest Guillen [A]

Jeffrey Demsky [ ]

Lorrie Burnham [ ]

Rosario Esparza [ ]

Erik Morden [A]

Uvaldo (Aldo) Sifuentes [A]

Alaysha Nash [ ]

Matthew Martinez [A]

## Voting Alternates: 6

Danielle Graham [ ]

Kevin Moreno [ ]

Mary Valdemar [ ]

Denise Knight [A]

## Upcoming Meeting Dates

### 2025–2026 Academic Year

March 25, 2026

April 15, 2026

April 29, 2026

(2 Hour Meeting)

## 1. Call to Order

A. Approval of Agenda

B. Approval of Minutes

## 2. Reports

C. President’s Report – Welcome - Dr. Contreras

D. Academic Senate Report – A. Hecht

## 3. Action Items

E. Faculty Learning & Innovation Committee (FLIC) –

A. Hecht

F. Distance Education Committee (DEC) – A. Hecht

## 4. Information Items

G. Enterprise Resource Planning(ERP) Presentation –

L. Bixler / N. Ornelas / E. Harman

H. Accreditation Update– L. Hector

I. Enterprise Resource Planning (ERP) – Y. Gutierrez-

Sandoval

J. Policies and Procedures Advisory Committee –

Y. Gutierrez-Sandoval

K. Reimagining SBVC Organizational or Reorganization

Update – Dr. Contreras

L. Participatory Governance Taskforce

Recommendation (2nd Read) – (Equity Advisory

Committee) – T. Vasquez / G. Martinez Lazaro

M. Participatory Governance Handbook (Draft 1)(1st

Read) - T. Vasquez / G. Martinez

N. College Council Members Updates / Other

Announcements

## 5. Adjournment

## Non – Voting Members: 11

Gilbert J, Contreras, Ph.D. [ ]

Andrea Hecht [ ]

Gabriel Martinez Lazaro [ ]

Keith Bacon [ ]

Leticia Hector [ ]

Yvonne Gutierrez-Sandoval [ ]

Michael Layne [A]

Pavel Bratulin [ ]

Blake Bonnet [ ]

Noel Arciero [ ]

Jesse Neimeyer-Romero, Ed.D.[A]

## Upcoming Meeting

### Date & Deadlines

March 25, 2026

(Meeting Date)

March 20, 2026

(Agenda Posted by 1PM)

March 19, 2026

(Documents Due by 1PM)

March 13, 2026

(Agenda Items due by 1PM)

## 1. Call to Order

### A. Approval of Agenda

- Dr. Contreras called the meeting to order at 1:03 p.m. A request was made to move Item L (Participatory Governance Task Force Recommendation – Second Read) to the Action Items section. K. Moreno served as alternate for J. Feist and M. Valdemar served as alternate for E. Guillen.
  - **A motion was made by T. Vasquez and seconded by K. Buffong to approve the agenda with the modification. The motion carried without objection. The agenda was approved as amended.**

### B. Approval of Minutes

- Members were provided with time to review the minutes.
  - **With no objections or abstentions, the minutes were approved.**

## 2. Reports

### C. President's Report – Welcome - Dr. Contreras

- Dr. Contreras shared reflections from the Wheelhouse Convening at UC Davis, noting the value of stepping back to assess SBVC's progress, particularly in strengthening governance structures, inclusive decision-making, and organizational alignment during the Centennial year. He also highlighted participation in the A<sup>2</sup>MEND Conference in Long Beach, where students engaged in programming centered on Black student success and institutional responsibility as a Black-Serving Institution. Key themes from the conference emphasized prioritizing Black youth and aligning institutional time and resources with stated values.
- Gratitude to B. Tasaka and U. Matavao for leadership in the "Vā in the Valley" celebration, which reinforced belonging and visibility for Pacific Islander and Asian American students. Continued engagement in ISER accreditation forums, thanking VP L. Hector and J. Gilbert for facilitating discussions and encouraging campus-wide participation in the accreditation process.

### D. Academic Senate Report – A. Hecht

- Participation in the ISER forum hosted by the Accreditation Outcomes Committee and encouraged faculty to document departmental strengths and achievements as part of accreditation reporting. The upcoming ASCCC Spring Area D meeting.
- Ongoing faculty hiring challenges, noting departments are experiencing shortages requiring cross-department representation for committee voting and governance participation. She reiterated the need for increased faculty hiring to support governance and instructional stability.

### 3. Action Items

#### E. Faculty Learning & Innovation Committee (FLIC) – A. Hecht

- A. Hecht presented a recommendation from Academic Senate to realign the Faculty Learning & Innovation Committee (FLIC) under Academic Senate purview. The committee focuses on academic and professional development matters under the 10+1, ensuring faculty leadership over faculty learning priorities, instructional innovation, and scholarly growth. The realignment clarifies governance authority and restores the committee to its original faculty-centered scope. It was noted that professional development had historically existed under College Council in a loosely defined structure prior to governance restructuring efforts.
- T. Vasquez discussed the historical evolution of the PD coordinator role, which was originally created as a faculty position under Academic Senate but later expanded into a broader campus-wide function. The rebranding to FLIC clarifies that the committee's focus is faculty-specific professional development. Questions were raised regarding how professional development will be structured for classified professionals and managers.
- M. Valdermar questioned how professional development will be structured for classified professionals and managers and shared support for separating faculty and classified professional development structures, with emphasis on ensuring transparency and budgetary equity in funding allocation across employee groups.
- Vice Presidents Y. Gutierrez-Sandoval and K. Bacon shared plans to collaborate with Classified Senate to identify training needs and develop appropriate delivery models, including staggered sessions to maintain operational continuity.
- T. Vasquez emphasized that separating faculty 10+1 authority does not prevent cross-constituency collaboration on shared professional development themes.
  - **A motion was made by B. Tasaka and seconded by K. Buffong to approve the realignment of the Faculty Learning & Innovation Committee under Academic Senate purview. The motion carried.**

#### F. Distance Education Committee (DEC) – A. Hecht

- A. Hecht presented a recommendation to place the Distance Education Committee under Academic Senate purview. Following prior discussion, the item was brought forward for action.
- Dr. Contreras noted that while faculty professional development appropriately falls under 10+1 and Academic Senate purview, professional development for classified professionals, managers, and students remains a priority for the administration. Clarification was provided regarding governance pathways: committees may seek

- endorsement from Academic Senate, Classified Senate, and ASG; however, College Council remains the recommending body to the President for final action.
- He said that administration will work directly with constituent groups and the Participatory Governance Task Force to further clarify structures and return with additional information
  - The action was described as an important first step in strengthening governance clarity while maintaining institutional commitment to equitable professional development opportunities across employee groups.
    - **A motion was made by N. Nash and seconded by L. Burnham to support the recommendation. The motion carried.**

L. Participatory Governance Taskforce Recommendation (2nd Read) – (Equity Advisory Committee) – T. Vasquez / G. Martinez Lazaro

- T. Vasquez, co-chairs of the Participatory Governance Task Force with G. Martinez Lazaro, presented a recommendation to establish a Diversity and Equity Advisory Committee reporting directly to the College President.
- The recommendation has navigated Academic Senate, is pending Classified Senate review, and was brought forward for College Council action.
- The proposed committee would serve in an advisory capacity to the President, providing direct input on diversity and equity matters and strengthening institutional accountability for advancing equitable outcomes.
- M. Valdermar discussed the historical context of the former Diversity and Equity Committee, noting it previously operated as a unified body addressing both diversity programming and equity planning before being separated during past governance restructuring efforts.
- She shared that the former structure supported rigorous, data-informed equity planning aligned with diversity initiatives, and there was support expressed for restoring that integrated model.
- Clarification was provided that this committee would function as an advisory body to the President and may include both campus and community representation.
- Members emphasized the importance of including affinity groups and student representation in the committee composition. A draft composition will be brought forward for review.
  - **A motion was made by J. Demsky and seconded by K. Moreno to approve the recommendation to establish a Diversity and Equity Advisory Committee reporting to the President. The motion carried.**

## 4. Information Items

### G. Enterprise Resource Planning(ERP) Presentation – L. Bixler / E. Harman

- L. Bixler, Chief Technology Officer, and E. Harman, ERP Project Manager, provided an update on the District’s ERP Modernization Project. The project will integrate the district’s current systems — Colleague (student information), County HR/Payroll, and County Finance — into a unified enterprise resource planning (ERP) system.
- Benefits of the integrated system include:
  - Consolidated budget and financial tracking across modules
  - Improved reporting capabilities through a centralized data warehouse (AWS data lake/lake house strategy)
  - Expanded data access, including Financial Aid, HR, and finance data
  - Integrated artificial intelligence tools capable of cross-module functionality
  - Enhanced predictive analytics and machine learning capabilities
- The project timeline includes:
  - Spring: Project kickoff and gap analysis phase (six months)
  - Late summer/early fall: Implementation phase begins
  - Two-year implementation period
  - Target Go Live date: July (Year TBD based on project schedule)
- Recent activities include vendor demonstrations, kickoff meetings, and strategic alignment sessions to identify strengths, pain points, and system priorities. Recordings and updates are available at the project website ([wiki.sbccd.edu/modernization](http://wiki.sbccd.edu/modernization)), along with a feedback submission form.
- M. Valdermar expressed concerns based on prior software implementations and emphasized the importance of early frontline staff engagement, hands-on testing, and functional input before system configurations are finalized.
- L. Bixler affirmed that functional user sessions and interactive working groups will be incorporated into the implementation process. Ongoing updates will be provided to constituent groups.
- M. Valdermar concerns were also raised regarding workflow inefficiencies in current systems, particularly financial processes that “kick back” minor corrections through full approval pathways, increasing processing time.
- L. Bixler clarified that Colleague will remain in place for student information. Additional tools (e.g., SignNow) will be evaluated for integration depending on vendor’s capabilities. Position control functionality is currently under review to determine whether enhancements will align with the project timeline.

- Dr. Contreras acknowledged that large-scale system implementations are complex and require strong campus engagement. He emphasized that the success of the project will depend on early input, collaboration, and collective ownership across departments.
- Appreciation was extended to the district team for transparency in providing timeline details and committing to continued communication throughout implementation.

#### H. Accreditation Update– L. Hector

- L. Hector provided an update on accreditation and the Institutional Self-Evaluation Report (ISER).
- The ISER draft was released campus-wide on March 2 and is publicly available on the SBVC Accreditation website, along with the accreditation timeline and feedback submission link.
- Open forums were held to review the draft, including a 10:00 a.m. session in the gym. Appreciation was extended to those who attended.
- The College is accepting feedback throughout the month of March. Employees are encouraged to review relevant sections and submit input, including supporting documentation such as program materials, evidence, and links.
- Feedback may be submitted through the online form available on the Accreditation website. QR codes were distributed; however, it was noted that one printed link was incorrect. Members were directed to access the form directly via the website or email link provided.
- Collaboration with Associated Student Government (ASG) is underway to gather student input. Student feedback may be routed through student leadership or directly to the Accreditation co-chairs.
- Members were asked to report back to their respective areas and strongly encourage department-level review and participation.
- Dr. Contreras emphasized that broad participation is critical. Vice Presidents and managers will follow up with areas to ensure institutional engagement across all divisions.
- Accreditation was described as an opportunity to highlight institutional strengths, with broad participation essential to a strong submission.

#### I. Enterprise Resource Planning (ERP) – Y. Gutierrez-Sandoval

- “Y. Gutierrez-Sandoval provided an update regarding recent ERP modernization meetings. A three-hour working session was held (9:00 a.m. – 12:00 p.m.) where the vendor reviewed baseline system screens and compared them to current Colleague configurations. Participants were able to review behind-the-scenes scripts and identify

- mission-critical functions tied to existing processes. Some legacy processes were identified as potentially unnecessary moving forward.
- R. Esparza noted that the vendor has been receptive to including functional end users in meetings. Coordinators and administrative staff have been invited to participate to ensure frontline operational feedback is incorporated early in the process.
  - K. Moreno emphasized that vendor representatives have consistently encouraged end-user participation, stating that staff who directly use the system should be present during demonstrations and configuration discussions. He shared that recent conference demonstrations showcased clean, integrated system models used by other colleges, reinforcing confidence in the approach of modernization.
  - N. Arciero suggested possibly identifying a lead administrative representative to gather ERP-related information and communicate updates back to the broader administrative professional group to promote consistency and shared understanding.
  - Y. Gutierrez-Sandoval acknowledged the recommendation and affirmed that as implementation moves into more detailed workflow stages, broader administrative involvement will be essential.
  - It was reiterated that meaningful end-user engagement remains a priority as the project progresses.
- J. Policies and Procedures Advisory Committee – Y. Gutierrez-Sandoval
- Y. Gutierrez-Sandoval provided a brief update on the recent PPAC informational session hosted by C. Hannon and J. Mills.
  - The session reviewed the lifecycle of policies and procedures, including how proposals are initiated, the different review tracks, and the feedback process.
  - The presentation outlined the full review pathway from development through stakeholder input and formal approval stages.
  - Members noted the session was informative and helpful in clarifying governance processes related to policy development.
- K. Reimagining SBVC Organizational or Reorganization Update – Dr. Contreras
- Dr. Contreras provided an update on the Reimagining SBVC reorganization process. Over the past several weeks, leadership temporarily prioritized proposed updates to the Student Services Building, while Vice Presidents continued meeting with areas impacted by transitional changes. Separate meetings were held with faculty currently located in the Village to review relocation options in preparation for vacating that space.
  - It was noted that recent discussions revealed varying levels of awareness and engagement regarding the Student Services Building plans. As a result, an additional

- forum will be scheduled to review details and provide space for feedback. A key proposed change includes relocating and redesigning the Welcome Center to create a student-centered space within the Student Services Building, potentially serving as an area for community building and mental health breaks.
- The landscaping master plan is also being explored to increase outdoor student gathering spaces and foster a stronger sense of belonging on campus. Approximately a dozen transition meetings have been completed with affected areas. A more formal update will be brought back to College Council later in the semester.
  - Y. Gutierrez-Sandoval acknowledged that counselors were inadvertently left off a recent forum invitation and extended an apology. It was shared that distribution lists will be reviewed to prevent future omissions.
  - A follow-up forum will be scheduled to ensure all counseling faculty and relevant stakeholders have the opportunity to receive information and provide input.
  - Dr. Contreras emphasized that the central priority of the Student Services Building redesign is to centralize Counseling on the second floor to support faculty cohesion and improve student navigation within the space.
- L. Participatory Governance Taskforce Recommendation (2nd Read) – (Equity Advisory Committee) – T. Vasquez / G. Martinez Lazaro (*Reported under Action*)
- M. Participatory Governance Handbook(Draft 1)(1st Read) - T. Vasquez / G. Martinez
- T. Vasquez and G. Martinez Lazaro provided an update on the Participatory Governance Task Force (PGTF) Governance Handbook.
  - The draft handbook is approximately 160 pages and is being released for campus-wide review and feedback.
  - The draft has been shared with Academic Senate and Student Senate and will be presented to Classified Senate for review.
  - Members were encouraged to widely distribute the draft to their constituent groups, including management, faculty, classified professionals, and staff, to ensure comprehensive feedback.
  - The handbook outlines:
    - Committee roles and responsibilities
    - Chair and member expectations
    - Equity-centered decision-making practices
    - Deliverable and accountability standards
    - Committee composition, charge, and membership structure
    - Governance pathways and boundaries

- The intent of the handbook is to establish clear guidance for participatory governance processes, improve institutional culture, and strengthen transparency in decision-making.
- Feedback is requested by March 25. Following revisions, the first reading will occur on April 15, with anticipated approval on April 29.
- It was emphasized that this document will serve as the guiding framework for participatory governance moving forward.

#### N. College Council Members Updates / Other Announcements

- K. Buffong announced the Spring Transfer & Career Fair on April 1 in the campus walkway. Black Student Success Week will be held April 20–24, featuring the Black Excellence Educational Summit (approximately 200 high school students), CTE demonstrations, and a Community Fair (April 24).
- B. Tasaka announced upcoming Pacific Islander Association events, including the Opening Ceremony on April 21, the Centennial Night Market on May 1, Island Fest on May 2, the Finale Event at Crafton Hills College on May 6, and the API Graduation Ceremony on May 7.
- D. Graham raised awareness of potential economic impacts from rising fuel and food costs and encouraged proactive planning to support students facing financial hardship.
- T. Vasquez shared that Earth Day will be celebrated April 22 at the Botanical Garden, highlighting sustainability and science division initiatives.
- J. Demsky announced Denise Knight as the incoming CTA President.
- L. Burnham shared that the STEM Mesa Center will relaunch April 8 with new signage, expanded workshops, and increased tutoring outreach.
- R. Esparza announced the Financial Aid Office will be closed next Tuesday for Spring Training. The 2026–2027 aid year has opened successfully, with approximately 10,004 students auto-packaged and notified of eligibility. Financial Awareness Day is scheduled for April 29.
- Members noted the positive impact of early financial aid notifications, including increased student interest in SBVC.
- P. Bratulin reminded members that Spotighting nominations have reopened in several categories. Submissions close on Friday.
- G. Martinez Lazaro provided an update on Vision Aligned Reporting (VAR). Required programs include Basic Needs, Promise Grant, and API initiatives. A VAR Data Champions Workgroup has been formed, with onboarding beginning March 27. Institutional Research is recruiting two Senior Institutional Research Analysts. Summer schedules are expected by March 13 and fall schedules by March 23.

- K. Bacon shared that Bacon's Budget Bonanza announcements were recently distributed.
- J. Demsky thanked Vice President Bacon and Facilities for addressing ventilation concerns in Welding and HVAC and improving communication with faculty.
- Y. Gutierrez-Sandoval expressed appreciation for SBVC student representation at the A<sup>2</sup>MEND Conference, highlighting Anthony Blacksher's poetry performance.
- B. Bonnet provided an update on ongoing Frontier phone disruptions. Dispatch (909-384-4911) remains operational. Members were encouraged to promote the Safe SBCCD App.
- M. Portillo reminded members that commencement regalia orders are due March 20 to ensure timely delivery. A follow-up email will be sent to management to support outreach to teams.
- K. Moreno expressed appreciation for the work of College Council members and acknowledged the positive impact of recent campus events, including the walkathon and ongoing governance efforts such as the Participatory Governance Handbook and Classified Senate constitution updates.
- N. Arciero reminded members to review agendas and adhere to submission deadlines. Follow-up communication is encouraged to ensure timely processing.
- Dr. Contreras expressed appreciation to the Counseling Division for hosting the High School Counselors Conference, reinforcing the importance of partnership and transition support for incoming students.

## **5. Adjournment: The meeting adjourned at 2:28 p.m.**

**ACADEMIC SENATE**  
**Proposal for Committees reporting to Academic Senate**

*Last Update 16 Feb 2026*

Expected Timeline:

4 Feb 2026, 1<sup>st</sup> Read Senate Meeting  
~~18 Feb 2026~~ 24 Feb 2026, 2<sup>nd</sup> Read Senate Meeting  
~~25 Feb 2026~~ 11 Mar 2026, College Council

The Academic Senate must adapt its committee structure to effectively fulfill 10+1 responsibilities in response to evolving institutional, state, and federal demands. This proposal restructures committees reporting directly to the Senate to ensure systematic faculty oversight of academic and professional matters while improving operational efficiency.

*Intended Outcomes:*

- Consistent faculty oversight of major educational initiatives.
- Streamlined decision-making pathways between committees and the Senate.
- Clarified committee responsibilities and accountability.
- Cyclical evaluation processes to assess committee effectiveness and relevance.
- Adaptive structure responsive to faculty and student needs.

Importantly, the goal of this framework is to restore regular committee evaluation as foundational to Senate governance, re-establishing a culture of continuous improvement that ensures responsive structures.

This proposal addresses standing committees only. Subcommittees and the Executive Committee will be addressed in subsequent restructuring phases.

**PROPOSED COMMITTEE STRUCTURE**

A. Title 5 Mandated Committees (Affirmed)

**1. Curriculum Committee (CC)**

*Focus Areas (10+1): Curriculum (including course, degree, and certificate requirements), grading policies, prerequisites/co-requisites, and articulation. Promote IDEAA in curriculum.*

**2. Program Review Committee (PRC)**

*Focus Areas (10+1): Coordination and oversight of the college's cyclical Program Review/ASPIRE, ensuring the process is driven by data-based decision making and aligned with institutional mission.*

B. Committees Reallocated to Academic Senate Reporting Structure

**3. Faculty Learning & Innovation Committee (FLIC) [renaming Professional Development Committee]**

*Rationale: Faculty learning and innovation are core academic and professional matters under 10+1. Reallocating this committee from College Council to Academic Senate reporting ensures faculty leadership over faculty learning priorities, andragogical innovation, and learning resources. This shift positions FLIC to support faculty excellence and faculty scholarly growth. Direct reporting to Academic Senate aligns oversight with the body responsible for academic quality and expertise.*

**4. Distance Education Committee (DEC)**

*Rationale: Distance education involves curriculum development, instructional methodology, and academic standards, all 10+1 responsibilities requiring faculty primacy. Direct reporting to Academic Senate ensures faculty oversight of online course quality, accessibility standards, and andragogical practices while maintaining alignment with the Curriculum Committee's work.*

## 5. Dept Chairs' Council

*Rationale: The committee serves as a faculty consultative group that facilitates communication and coordination among instructional and non-instructional faculty leaders, including library and counseling. It provides a structured venue for dialogue, information-sharing, and feedback to the Academic Senate and administration on academic and operational matters. This consultative body strengthens faculty voice and cross-program alignment while preserving the Academic Senate's primary role in governance and academic policy.*

### C. Senate-approved Task Forces Addressing Current Institutional Needs

*The following task forces remain active under their current charges and sunset provisions:*

1. **AB 1705 Task Force** (sunset: Spring 2026) | Approved Senate Meeting: Oct 2<sup>nd</sup> 2024  
*Rationale: Addresses mandated compliance requirements through cross-divisional coordination to meet legal obligations while boosting educational equity goals via implementation of multi-pronged solutions.*
2. **AI Task Force** (sunset: TBD) | Approved Senate Meeting: Feb 5<sup>th</sup> 2025  
*Rationale: Task force will gather faculty input on AI-related academic integrity concerns and research best practices from other institutions. Then, it will draft a formal AI policy proposal for SBVC and eventually present it to Senate for discussion and approval. Ultimately, we would want the approved proposal to move forward by Senate as a resolution for institutional adoption.*

### D. Newly Formed Groups Addressing Current Institutional Needs

3. **Dual Enrollment Task Force** |(sunset: TBD)  
*Rationale: Strengthening and expanding dual enrollment partnerships with K-12 districts requires systematic faculty oversight of curriculum alignment, student readiness standards, instructor qualifications, and assessment practices. This task force will develop policies and best practices that ensure SBVC maintains academic rigor and equity in dual enrollment offerings while responding to AB 288 requirements and regional workforce development needs.*

Upon completion, the task force will sunset, and the Senate will determine ongoing oversight structure based on the task force's recommendations.

4. **Honors Program Task Force** |(sunset: TBD)  
*Rationale: Following the College Council–approved Honors Program reorganization (December 2025), Academic Senate oversight ensures faculty primacy over curriculum, academic standards, and program direction. The Honors Program Task Force provides a faculty-led, collaborative structure to develop sustainable infrastructure, advance equity and access, and align honors offerings with transfer pathways and student success goals while expanding program impact.*

Upon completion, the task force will sunset, and the Senate will determine ongoing oversight structure based on the task force's recommendations.

### NEXT STEPS

Following framework approval, these elements will include faculty consultation and Senate approval:

- Committee charges with defined responsibilities and outcomes
- Membership composition and term structures
- Chair selection processes
- Cyclical evaluation mechanisms

Target implementation: Fall 2026-Spring 2028 | Except DETF & HPCTF; Needs in Spring'26



**PARTICIPATORY  
GOVERNANCE TASK FORCE  
2024-2026**

**Voting Members**

*Chairs:*

Gabriel Martinez-Lazaro, Acting Dean  
Tatiana Vásquez, Faculty

*Members:*

**Classified Professionals**

Ernie Guillén  
Aida Gil

**Faculty**

Erica Begg  
Anthony Blacksher  
Jeremiah Gilbert

**Students**

Jazmyn Tonumaipea

**Administration**

Dan Mayo  
Marwin Luminarias

Note-taker/Resource member:

Shyla Cobbett

## TASK FORCE RECOMMENDATIONS

January 30, 2026

### BACKGROUND:

Diversity and equity are foundational to our college's mission and vision. This recommendation ensures the college's committee structure aligns with and actively supports these core institutional values. A dedicated advisory committee creates a formal pathway for equity concerns to reach executive leadership while demonstrating the college's commitment to centering equity in institutional decision-making.

### RECOMMENDATIONS:

***Recommendation 1: Creation of a **Diversity and Equity Advisory Committee** reporting to the College President.***

Rationale: This committee can provide the President with direct interest-holder input on diversity and equity issues, and ensure accountability for advancing equitable outcomes across the college.

1 **We Want Your Feedback**

2 The **Participatory Governance Task Force** has developed this working draft and  
3 *invites all constituent groups* to share their input as we move toward a final second draft  
4 (expected in early April).

5 At this stage, **please focus primarily on content, accuracy, completeness, clarity, and**  
6 **whether the guidance reflects our institutional practices and values.** Grammar and  
7 punctuation feedback is welcome only where errors significantly affect meaning or  
8 readability.

9 **Before You Begin:**To ground yourself in the participatory governance framework, we  
10 recommend reviewing pages [**Section 5 pp. 24–34**] of the handbook, which outline the  
11 foundational principles and shared expectations guiding this work.

12 **Timeline:** Your feedback will be read on an ongoing basis and shared with the community  
13 during constituency updates, when possible. Draft 2 for second read is expected **early-**  
14 **mid April.**

15 Please submit your feedback by **Tuesday, March 25th at midnight.** Suggestions  
16 received after this date will still be considered for minor refinements before the second  
17 read.

18 Your feedback is essential to creating a handbook that serves our entire college  
19 community. Please submit your comments digitally using the QR code below or through  
20 our [Microsoft Forms survey https://forms.office.com/r/rVN5Vf4Dbd?origin=lprLink](https://forms.office.com/r/rVN5Vf4Dbd?origin=lprLink)

21 We look forward to hearing from you.

22 *Participatory Governance Task Force*

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# **SBVC Guide to Participatory Governance: College Framework to Engagement & Decision-Making**

Version 1.0

Document Last Update: *X April 2026*  
College Council Approved Date: *X April 2026*  
Board of Trustees Approved Date: *X June 2026*

48

49

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# TABLE OF CONTENTS

51

## **SECTION 1:**

52

## **LEADERSHIP MESSAGES**

53

## Message from the College President

54  
55  
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Dear Colleagues,

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

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

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

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

Strong participatory governance is how we honor that commitment.

This handbook is your guide. Whether you are new to SBVC 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!

91  
92 Gilbert J. Contreras, Ph.D.  
93 President  
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## Message from the Academic Senate President

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99 Dear Colleagues,

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

105

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

111

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

118

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

122

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

129

130 With appreciation,

131

132 Andrea Hecht, M.S.

133 Academic Senate President

## Message from the Classified Senate President

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Dear SBVC Community,

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

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

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

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

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

Valley Up!

John Feist  
Classified Senate President  
San Bernardino Valley College

## Message from the Associate Student Government

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Dear SBVC Community,

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

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

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

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

Valley Up!

Matthew Martinez  
Associated Student Government President  
San Bernardino Valley College

**SECTION 2:**

191

**INSTITUTIONAL PRINCIPLES**

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## 2. 1 SBVC MISSION, VISION, AND VALUES

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### ***Mission***

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 and belonging for our students, employees, and the community.

### ***Vision***

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

### ***Values***

San Bernardino Valley College's commitment to its mission is expressed through its values.

As a community, the college values:

#### *Diversity, Equity, Inclusion, and Anti-Racism*

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

#### *Student Success*

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

228 *Open Access:*

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

234

235 *Campus Climate:*

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

240

241 *Participatory Governance:*

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

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## 2.2 VALLEY UP INITIATIVE

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

### ***Four College Priorities***

#### *1. Career and Transfer*

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

#### *2. Health & Safety*

Prioritizing physical, emotional, and psychological safety as central to belonging. Includes expanded training, emergency preparedness, active shooter protocols, earthquake readiness, and updated emergency planning with current personnel.

#### *3. Boldly Student-Centered*

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

#### *4. Opportunities for All*

Advancing the core value of diversity, equity, inclusion, and antiracism through action and accountability. Commits to transforming the institution to meet student needs—not expecting students to conform. Includes: structural support for EOPS/CARE, Financial Aid, Counseling, Dual Enrollment, MAP/CPL, supplemental instruction, and learning communities; improving the built environment to reflect diverse cultures; revisiting program review and resource allocation processes; and embracing participatory governance as a core value.

284 **Strategic Alignment**

285 The Valley Up! Initiative intentionally aligns with all major institutional planning documents:  
286

College & District Plans	State & System Plans
Accreditation Educational Master Plan Student Equity Plan Enrollment Management Plan Facilities Master Plan SBCCD Strategic Plan	CCCCO Vision 2030 Student-Centered Funding Formula (SCFF)

287

288 **Ten Measurable College Targets**

289 The initiative establishes ten measurable targets to increase student success and equity  
290 while maximizing SCFF revenue and grant competitiveness:  
291

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

292

293 **Fiscal Strategy**

294 Valley Up! positions the college to maximize the Student-Centered Funding Formula funding  
295 by targeting metrics that directly impact state allocation completion rates, transfer  
296 outcomes, and equity achievements. Strategic alignment also enhances competitiveness for  
297 supplemental grants.  
298

298

299 **Moving Forward Together**

300 Valley Up! calls on all constituency groups—faculty, classified professionals, management,  
301 and students—to embrace collective ownership of these priorities. By aligning our efforts

302 around student success, equity, and community advancement, we honor a century of service  
303 while building the foundation for the next hundred years.

304 See Appendix C for the complete Valley Up! Initiative 2025-2030 (adopted DATE-college  
305 council approval) and Student Centered Funding Formula Summary.

306

**SECTION 3:**

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**INSTITUTIONAL EFFECTIVENESS & INTEGRATED  
PLANNING**

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### 3.1 INSTITUTIONAL PLANNING AND EFFECTIVENESS

312  
313 Institutional planning at San Bernardino Valley College follows a systematic cycle  
314 of Planning, Implementation, and Evaluation that drives continuous quality improvement  
315 across instructional programs, student services, and administrative functions. This  
316 integrated approach balances long-term vision with responsive action, grounded in  
317 evidence-based decision-making.

318  
319 The college treats planning as a dynamic, living process. Through interconnected plans and  
320 defined timelines, the institution maintains alignment between aspirational goals and  
321 operational realities, ensuring that daily decisions, annual resource allocations, and  
322 strategic directions reinforce one another.

#### 323 324 ***Integrated Planning Framework***

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

327  
328 **Long-Term Strategic Plans (3–5 years)** translate mission into actionable directions and  
329 measurable goals:

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

340  
341 **Mid-Range Operational Plans (1–3 years)** operationalize strategic priorities:

- 342 • Strategic Enrollment Management Plan: Aligns enrollment targets with resource  
343 generation and ensures course offerings meet student demand.
- 344 • Student Equity and Achievement Plan: Addresses equity gaps through targeted,  
345 evidence-based interventions.
- 346 • Professional Development Plan: Connects faculty and staff development to  
347 institutional goals and emerging competency needs.

- 348 • District/Regional Collaborative Plans (e.g., Strong Workforce, Adult Education  
349 Consortium): Coordinates college efforts with community partners and regional  
350 workforce priorities.

351

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

- 353 1. Program Review: Comprehensive evaluation of all programs (typically every 6 years).  
354 2. Annual Update Plans: Year-by-year assessment of progress, goal revision, and  
355 resource requests between comprehensive reviews.  
356 3. Budget Development: Annual resource allocation aligned with planning priorities.  
357 4. Student Learning Outcomes (SLO) Assessment: Ongoing evaluation of learning at  
358 course, program, and institutional levels.  
359 5. Service Area Outcomes (SAO) Assessment: Ongoing evaluation of student services  
360 and administrative support effectiveness.

361

### 362 **Responsiveness to Emerging Needs**

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

367

### 368 ***Processes and Framework Under Development***

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

374

375 ***This handbook will be updated to reflect finalized processes as they are adopted***  
376 ***through governance.***

377

378

## 3.2 SBVC'S INTEGRATED BUDGET AND PLANNING

379

380

### 381 ***Guiding Principle***

382 Effective institutional advancement requires integrating planning and resource allocation  
383 through participatory governance. By linking program review, strategic planning, and budget  
384 development into unified cycles, San Bernardino Valley College ensures that resource  
385 decisions are strategic investments guided by institutional priorities, equity analysis, *industry*  
386 *trends*, evidence-based inquiry, and the collective expertise of all constituent groups.

387

### 388 ***Planning And Resource Allocation***

389 The Planning and Resource Allocation Committee (PRAC) serves as the central participatory  
390 governance body through which budget and planning decisions are collaboratively examined,  
391 prioritized, and recommended to College Council. PRAC establishes clear touchpoints  
392 throughout the academic year for standing committees and constituent groups to evaluate  
393 program review evidence, assess strategic plan progress, set resource priorities, and  
394 advance recommendations through established governance channels.

395

### 396 ***Integrated Planning and Budget Calendar***

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

401

402 The calendar is organized around five phases:

- 403 • **Phase 0:** The College provides an overview of the annual budget, including general  
404 funds, categorical, grants, and resources available for prioritization by collective  
405 input. *[Note: Participatory governance applies to discretionary resources. Restricted*  
406 *funds (e.g., categorical programs, grants with prescribed uses) are governed by*  
407 *funding source requirements and regulatory compliance, not collegial prioritization].*
- 408 • **Phase 1 (Fall):** Program Review and Resource Identification: Departments and units  
409 conduct program review, submit SLO/SAO assessments, and identify resource needs  
410 tied to institutional priorities and equity data.
- 411 • **Phase 2 (Fall–Spring):** Prioritization and Governance Review: PRAC and the  
412 Institutional Effectiveness Committee (IEC) review prioritized resource requests,

- 413 evaluate alignment with strategic goals, and develop recommendations for College  
414 Council.
- 415 • **Phase 3 (Spring):** Budget Development: Recommendations inform the Annual  
416 Operating Budget in alignment with district timelines. Constituent groups review  
417 preliminary allocations before adoption.
  - 418 • **Phase 4 (Summer):** Evaluation and Cycle Preparation: The college evaluates the  
419 effectiveness of the planning and budget process and prepares for the next cycle.

420

421 ***Processes and Framework Under Development***

422 ***Specific procedures, timelines, tools, and evidence criteria will be developed by the***  
423 ***Vice President of Administrative Services with college input from the Planning and***  
424 ***Resource Allocation Committee and the Institutional Effectiveness Committee.***

425

426 ***This handbook will be updated to reflect finalized processes as they are adopted***  
427 ***through governance.***

428

429

## **SECTION 4:**

430

## **OVERVIEW DECISION MAKING**

431

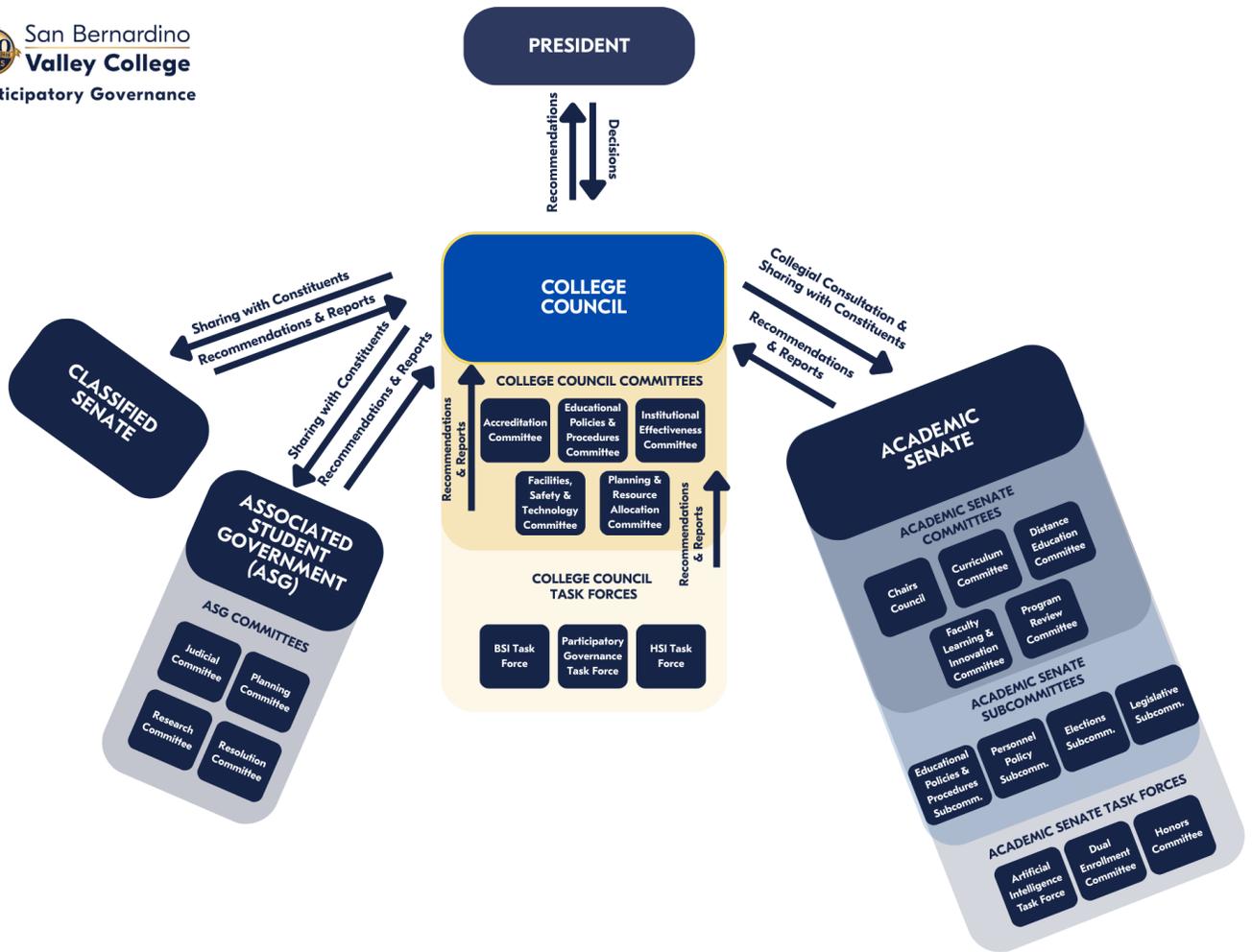
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434

### 4.0 Valley College Governance Pathway

435 The following diagram illustrates how governance recommendations move across Valley  
436 College from the work of faculty, classified professionals, students, and administrators,  
437 through their respective governance bodies, to College Council, and to the College President.  
438  
439



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**SECTION 5:**  
**FOUNDATIONS OF PARTICIPATORY**  
**GOVERNANCE**

## 5.1 WHAT IS THE PURPOSE OF THIS HANDBOOK?

447

448 The San Bernardino Valley College Governance Handbook describes the structure and  
449 operating agreements for institutional governance and decision-making at San Bernardino  
450 Valley College.

451

452 These descriptions of how groups are formed and how they function are, in essence,  
453 descriptions of how San Bernardino Valley College ensures that the voices of the College's  
454 constituent groups are heard in making recommendations.

455

456 By documenting governance and institutional decision-making practices, this handbook  
457 promotes a common understanding of processes, helps to ensure consistent application of  
458 policies and practices, encourages broad participation in campus matters, and supports the  
459 College's continuous quality improvement.

460

461 San Bernardino Valley College participatory governance is built upon transparency,  
462 accountability, and good faith efforts of all constituents. All decisions are grounded in the  
463 mission/vision/values of the college and focus on the best interest of students and their  
464 success. College processes, including those described in this handbook, will be  
465 systematically reviewed, and revised as part of the institutional cycle of continuous quality  
466 improvement.

## 5.2 PARTICIPATORY GOVERNANCE GUIDING PRINCIPLES

467

### ***Definition and Purpose***

468

469 Participatory governance is a college-wide process recognizing the right and responsibility of  
470 all faculty, staff, administrators, and students to engage in institutional decision-making. The  
471 governance structure provides opportunities for all constituent groups to contribute justified,  
472 thoughtful recommendations on policies and procedures, planning, program review, and  
473 accreditation.

474

### ***Collaborative Practice***

475

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

478

- Sharing their viewpoints and recommendations

479

- Gathering and communicating input from their constituent groups at large

480

- Disseminating the work of governance bodies broadly across campus

481 ***Standards of Conduct***

482 Participatory governance requires a climate of trust, mutual support, and courteous  
483 consideration. The college expects all participants to:

- 484 • Demonstrate respect for reason, freedom of expression, and the right to dissent
- 485 • Exhibit mutual respect and cooperation while promoting a team environment
- 486 • Confront issues and engage colleagues without prejudice
- 487 • Exercise due diligence in committee, subcommittee, or taskforce responsibilities
- 488 • Model the highest standards of ethically responsible behavior
- 489 • Actively participate through attendance and work expectations related to participatory  
490 governance.

491

492 ***Inclusive Decision-Making***

493 San Bernardino Valley College's governance philosophy embraces the diverse perspectives  
494 and backgrounds of all constituent group members. While ultimate authority rests with the  
495 Board of Trustees and the President, the college holds a core belief that decisions are richer  
496 and better informed through the collective wisdom of constituent groups working together.  
497 Participatory governance does not require unanimous agreement. Rather, the process  
498 ensures that all perspectives are heard, respected, and genuinely considered before  
499 decisions are reached.

500

501 **5.3 WHY PARTICIPATORY GOVERNANCE WORKS THIS WAY**

502 As a California community college, San Bernardino Valley College (SBVC) is mandated to  
503 operate under the principle of participatory governance. Education Code 70902(b) (7)  
504 mandates that the Board of Governors adopt regulations that "...ensure faculty, staff, and  
505 students... the right to participate effectively in district and college governance." Title 5  
506 regulations implementing this mandate (sections 53200 et seq., 51023.5, and 51023.7)  
507 require that the governing board "consult collegially" with the Academic Senate on academic  
508 and professional matters, and that staff and students have the opportunity to "participate  
509 effectively" in the development of procedures and recommendations that have a significant  
510 effect on them.

511

512 The term "shared governance" does not itself appear in law or regulation. Rather, it is used in  
513 connection with those college processes involving faculty, staff, and students in decision-  
514 making. The term "governance" also refers to the role of a community college's board of

515 trustees. Board adopted policies that protect the rights of faculty, staff, and students to  
516 “participate effectively” in decision-making by making recommendations to the board do not  
517 replace the board’s governance role. These policies do not diminish the College President's  
518 decision-making authority. The President remains solely accountable to the Board of  
519 Trustees for the outcomes of all institutional decisions.

520  
521 In addition, the College President is responsible for establishing timelines and institutional  
522 priorities, developing structures and processes, providing information, and ensuring that  
523 certain policies are in place and that procedures are followed. District executives and the  
524 College President are the critical links between constituencies and the Board of Trustees,  
525 and usually serve as the designees of the board in governance matters. Therefore, by virtue of  
526 the position, the College President serves as ex-officio on all shared governance committees.

527  
528 The San Bernardino Community College District’s Board of Trustees has adopted a policy for  
529 collegial consultation (BP/AP 2510, Appendix A & B) requiring the establishment of  
530 procedures “...to ensure faculty, management, classified staff, and students the right to  
531 participate effectively in collegial consultation in particular areas where they have their  
532 responsibility and expertise as specified in Title 5 regulations.

533

### 534 ***Faculty***

535 In participatory governance at SBVC, the Academic Senate represents faculty members.  
536 Indeed, the Academic Senate is the voice for the faculty on all matters related to curriculum,  
537 academic, and professional matters.

538

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

541

- 542 1. Curriculum, including establishing prerequisites and placing courses within  
543 disciplines
- 544 2. Degree and certificate requirements
- 545 3. Grading policies
- 546 4. Educational program development
- 547 5. Standards or policies regarding student preparation and success
- 548 6. District and college governance structures, as related to faculty roles
- 549 7. Faculty roles and involvement in accreditation processes, including self-study and  
550 annual reports
- 551 8. Policies for faculty professional development activities

- 552 9. Processes for program review  
553 10. Processes for institutional planning and budget development  
554 11. Other academic and professional matters as are mutually agreed upon between the  
555 Governing Board and the Academic Senate  
556

557 With respect to academic and professional matters, the Board has adopted a standard in  
558 which it will rely primarily upon the Academic Senate's recommendations. When the Board  
559 of Trustees does not follow Academic Senate recommendations in these academic and  
560 professional matters, the Chancellor must formally provide the reasons in writing to the  
561 Academic Senate President upon request.  
562

563 The College President will normally accept the recommendation of the Academic Senate  
564 regarding academic and professional matters. The President will not accept the Senate's  
565 recommendations only in exceptional circumstances or for compelling reasons. In such  
566 instances, the College President will deliver the rationale for his or her decision in writing to  
567 the President of the Academic Senate.  
568

569 The College President will normally accept the recommendation of the Academic Senate  
570 regarding academic and professional matters. In instances when the President does not  
571 accept the recommendations of the Academic Senate, the College President will deliver the  
572 rationale for the decision in writing to the President of the Academic Senate.  
573

#### 574 ***Classified Professionals***

575 Representatives of classified staff are appointed to serve on participatory governance  
576 committees at SBVC consistent with Title 5 § 51023.5.  
577

578 The regulations require that staff:

579 *"...be provided with opportunities to participate in the formulation and development of*  
580 *district and college policies and procedures, and in those processes for jointly*  
581 *developing recommendations for action by the governing board, that the governing*  
582 *board reasonably determines, in consultation with staff, have or will have a significant*  
583 *effect on staff." (Title 5 § 51023.5(a)(4))*  
584

585  
586 The recommendations and opinions of classified professionals are to be given every  
587 reasonable consideration by the Board, the President, and the participatory governance  
588 committees on which their representatives serve.

589  
590 Through their knowledge of student needs and their positions in operational, instructional,  
591 administrative, student support, and technical areas, classified professionals serve on  
592 committees, councils, and task forces as essential stakeholders. Representing their  
593 constituents' perspectives, classified staff provide unique insight to guide governance  
594 decisions.

595

596 *Classified Senate*

597 The Classified Senate has identified the following areas as having significant effect on  
598 classified professionals. While not codified in Title 5, this framework guides the Senate's  
599 engagement in participatory governance consistent with § 51023.5:

600

- 601 1. Curriculum systems integration and implementation
- 602 2. Degree and certificate requirements
- 603 3. Educational program development
- 604 4. Standards or policies regarding student services, support, and success
- 605 5. College governance structures as related to classified roles
- 606 6. Classified roles and involvement in accreditation processes
- 607 7. Policies for classified professional development activities
- 608 8. Processes for program review and annual planning
- 609 9. Processes for institutional planning and budget development
- 610 10. Any other district and college policy, procedure, or related matter that will have a  
611 significant effect on classified staff

612

613 **Students**

614 The Associated Student Government (ASG) appoints student representatives to serve on  
615 participatory governance committees. The ASG is recognized under Education Code § 76060  
616 as the official representative body of students.

617

618 Title 5 § 51023.7(b) enumerates the following policy areas as having significant effect on  
619 students:

620

- 621 1. Grading policies
- 622 2. Codes of student conduct
- 623 3. Academic disciplinary policies
- 624 4. Curriculum development
- 625 5. Courses or programs which should be initiated or discontinued

- 626 6. Processes for institutional planning and budget development  
627 7. Standards and policies regarding student preparation and success  
628 8. Student services planning and development  
629 9. Student fees within the authority of the district to adopt  
630 10. Any other district and college policy, procedure, or related matter that the district  
631 governing board determines will have a significant effect on students  
632

633 Beyond providing valuable student perspective across institutional functions, participation in  
634 governance offers students opportunities to engage in the campus community, develop civic  
635 responsibility, and understand how complex institutions operate.  
636

### 637 ***Administrators***

638 Administrators participate in governance through appointed roles based on functional  
639 expertise and positional responsibility or as resource members. Appointments are made by  
640 the College President or applicable Vice President.  
641

642 Administrative participation supports effective governance through:

- 643 • Responsibly managing the authority delegated to them by the College President and  
644 the duties outlined in their job description.
- 645 • Collaborating with faculty, classified professionals, and students in developing  
646 recommendations
- 647 • Providing institutional perspective on operational feasibility, regulatory compliance,  
648 and resource implications
- 649 • Facilitating communication between governance bodies and executive leadership
- 650 • Supporting implementation of governance recommendations
- 651 • Ensuring alignment between committee work and institutional planning priorities  
652

653 Administrative participation complements constituent group roles. On academic and  
654 professional matters, administrators provide operational perspective while respecting  
655 faculty primacy under Title 5 § 53200.  
656

657 Note that President's Cabinet, comprising the President and Vice Presidents, functions as an  
658 executive leadership body responsible for operational coordination and administrative  
659 decision-making. While Cabinet may identify issues requiring governance input, it does not  
660 serve as a participatory governance body. In addition to the purview of management to fulfill  
661 the responsibilities outlined in their job descriptions, recommendations on matters with  
662 significant effect on faculty, classified staff, or students may be developed through

663 appropriate governance committees and forwarded to the President through established  
664 channels (Refer to Section 3.3 and Section 4)  
665  
666

## 5.4 GENERAL GOVERNANCE GLOSSARY

667

668 **10+1** — The eleven areas where the Academic Senate has either primary authority ("rely  
669 primarily") or must reach mutual agreement with the Board, established by AB 1725 (1988).  
670 These include curriculum, grading policies, degree requirements, and faculty hiring criteria.

671

672 **9+1** — A consultation framework established under Title 5 established for students  
673 (§51023.7). Classified professionals also have a 9+1 but it is not enshrined in Title 5, yet.

674

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

678

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

682

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

686

687 **Bargaining Unit**— a formal group of employees such as faculty represented by CTA or  
688 classified professionals represented by CSEA, organized under the Educational Employment  
689 Relations Act (EERA) to negotiate with the District over "scope of representation" items,  
690 including wages, hours, and terms and conditions of employment. Bargaining units address  
691 employment matters through collective bargaining.

692

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

696

697 **Brown Act** — California's open meeting law (Gov. Code §54950) that requires public notice  
698 and transparency for governance meetings.

699

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

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

706  
707 **Collegial Consultation** — The formal process by which the Academic Senate makes  
708 recommendations to the President and Board on academic and professional matters. Not  
709 just input. It carries legal weight under Title 5. *Note: Collegiality is sometimes confused with*  
710 *collegial consultation, but the two are distinct.*

711  
712 **Quorum** — The minimum number of voting members required to conduct official business at  
713 a meeting. Without it, no formal action can be taken.

714

## 715 **5.5 GROUPS IN GOVERNANCE GLOSSARY**

716 **Governance constituent:** A group with a role, interest, and representation in a governance  
717 structure. In California Community Colleges under Title 5, governance constituents include  
718 faculty, classified staff, students, and administrators. Each contributes to decision-making  
719 and policy development at the college and district levels through participatory governance.  
720 The constituent group advises and makes formal recommendations to administration and  
721 the Board of Trustees. These groups contribute at the college & district levels to ensure  
722 participatory governance in decision-making. Senates may establish and oversee  
723 committees under their own authority and bylaws.

724 • **Academic Senate** – Represents faculty in academic and professional matters (Title 5  
725 [§53200](#)). The Academic Senate has primary responsibility in "10+1" areas of academic  
726 and professional matters under Title 5, Section 53200.

727 • **Classified Senate** – Represents classified professionals in governance (Title 5  
728 [§51023.5](#)). with 9 areas of participation plus a +1 for additional matters.

729 • **Associated Students/Student Government** – Ensures student participation in  
730 governance (Title 5 [§51023.7](#)). Students have 9 defined areas of participation, plus +1,  
731 allowing them to be consulted on additional matters as agreed upon.

732 • **Administrators**, including the College President, Vice Presidents, Deans, and  
733 Directors, collaborate with participatory governance groups by considering  
734 recommendations from faculty, classified professionals, and students.

735

736 **Participatory governance:** A collaborative decision-making process in which faculty, staff,  
737 students, and administrators actively contribute to institutional planning, policies and  
738 procedures, and implementation. It is rooted in Title 5 of the California Code of Regulations,  
739 which ensures that all governance constituents have a voice ensuring that institutional

740 policies reflect the diverse perspectives of the college community while maintaining Board of  
741 Trustees' ultimate authority in governing the district. Five key organizations exemplifying this  
742 collaborative approach are the [Academic Senate for California Community Colleges](#)  
743 [\(ASCCC\)](#), the [California Community Colleges Classified Senate \(4CS\)](#), the [Student Senate for](#)  
744 [California Community Colleges \(SSCCC\)](#) and the [Community College League of California](#)  
745 [\(CCLC\)](#).

746

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

753

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

764

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

768

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

774

775 **Task Force:** A temporary working group assigned to address a specific problem, implement a  
776 short-term project, or develop policy recommendations, and actively works on solutions and  
777 implementation. It has a clear mission, timeline, and expected outcomes, after which it

778 dissolves. Task forces usually include members with specialized knowledge and disband  
779 once their goal is achieved.

780

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

785

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

790

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

800

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

808

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811

## **SECTION 6:**

812

## **PARTICIPATORY GOVERNANCE IN ACTION**

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815

## 6.1 GOVERNANCE IN PRACTICE

816

When a committee deliberates on an issue and reaches a position, it forwards that position

817

as a formal recommendation to the appropriate body typically College Council for

818

institutional matters, or directly to a constituent group (Academic Senate, Classified Senate,

819

or Associated Student Government) for matters within their purview. Recommendations may

820

route through multiple bodies to gather input and/or support before reaching College Council

821

or the President.

822

823

A committee recommendation is not a decision. It is the college's most informed,

824

constituency-driven proposal and it carries significant weight. Final authority for institutional

825

decisions rests with the President and Board of Trustees, as required by California Education

826

Code and Title 5. For academic and professional matters, the Board acts in accordance with

827

Title 5 provisions governing Academic Senate authority, including mutual agreement or rely

828

primarily obligations.

829

830

Because administrators and the Board rely on committee recommendations to make sound

831

decisions, the quality of the committee deliberation, the evidence brought, and the breadth

832

of voices incorporated directly shape institutional outcomes. Governance only works when

833

committees take their charge seriously.

834

835

### ***What Committees Produce***

836

Not everything that comes out of a committee meeting is the same kind of output. New

837

members often confuse recommendations, reports, and deliverables and the confusion

838

leads to miscommunication about what a committee has done.

839

840

Here is a clear breakdown:

841

<b>Output Type</b>	<b>What It Means</b>	<b>Example</b>
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, 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 “SBVC Covid Plan” for review and routing through governance.

842

843 **The Decision-Making Cycle: From Idea to Action**

<b>Step</b>	<b>Phase</b>	<b>What Happens</b>
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 can surface an issue, but it must enter a formal governance channel to move forward.
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. Where that recommendation goes next depends on which committee the recommendation originated. Constituency leaders are responsible for ensuring their recommendation has been vetted within their own group before moving through the pathway of decision-making and implementation.
4	Review and Action	The receiving body reviews the recommendation. It may accept it, return it with feedback for further deliberation, or, in rare cases, make a different determination (Except that when recommendations are part of the Academic Senate academic and professional matters, and the President disagrees with a recommendation, then they are expected to meet specific legal requirements; see <a href="#">Participating</a>

		<a href="#">Effectively in District and College Governance, ASCCC &amp; CCLC, 1998</a> )
5	Decision Communicated	Once a final decision is made, it is the responsibility of the governance group and relevant administrators to communicate the outcome back to the originating committee and to the broader campus community. <i>Transparency at this stage is essential to institutional trust.</i>
6	Implementation	Once a decision is made, responsibility for implementation is assigned to the appropriate administrator. Constituent group leadership may be responsible for communicating changes to their members or implementing actions within their purview (e.g., Academic Senate curriculum processes). Committees are not typically responsible for implementation. Nevertheless, they are responsible for monitoring whether commitments are kept.
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.

844

845 ***Accountability and Follow-Through***

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

- 848     • What is the status of implementation?  
849     • Has a timeline been established?  
850     • Who is responsible for next steps?

851

852 These questions may be directed to the committee chair, the administrative liaison, or the  
853 administrator assigned responsibility for implementation.

854

855 ***Administrative Accountability***

856 When a decision is made, the responsible administrator establishes an implementation  
857 timeline and reports progress to the originating committee or College Council as appropriate.  
858 Committees have both the right and the responsibility to follow up on recommendations they  
859 have forwarded.

860 *Committee Accountability*

861 Accountability runs in both directions. Committees are accountable to the college  
862 community for the quality of their deliberations and the clarity of their recommendations.  
863 This accountability is documented through meeting minutes, the primary written record of a  
864 committee's work. Minutes should capture not only decisions, but key discussion points,  
865 conclusions reached, and action items assigned. Draft minutes should be distributed and  
866 posted publicly within one week of each meeting; approved minutes should be posted within  
867 one week of approval.

868  
869 These practices are not administrative formalities, they are the documentation infrastructure  
870 that makes governance visible, reviewable, and trustworthy to the campus community and to  
871 accreditors.

872

873 **Questions Are Always Welcome**

874 If you are uncertain about the governance process, your committee's charge, or how a  
875 decision is being implemented, reach out to your committee chair(s), the Academic Senate,  
876 the Classified Senate, Associated Student Government, or the Office of the President.

877

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

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## 6.2 PATHWAYS TO ENGAGEMENT

Participatory governance at SBVC is how faculty, classified professionals, students, and administrators work together to shape policies, plans, and implementation. Administrators participate as partners, contributing operational expertise and ensuring follow-through on institutional decisions. The goal is practical: decisions should reflect broad expertise, ensure meaningful participation, and move ideas into action.

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

### ***Classified Professional Engagement***

Classified professionals participate through the Classified Senate and governance committees across the institution. Their expertise in operations, student services, and institutional continuity ensures that policies are workable, equitable, and implementable. Governance needs your perspective, not just your compliance.

### ***Faculty engagement***

Faculty participate through the Academic Senate and related governance structures. This includes leadership on the "10+1" academic and professional matters defined in Title 5, as well as accreditation and institutional planning. On these matters, faculty voice is not optional it is central to institutional integrity and legally protected through collegial consultation requirements. You are not here to observe; you are here to shape what this college becomes.

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

915 ***Student engagement***

916 Students participate through Associated Student Government and committee  
917 representation, especially on policies and practices that have a significant effect on  
918 students. Student voice strengthens the college's ability to make decisions grounded in the  
919 realities of campus life.

920 You are not here to observe, you are here to shape what this college becomes.

921

922 ***Community and public engagement***

923 Participatory governance is also accountable to the broader community. Public meetings,  
924 transparency practices, and regular reporting help ensure that SBVC remains responsive to  
925 regional needs and to the people we serve.

926

927 ***From Idea to Action: How Valley College Moves Work Through Governance***

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

931

932 SBVC's governance process is designed to do three things clearly:

- 933 1. Sort the idea into the right category (policy, procedure, practice, curriculum, planning,  
934 resources).
- 935 2. Route it through the right bodies for consultation, recommendation, and approval.
- 936 3. Assign ownership for implementation and require a report-back so the campus can  
937 see what changed.

938

939 *Step 1: Identify what type of decision this is*

940 Most proposals fall into one of these categories:

- 941 • *Policy:* A Board Policy or district-level expectation that sets institutional direction and  
942 rules.
- 943 • *Procedure:* An Administrative Procedure or college-level process that explains how  
944 policy is carried out.
- 945 • *Practice:* A consistent way of doing work that may not require formal policy language  
946 but still needs shared agreement and clear documentation (guidelines, workflows,  
947 forms, training).

948

949 *Additional considerations:*

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

954  
955 *Resource implications:* If the proposal affects staffing, budget, facilities, technology, or  
956 institutional priorities, it will likely route through planning and resource allocation processes.

957  
958 If the category is unclear, the goal is not to guess correctly on the first try. The goal is to  
959 choose a reasonable entry point that helps clarify the category and route the item  
960 appropriately.

961

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

963 There may not be one obvious "right" committee or workgroup to start with. Some ideas  
964 touch multiple areas; some do not fit neatly anywhere at first. SBVC recognizes multiple  
965 points of entry into governance.

966

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

- 969 • A constituency body (Academic Senate, Classified Senate, Associated Student  
970 Government)
- 971 • A governance committee or council connected to the topic
- 972 • A department or program
- 973 • A division or unit with operational responsibility
- 974 • An administrator bringing forward an institutional need
- 975 • Any individual bringing an idea to any member of the management team

976

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

981

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

985

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

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

989

990 The proposal should include:

- 991 • What you are proposing (in plain language)
- 992 • The problem it addresses and who is affected
- 993 • Why it matters, including student equity implications when relevant
- 994 • What would need to change (policy, procedure, practice, resources, timeline)
- 995 • Who would be responsible for implementation (department, division, committee, or  
996 role)

997

998 A clear one-to-two-page concept document is usually sufficient to begin. Supporting  
999 documents can be attached.

1000

1001 *Step 4: Route through consultation and alignment*

1002 As a proposal is refined, it may need to move across multiple bodies for consultation and  
1003 alignment. Some proposals will be co-developed across constituencies, committees,  
1004 departments, or divisions. That is not a problem—it is often a sign that the issue is real and  
1005 institution-wide.

1006

1007 SBVC uses committees and College Council to refine ideas into actionable  
1008 recommendations. In general:

- 1009 • Committees and workgroups research, draft, and assess feasibility within a defined  
1010 scope.
- 1011 • College Council deliberates across constituencies, aligns recommendations, and  
1012 forwards them to the President with documented rationale.

1013

1014 When an item involves academic and professional matters, it must follow the Academic  
1015 Senate governance pathway through collegial consultation.

1016

1017 When the appropriate entry point or routing is unclear, College Council can help clarify the  
1018 pathway without taking ownership away from the sponsoring group.

1019

1020 *Step 5: Recommendation is not the finish line*

1021 A recommendation is not complete until it has an approval path and an implementation  
1022 owner. Governance work should end with a clear action plan and a commitment to report

1023 back. The sponsoring group remains responsible for continuity. Even when the proposal  
1024 moves through other bodies, the entry point should track where it is, what changes were  
1025 made, and what is needed next.

1026

1027 *Step 6: Approval, implementation, and closing the loop*

1028 Implementation should specify:

- 1029 • Owner (department, division, committee, or role responsible for follow-through)
- 1030 • Implementation steps (what will happen and in what order)
- 1031 • Resources and support (staffing, budget, training, communications)
- 1032 • Timeline (when changes take effect)
- 1033 • Evidence of completion (revised document, published procedure, updated website,  
1034 training delivered, new workflow in use)
- 1035 • Report-back (when and where the campus will learn the outcome)

1036

1037 College Council forwards final recommendations to the College President. For academic and  
1038 professional matters, recommendations follow Academic Senate collegial consultation  
1039 requirements. When Board action is required, items proceed through the district Board  
1040 pathway after local approval.

1041

1042 ***Standard for equity-minded participation***

1043 SBVC’s participatory governance is strongest when participation is consistent,  
1044 representative, and connected to real outcomes. The goal is not simply to “have a seat at the  
1045 table,” but to build the social capital and transparency needed to make decisions that hold  
1046 up over time, especially during moments of change, while keeping student equity at the  
1047 center of what we do.

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## **SECTION 7:**

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# **COMMITTEE OPERATIONS AND PROCEDURES**

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## 7.1 General Annual Planning of Committee Work

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

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

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

### ***Committee Academic Year (Selected Months)***

MONTH	ACTIVITY
<b>August</b>	<ul style="list-style-type: none"> <li>○ <b>In-Service Day Workshops:</b> Orientation to committee roles, review of participatory governance structure, and training on decision-making process.</li> <li>○ <b>Committee Formation:</b> Reviewing constituent groups appointments   Chairs elected/confirmed.</li> <li>○ <b>Goal Setting Preparation:</b> Review prior year’s accomplishments and institutional priorities   Review prior year’s planning &amp; self-reflection   Chairs receive Strategic Plan goals and accreditation priorities.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>○ <b>Data Review:</b> Institutional Effectiveness data dashboards to inform this year's planning.</li> <li>○ <b>Goal Setting Finalized:</b> Establish SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals aligned with institutional priorities.</li> <li>○ <b>Timeline Establishment:</b> Create timeline of major milestone dates for the year and associated tasks.</li> <li>○ <b>Policy Review Cycle:</b> When relevant, committees engage in policy and procedure aligned with accreditation standards.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>○ <b>Committee Structure Review:</b> Members discuss the structure of the committee. May finalize committee changes in structure.</li> </ul>

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

1070

1071 ***Ongoing Committee Activities Throughout the Year***

1072 Committee work doesn't pause between meetings. Throughout the year, chairs and  
 1073 members share responsibility for tracking action items, following up on recommendations,  
 1074 monitoring implementation progress, and communicating with constituents.

1075

1076 This continuous cycle of attention and accountability is what transforms governance from  
 1077 discussion into institutional change.

- 1078 ● Regular communication with constituent groups.
- 1079 ● Continuous monitoring of progress toward Strategic Plan goals.
- 1080 ● Maintenance of accreditation evidence through documented decisions and
- 1081 committee records.



- 1115 • Minutes and key documents are completed and archived promptly (within 48 hours  
1116 after adjournment is the SBVC standard).
- 1117 • Recommendations are routed forward through the correct pathway, so work does not  
1118 stall.

1119

## 1120 ***Meeting consistency, flow, and procedures***

1121 Because committees and groups differ in scope, SBVC does not need a one-size-fits-all  
1122 meeting format. SBVC does need one shared expectation: meetings should be consistent  
1123 enough to support preparation, participation, and follow-through.

1124

### 1125 *Meeting consistency*

1126 Standing committees should meet on a predictable rhythm aligned to their charge (for  
1127 example, monthly or twice monthly). Task forces and ad hoc committees may meet more  
1128 frequently during their active window, but should still publish a clear schedule and target end  
1129 date.

1130

1131 Consistency matters because it:

- 1132 • helps members plan and prepare,  
1133 • supports consultation back to constituencies,  
1134 • keeps action items moving between meetings, and  
1135 • reduces the chance that decisions drift without accountability

1136

### 1137 *Recommended meeting flow (adaptable)*

1138 A reliable structure keeps meetings focused and documentation-ready:

- 1139 1. **Opening and framing:** confirm attendance or quorum as relevant, and restate the  
1140 purpose and expectations for professional, equity-minded discussion.
- 1141 2. **Approve agenda and prior minutes:** confirm what is being discussed and what  
1142 record is being adopted.
- 1143 3. **Information items:** brief updates that inform deliberation (kept concise).
- 1144 4. **Deliberation and action:** prioritized business items requiring discussion, refinement,  
1145 and/or a vote or recommendation.
- 1146 5. **Routing and next steps:** what is moving forward, where it goes, who owns the next  
1147 step, what evidence/follow-up is needed, and when it returns.
- 1148 6. **Close:** summarize decisions and confirm the next meeting date/time.

1149

1150 *Procedural clarity*  
1151 Each committee should be explicit about how it makes decisions, consensus, vote, or  
1152 advisory recommendation, and apply that method consistently. If a committee is advisory or  
1153 exploratory, minutes should reflect that it is developing input and recommendations (not  
1154 final approvals).

1155

## 1156 **7.3 Documentation and Communication Standards**

### 1157 ***Why documentation matters***

1158 In a complex college environment, governance documentation is more than recordkeeping. It  
1159 is the connective tissue that keeps SBVC aligned. Clear agendas, accurate minutes, and  
1160 accessible supporting materials create transparency between leadership, governance  
1161 constituents, and the campus community. When documentation is consistent and  
1162 dependable, it builds trust, strengthens shared understanding, and prevents governance  
1163 from splintering into silos or parochial interests.

1164

1165 Documentation also keeps committee work anchored in mission and equity. Records should  
1166 consistently connect deliberations and decisions to the college's commitment to uplifting  
1167 diverse individuals and communities through culturally affirming leadership, learning, and  
1168 work environments. When this link is absent, equity becomes optional. When the link is  
1169 explicit, equity becomes intentional and meaningful for college operations.

1170

### 1171 ***Committee agendas***

1172 The agenda is the governance roadmap. It is a prerequisite for valid consultation and  
1173 decision-making because it signals what is being discussed, what action is possible, and  
1174 how constituent input is expected to shape outcomes. [See APPENDIX, Template Agenda]

1175

### 1176 ***Agenda development and input***

1177 Agenda construction should be collaborative. Committees should build in a window for  
1178 participatory governance groups to suggest items and review proposed items before they are  
1179 finalized, especially when items may move forward for higher-level action or Board  
1180 consideration.

1181

1182 ***Decision pathway clarity***

1183 Each agenda should reflect the college’s decision-making structure by making clear:  
1184 who provides consultation or input, who formalizes recommendations, and who holds final  
1185 approval authority. Committees should use the SBVC’s one-page decision map approach to  
1186 categorize items so participants understand the governance route and expectations for  
1187 consultation.

1188

1189 ***Posting timelines***

1190 To protect transparency and meaningful participation, posting timelines must be followed  
1191 consistently:

- 1192 • Regular meetings: agendas and supporting materials posted at least 72 hours in  
1193 advance.
- 1194 • Special meetings: posted at least 24 hours in advance.

1195

1196 ***Format expectations***

1197 Every agenda item should include:

- 1198 • Strategic alignment to Valley College goals and planning priorities
- 1199 • Clear label as Action (requires a vote) or Information (update or discussion)
- 1200 • Brief description so consultation is informed rather than pro forma

1201

1202 A strong agenda improves meeting quality and makes minutes clearer and more useful.

1203

1204 ***Meeting Minutes and Meeting Notes***

1205 Minutes and Meeting Notes are the institution's memory. They document what happened,  
1206 what was decided, and why, without becoming a transcript. Minutes and Meeting Notes  
1207 should capture:

- 1208 • The substance of discussion and nature of deliberation
- 1209 • That constituent perspectives were heard and considered
- 1210 • Outcomes: motions, votes, recommendations, next steps
- 1211 • The rationale behind key decisions, especially for high-impact items

1212

1213 ***Reporting and accountability***

1214 Minutes and meeting summaries should be shared in a way that supports three-way  
1215 transparency. Documentation should move reliably from committees into broader  
1216 governance channels so the institution stays aligned and decisions do not disappear into  
1217 disconnected pockets of work.

1218

1219 ***Supporting documents as evidence***

1220 Committee recommendations should be supported by a clear record of evidence, such as  
1221 environmental scans, research findings, and enrollment projections. When student  
1222 outcomes are involved, supporting materials should include disaggregated data (for  
1223 example, by race and ethnicity) so equity impacts can be evaluated and discussed with  
1224 clarity.

1225

1226 Minutes should not only record what was decided. They should also document the rationale  
1227 behind key decisions, especially for items with significant impact. This protects process  
1228 integrity and reduces future conflict by showing that governance was followed in good faith.

1229

1230 ***Committee websites and public access***

1231 A centralized digital hub is essential for transparency, consistency, and institutional  
1232 alignment. The committee website is not optional, it is the primary vehicle for continuous  
1233 reporting and public access to governance work.

1234

1235 ***Required components of each committee webpage***

1236 Each committee page should include:

1237 Each committee webpage should include the committee charge (what the committee is  
1238 responsible for), a current membership list, a searchable and chronological archive of  
1239 agendas and minutes, and direct links to key major publications and institutional references  
1240 (as appropriate), such as campus reports and Institutional Effectiveness resources.

1241

1242 ***Standardization and coordination***

1243 Digital governance materials should align with collegewide communication standards and  
1244 coordinate with Marketing/Communications/Public Affairs to avoid inconsistent branding  
1245 and to reinforce a unified SBVC identity.

1246

1247 ***Accessibility for non-specialists***

1248 When committees address highly technical topics (especially fiscal, planning, or data-heavy  
1249 work), the website should include short executive summaries that translate complex content  
1250 into clear language for the broader campus community. This is part of transparency:  
1251 governance should be understandable, not just available.

1252

1253 ***Continuous improvement: documentation through an equity lens***

1254 Documentation practices should be evaluated periodically to ensure they remain effective,  
1255 transparent, and equity-centered. A regular evaluation cycle (such as a three-year review)  
1256 can assess whether governance documentation supports meaningful participation, accurate  
1257 institutional memory, and decision-making that advances student equity.

1258

1259 A key standard for continuous improvement is that governance records consistently show:  
1260 Documentation should make clear how committee work aligns with strategic goals, what  
1261 evidence informed decisions, and how equity considerations were integrated into  
1262 deliberation and outcomes.

1263

1264 **7.4 Recommendation Routing and Placing the Work**

1265 A transparent routing process prevents strong work from being lost in layers. Just as  
1266 important, SBVC should avoid proposals that “float” without a responsible home.

1267 Committees should document where recommendations go next, typically to College  
1268 Council, forwarded to the College President and other final authorities as appropriate. Items  
1269 should not end at discussion; meetings should end with a clear forward path.

1270 *Place the work where it can be carried through*

1271 Whether a committee is proposing a policy change or a new initiative, implementation must  
1272 belong to an existing entity:

1273 Implementation should be placed with an appropriate home, such as a constituency body  
1274 (when the work is representational or policy-oriented), a committee or council (when the  
1275 work requires coordinated governance review and recommendation), or a department or  
1276 division or operational committee (when the work is implementation-oriented).

1277 The key standard is ownership: every recommendation should identify who will carry it  
1278 forward, who will implement, and how progress will be tracked.

1279

## 1280 **7.5 From Deliberation to Decision: Committee Decision-Making**

1281 At SBVC, standardized decision-making processes are not “extra bureaucracy.” They are the  
1282 infrastructure that keeps participatory governance stable, fair, and effective. When decisions  
1283 follow clear pathways, SBVC protects the right of governance constituencies to participate  
1284 meaningfully and ensures that recommendations are not shaped by whoever happens to be  
1285 in the room or whoever speaks the loudest.

1286  
1287 Consistent decision-making also reduces institutional risk. It prevents fragmentation, limits  
1288 confusion about scope and authority, and ensures that decisions are anchored in the  
1289 college’s mission and student equity commitments, not in ad hoc reactions or narrow  
1290 interests.

1291  
1292 A key expectation at SBVC is that governance does not stop at discussion. Decision-making  
1293 must be paired with follow-through: recommendations should land in a clear implementation  
1294 home (an existing committee, department/division, or operational body), with a pathway for  
1295 updates and accountability.

1296

### 1297 ***From deliberation to action***

1298 Decision-making should always match the committee’s charge. Some decisions require  
1299 formal motions and recorded votes. Others benefit from consensus-building, option-  
1300 narrowing, or consent-based approaches, especially when implementation depends on  
1301 broad buy-in. Regardless of the specific format, the purpose is the same: **help committees**  
1302 **move from discussion to a clear outcome.**

1303

1304 *A typical SBVC committee decision flow looks like this:*

- 1305 1. Agenda item is introduced with the relevant background and supporting documents.
- 1306 2. Deliberation occurs: members ask questions, surface impacts, and consider  
1307 constituent perspectives.
- 1308 3. A motion (or action proposal) is made when the group is ready to decide or  
1309 recommend.
- 1310 4. The motion is seconded to show it has support for consideration.
- 1311 5. The chair calls the question and the group votes (or confirms consensus).
- 1312 6. The decision is documented in the minutes, including the outcome and any key  
1313 rationale or next steps.

1314

1315 ***Decision Methods SBVC Committees May Use***

1316 SBVC committees may use more than one decision method. The chair(s) should name the  
1317 method before a decision is finalized so members understand what the “agreement” means  
1318 for the meetings.

1319

1320 *Robert’s Rules of Order (formal or modified) or similar parliamentary process (formal action)*

1321 Use when a committee must take formal action, adopt language, or document a clear vote.  
1322 Valley College committees may use strict parliamentary procedure or a modified approach  
1323 that encourages open discussion before formalizing motions, uses general consent for  
1324 routine matters, and reserves formal process for contested decisions.

1325

1326 *Robert's Rules of Order Newly Revised* serves as the procedural reference for questions not  
1327 addressed by committee bylaws.

1328

1329 *Consensus (full agreement)*

1330 Use when the committee needs strong unity for successful implementation. Consensus  
1331 means the group works toward a decision everyone can support. Consensus often requires  
1332 revision, clarification, and more than one meeting for complex items.

1333

1334 *Modified consensus (broad agreement with defined threshold)*

1335 Use when full consensus is ideal but time or scope requires a clear stopping point. The  
1336 committee defines a threshold in advance, for example, “consensus with a small number of  
1337 stand-asides” or “agreement of most members with documented concerns.” The minutes  
1338 and notes should reflect the threshold used and summarize key concerns raised.

1339

1340 *Consent-based decision-making (no unresolved objections)*

1341 Use when the committee wants speed and practicality without requiring everyone to actively  
1342 prefer the final option. Consent means the decision moves forward if no member identifies a  
1343 substantial, unresolved objection that would create harm or block implementation.

1344 Objections should be treated as improvement signals, and the chair should help the group  
1345 revise the proposal to resolve them when possible.

1346

1347 *Majority vote (simple majority or defined voting threshold)*  
1348 Use for decisions where voting is appropriate and the committee’s charge supports a vote.  
1349 Some committees may define a threshold higher than simple majority for specific decisions.  
1350 The minutes should record the vote count or outcome (approved, not approved, tabled).

1351  
1352 *Asynchronous decisions (between meetings)*  
1353 Use only when allowed by the committee’s operating expectations and when transparency  
1354 can be maintained. Asynchronous decision-making may be appropriate for minor edits,  
1355 confirming a date, or approving a finalized draft that was reviewed in a meeting.

1356 The chair(s) should document:  
1357 • what was decided,  
1358 • how members participated,  
1359 • the timeline for input,  
1360 • and how the decision will be recorded in the next set of minutes

1361

### 1362 ***Committee Equity Review Before Final Action***

1363 Regardless of method, SBVC committees are expected to consider equity impacts before  
1364 concluding business. That means pausing long enough to ask: ***“Who benefits and who may  
1365 be burdened?; Does this recommendation create barriers for disproportionately  
1366 impacted groups? Where relevant, have we reviewed disaggregated information to  
1367 understand impact?”*** This step turns a decision into an equity-minded decision, one that is  
1368 more likely to hold up in implementation and to earn campus trust.

1369  
1370 Equity and participatory governance are only meaningful when it connects to Valley College's  
1371 planning tools and resource realities and when those connections are examined for equity  
1372 impact. Resource decisions are equity decisions. Which programs get funded, which  
1373 positions get filled, which initiatives move forward these choices shape who thrives at Valley  
1374 College and who faces barriers.

1375  
1376 Committees should treat resource-connected recommendations as opportunities to  
1377 advance equity, not just operational logistics. Before forwarding a recommendation with  
1378 resource or planning implications, committees should ask:

- 1379 • **Equity alignment:** *Does this recommendation address documented disparities or*  
1380 *advance equity goals? Who benefits—and who might be left out?*
- 1381 • **Planning integration:** *How does this connect to institutional priorities, and are those*  
1382 *priorities themselves equity-informed?*

- 1383 • **Resource justification:** *What problem does this solve, for whom, and how will we*
- 1384 *know if it's working for disproportionately impacted students?*
- 1385 • **Evidence of need:** *Does our data include disaggregated outcomes so we're not*
- 1386 *assuming equity impact?*
- 1387
- 1388

1389

## **SECTION 8:**

1390

## **COMMITTEE MEMBERSHIP: CULTURE, ROLES &**

1391

## **APPOINTMENTS**

1392

1393 **8.1 Foundations: Committee Culture and Shared Expectations**

1394 Committee culture at SBVC reflects three core institutional expectations: academic  
1395 excellence, multiculturalism and diversity, and professional conduct. In practice, this means  
1396 committees take an equity-minded approach thus considering how decisions affect students  
1397 and employees, especially those historically underserved or marginalized and document the  
1398 rationale behind recommendations.

1399  
1400 These expectations function as a shared responsibility contract: a practical agreement about  
1401 how we show up, how we communicate, how we disagree, and how we move from  
1402 consultation to implementation without losing trust or momentum. In a landscape of  
1403 constant pressure for affordability, improved student outcomes, and institutional  
1404 effectiveness, clear expectations protect governance integrity and keep our work aligned to  
1405 SBVC's mission.

1406  
1407 ***The Five Foundational Expectations of Shared Responsibility***

1408 SBVC governance is strongest when faculty leadership, administration, and the broader  
1409 governance structure operate as a collaborative yet decisive partnership. The following  
1410 expectations anchor that partnership:

- 1411 1. *Shared governance requires hard work*: It depends on continued effort, open  
1412 communication, trust, and respect, especially when decisions are difficult.
- 1413 2. *Faculty lead academic policy*: Faculty hold the central role in setting academic policy;  
1414 leadership structures should support and hold faculty leadership accountable for  
1415 academic quality.
- 1416 3. *Fiduciary responsibility requires deliberate input*: While financial and business  
1417 accountability ultimately rests with the institution's final decision-makers, important  
1418 decisions should substantively consider constituent perspectives before they are  
1419 finalized.
- 1420 4. *Disagreements must be addressed through defined processes*: Governance  
1421 documents should clearly state how conflicts are handled and who is responsible for  
1422 resolution in areas of shared responsibility.
- 1423 5. *Alignment requires action, not just discussion*: The most important feature of  
1424 participatory governance is building systems where constituencies and  
1425 administrators align on strategic priorities and implement them.

1426  
1427 These expectations are not about "winning" governance. They are about building a decision-  
1428 making culture SBVC can rely on.

1429 ***Standards for active engagement and collegiality***

1430 SBVC’s governance effectiveness depends on social capital, the trust and credibility built  
1431 through consistent participation and good-faith collaboration. Social capital is what helps  
1432 governance survive fiscal pressure, staffing changes, and institutional stress without  
1433 collapsing into blame or silence.

1434

1435 *Active engagement means:*

1436 Active engagement includes showing up prepared and having reviewed materials in advance,  
1437 participating at key points in the decision cycle (before decisions are effectively final), staying  
1438 at the table when consensus-building becomes difficult, and communicating back to your  
1439 constituency so the collective voice stays connected to the work.

1440 Active engagement is the opposite of pro forma consultation. It requires meaningful  
1441 presence at the moments when input can shape outcomes.

1442

1443 *Collegiality is a professional obligation:*

1444 Respectful collaboration and a workplace culture where people can disagree without  
1445 disrespect. Collegiality should never be used as a tool to silence dissent, avoid  
1446 accountability, or gain leverage in policy debates. At SBVC, collegiality is best understood as  
1447 mutual accountability with respect.

1448

1449 *Collegial participation:*

1450 Honors agreed-upon governance and planning processes; communicating directly and  
1451 transparently within established channels; respecting the expertise and responsibilities of  
1452 other groups; working to align around strategic priorities and then supporting implementation  
1453 once decisions are made.

1454

1455 *Counter-productive behavior looks like:*

1456 Bypassing agreed processes to lobby individuals or “work around” governance; withholding  
1457 information or treating process as a weapon; using governance to protect narrow, parochial  
1458 interests rather than student-centered priorities; walking away when the work becomes  
1459 messy or hard.

1460 ***Operational integrity: communication, transparency, and accountability***

1461 A large institution becomes fragmented when information does not flow and when  
1462 responsibility is unclear. SBVC governance members share responsibility for operational  
1463 integrity, how we communicate, how we document, and how we ensure follow-through.

1464

1465 *Three-way transparency at SBVC*

1466 Transparency means that information moves in ways people can track and trust. A few  
1467 consistent practices make this real:

- 1468 • Operational integrity includes using a clear decision map (who consults, who  
1469 recommends, who approves),
- 1470 • ensuring agendas and materials are available early enough for meaningful  
1471 participation,
- 1472 • providing timely summaries of actions and recommendations so constituencies are  
1473 not surprised later, and
- 1474 • documenting the rationale behind recommendations so future participants  
1475 understand the why, not just the outcome.

1476

1477 *Accountability has two lenses*

1478 Governance members should expect, and respect, two forms of accountability:

- 1479 • *Process-based accountability.* Participation is real, consultation is meaningful, and  
1480 agreed procedures are followed.
- 1481 • *Outcome-based accountability.* SBVC can demonstrate results, student success,  
1482 equity progress, operational effectiveness, and responsible stewardship of resources.

1483

1484 SBVC governance must honor both. **Process without outcomes becomes performative.**  
1485 **Outcomes without process erodes trust and legitimacy.**

1486

1487 *Delineation of functions*

1488 Effective governance requires role clarity: different bodies hold different responsibilities.

1489 Administrative areas often ensure continuity, compliance, and operational efficiency.

1490 College-level governance and committees shape instructional direction, student support  
1491 priorities, and campus implementation. When these responsibilities are blurred, duplication  
1492 and conflict increase. When they are clear, implementation accelerates.

1493 ***Ethical framework: inclusion, equity, and minority-majority dynamics***

1494 SBVC’s participatory governance must reflect the students and communities we serve.  
1495 Inclusion is not symbolic. It is a strategic requirement for sound decision-making and  
1496 equitable outcomes.

1497

1498 ***Equity lens as a standard practice***

1499 Committees are expected to review policies, practices, and recommendations through an  
1500 equity lens, asking whether decisions unintentionally create barriers and whether they  
1501 actively support equitable outcomes.

1502

1503 ***Minority-majority dynamics***

1504 Governance must ensure that smaller voices are not simply “present,” but meaningfully  
1505 included in deliberation. A majority consensus should not become a proxy for power. It  
1506 should reflect informed consideration of the full community’s expertise, including students,  
1507 classified professionals, and other voices that are sometimes structurally outnumbered.  
1508 When equity and inclusion are treated seriously, buy-in strengthens and implementation is  
1509 faster because stakeholders are more likely to support decisions they helped shape through  
1510 a fair process.

1511

1512 ***Implementation and continuous assessment***

1513 Standards only matter if they are practiced and measured. SBVC governance should  
1514 maintain a periodic evaluation cycle that looks at how governance is functioning and what  
1515 needs improvement.

1516

1517 An assessment rhythm (with annual committee reflection embedded within it) helps SBVC  
1518 ensure governance remains effective, inclusive, and responsive:

- 1519 • a broad survey or feedback process to assess perceived effectiveness and  
1520 transparency;
- 1521 • committee self-reflection on charge, membership, strengths, gaps, and effectiveness;
- 1522 • review through the appropriate college governance body to identify improvements and  
1523 update structures as needed

1524

1525 ***Key takeaways for all governance members***

1526 To participate effectively at SBVC, every member should commit to three core standards:

- 1527 1. Honor expertise and roles. Respect the distinct responsibilities of each constituent  
1528 group and functional area.
- 1529 2. Protect process integrity. Use established governance pathways; avoid shortcuts that  
1530 undermine trust.
- 1531 3. Share the work. Governance is a year-round responsibility requiring preparation,  
1532 participation, communication back to constituents, and support for implementation.  
1533

### 1534 ***The Bottom Line***

1535 SBVC’s participatory governance succeeds when it moves beyond “having a voice” to sharing  
1536 responsibility: showing up prepared, engaging in good faith, protecting transparency,  
1537 centering equity, and ensuring that decisions lead to implementation. These expectations  
1538 create the trust and momentum SBVC needs to improve outcomes and sustain a healthy,  
1539 collaborative campus culture.  
1540

## 1541 **8.2 Guiding Committee Commitments: *Equity, Accreditation, and Reporting***

### 1542 ***Why this matters***

1543 Student equity is not a separate initiative or the responsibility of one committee. It is the  
1544 shared work of every council, committee, and workgroup because governance decisions  
1545 shape access, experience, and outcomes. California community college governance is built  
1546 on the expectation that faculty, staff, and students have meaningful opportunities to  
1547 participate and that their perspectives receive “reasonable consideration.” Title 5 further  
1548 specifies participation requirements for staff and students in the development of policies  
1549 and procedures, especially those with significant student impact.  
1550

1551 Equity-centered governance also supports accreditation expectations for a culture of  
1552 evidence, regularly reviewing meaningfully disaggregated data, identifying achievement gaps,  
1553 and implementing improvements to close gaps.  
1554

### 1555 ***What “embedded equity” means***

1556 Embedded equity means committees do not treat DEIA as a stand-alone agenda item.  
1557 Instead, equity is integrated into how we do business:

- 1558 • Equity is part of every decision, not an optional add-on.
- 1559 • Evidence is expected, especially when decisions affect programs, services, policy, or  
1560 resources.

- 1561 • Participation is meaningful, timely, and documented, and input is gathered early  
1562 enough to shape outcomes.
- 1563 • Accountability is visible through clear recommendations, follow-through, and  
1564 evaluation.
- 1565

1566 ***Where equity shows up in committee work***

1567 Equity is embedded in all committee functions, including but not limited to:

- 1568 1. Policy and procedure development (student-facing processes, conduct, appeals,  
1569 placement, registration, program entry).
- 1570 2. Planning and priorities (strategic planning, program review, enrollment strategies,  
1571 technology planning).
- 1572 3. Resource allocation (budget recommendations, staffing, scheduling, facilities,  
1573 equipment, program investments).
- 1574 4. Curriculum and learning support (course pathways, prerequisites, academic support,  
1575 distance education practices).
- 1576 5. Student services and campus climate (access, communication, safety practices,  
1577 basic needs coordination).
- 1578 6. Evaluation and improvement (reviewing outcomes and adjusting practices based on  
1579 evidence).
- 1580

1581 ***The Equity Lens: required questions for every recommendation***

1582 Before a committee forwards a recommendation, the record should reflect that the group  
1583 asked (and answered) these questions:

- 1584 1) *Student impact*: Who is most impacted by this decision (positively or negatively)?  
1585 Does it reduce barriers, or unintentionally create new ones?
- 1586 2) *Equity evidence*: What qualitative and quantitative evidence informed the discussion?  
1587 When appropriate, did we review meaningfully disaggregated data to identify gaps and  
1588 target improvement?
- 1589 3) *Voice and participation*: Were students provided an opportunity to participate in  
1590 policies or procedures that have, or will have, a significant effect on students? Were  
1591 staff provided meaningful participation consistent with SBVC governance  
1592 procedures? How did that participation shape the final recommendation (not just  
1593 attendance)?
- 1594 4) *Implementation and accountability*: What resources (people, time, funding,  
1595 technology) are required? What outcomes will we monitor, and when will we review  
1596 progress?

1597  
1598 These questions align with accreditation expectations that institutions identify achievement  
1599 gaps and engage in planning and improvement to close them.

1600

1601 ***Standard documentation: making equity visible and trackable***

1602 Equity-centered governance depends on documentation that connects committee  
1603 deliberation to institutional action.

1604 *Recommendation Forms*

1605 Formal recommendations should include an Equity Impact Statement that addresses:

1606 An equity impact statement should include an equity rationale (who is impacted and why),  
1607 evidence used (key findings or data considered, including disaggregated data when relevant),  
1608 barrier reduction (what barriers are addressed such as process, access, cost, technology,  
1609 climate, scheduling, or communication), resource implications (what is needed to  
1610 implement effectively), and success measures and timeline (how impact will be evaluated  
1611 and when the committee will revisit).

1612 This strengthens institutional evidence for decision-making and improvement.

1613

1614 *Annual Committee Reporting Forms*

1615 Annual reports should go beyond listing activities. They should document:

- 1616 • how equity was embedded across the year’s work (not just that equity was  
1617 discussed),
- 1618 • key recommendations and outcomes,
- 1619 • participation and outreach efforts (who was engaged and how input was  
1620 incorporated),
- 1621 • evidence of effectiveness (what changed, what improved, what did not, and why), and  
1622 • next steps tied to gaps, barriers, and measurable goals.

1623

1624 ***Equity, planning, and consultation are linked***

1625 Equity planning in California is also built on broad campus involvement. Title 5 expects  
1626 Student Equity Plans to be developed with the “active involvement of all groups on campus  
1627 as required by law.” Participatory governance committees support this expectation when  
1628 they consistently include equity evidence, meaningful participation, and documented follow-  
1629 through.

## 8.3 Chair Leadership: a Collaborative Framework

1630  
1631 Committee chairs are responsible for the operational and strategic leadership of the  
1632 committee. This includes managing meeting logistics, advancing the committee’s annual  
1633 goals, and ensuring the committee’s work remains aligned with institutional priorities and  
1634 student success. The following responsibilities are organized by function.

### 1635 1636 **Leadership Structure**

1637 Many California community colleges use a "tri-chair" model, where committees have three  
1638 co-chairs from different constituent groups—typically a faculty member, a classified  
1639 professional, and an administrator—to ensure collaborative leadership. Others use a co-  
1640 chair model, often pairing faculty with administration. Both structures operationalize the  
1641 participatory governance requirements of AB 1725, which mandates meaningful roles for  
1642 faculty, staff, and students in institutional planning and policy development.

1643  
1644 At Valley College, committee chairs are not meeting managers. **They are stewards of**  
1645 **process, trust, and follow-through.** Their job is to create the conditions for meaningful  
1646 participation, keep the work aligned to the committee’s charge, and ensure  
1647 recommendations move forward through the correct pathways.

1648  
1649 Because Valley College committees vary in scope (standing committees, sub-committees,  
1650 task forces, etc), leadership structures will vary as well. However, the expectations for  
1651 transparency, consistent process, documentation, and equity-minded practice apply across  
1652 all groups.

### 1653 1654 **The Tri-Chair Model and Representational Balance**

1655 When appropriate, Valley College may use a shared leadership approach (often described as  
1656 a Tri-Chair model) to ensure the committee’s leadership reflects the major governance  
1657 constituencies: Classified Professionals, Faculty, and Administration. The purpose is  
1658 representational balance and shared responsibility, so no single constituency sets the  
1659 agenda or controls the narrative.

1660  
1661 A shared chair structure supports:

- 1662 • Integration of perspectives early (before positions harden),
- 1663 • Equity of voice (so priorities and resource conversations are not dominated by one  
1664 lens), and

- 1665 • Cultural alignment (reducing silos and increasing buy-in).

1666

1667 In practice, Valley College’s shared leadership models should be designed to reflect the  
1668 committee’s charge and membership. The goal is not the form; it is the outcome: credible,  
1669 inclusive leadership that improves decision quality and implementation success.

1670

1671 ***Core Responsibilities of Chairs, Co-Chairs, or Tri-Chairs***

1672 Regardless of structure, committee chairs are responsible for the operational health of the  
1673 committee. The minimum expectations below are Valley College-wide standards.

1674 *A. Prepare and Guide the Agenda*

- 1675 • Build agendas that align to the committee’s charge and current priorities.  
1676 • Clearly label items as Information or Action.  
1677 • Ensure supporting documents are distributed early enough for meaningful review and  
1678 consultation.

1679 *B. Facilitate Collegial, Purposeful Meetings*

1680 Chairs set the tone and manage flow so meetings produce outcomes rather than drift. This  
1681 includes:

- 1682 • Keeping discussion anchored to the agenda and scope.  
1683 • Ensuring participation is balanced (voices are heard and not crowded out).  
1684 • Summarizing decisions and next steps clearly before moving on.

1685 *C. Protect Transparency and Documentation*

1686 Chairs ensure governance is trackable and trustworthy. This includes:

- 1687 • Posting or distributing agendas on time (72 hours for regular meetings; 24 hours for  
1688 special meetings, where applicable).  
1689 • Ensuring minutes and key artifacts are completed and archived promptly (within 48  
1690 hours after adjournment).  
1691 • Documenting recommendations with enough context to reflect the why, not just the  
1692 outcome.

1693 *D. Route Recommendations and Avoid Floating Initiatives*

1694 Chair leadership includes moving work forward. Chairs should ensure that:

- 1695 • Recommendations are routed to the correct parent body or leadership channel.  
1696 • Each recommendation identifies where implementation will live (an existing  
1697 committee, department or division, or operational body).  
1698 • Follow-through is tracked and returns to the committee for updates when appropriate.

1699 *E. Apply an Equity Lens as Standard Practice*

1700 Chairs are responsible for facilitating equity-minded deliberation—not as an occasional  
1701 agenda item, but as a consistent method. This includes prompting the committee to ask:

- 1702 • Who benefits and who may be burdened?
- 1703 • Does this create barriers for disproportionately impacted groups?
- 1704 • Where relevant, are we using disaggregated?

1705

1706 ***Leading with Integrity: Trust & Continuous Improvement***

1707 Committee leadership at Valley College exists within real dynamics of authority, expertise,  
1708 and responsibility. Chairs help the committee move from “shared governance as a struggle  
1709 for control” to shared responsibility as a culture of collaboration and implementation.

1710 *Navigating Power Dynamics and Building Social Capital*

1711 Effective chairs build social capital by honoring expertise and roles, sharing information  
1712 early, and keeping the committee focused on shared responsibility. In practice, this means  
1713 recognizing faculty leadership in academic and professional matters and respecting the  
1714 operational expertise of classified professionals and administrators.

1715 Chairs protect the integrity of governance by insisting that process is fair and visible. Even  
1716 when decisions are hard, people are more likely to accept outcomes when they trust the  
1717 pathway.

1718 *Evaluating Leadership Effectiveness and Continuous Improvement*

1719 Effective committee leadership is not a static achievement—it improves through reflection  
1720 and assessment. Valley College benefits when chairs lead annual “health checks” as part of  
1721 broader governance evaluation cycles.

1722 *Recommended Chair-Led Annual Audit*

1723 A practical annual audit checks four things:

- 1724 • Charge alignment — Is the committee’s work still aligned to its charge and  
1725 institutional priorities?
- 1726 • Membership and voice — Does the committee reflect its intended constituency and  
1727 include diverse perspectives?
- 1728 • Primary contributions — What has the committee produced, recommended, or  
1729 advanced this year?
- 1730 • Improvement plan — What will the committee do differently next year?

1731 The point of evaluation is simple: better governance the next year than the last—more  
1732 transparent, more equity-centered, and more capable of moving from recommendation to  
1733 implementation.

## 8.4 Roles and Responsibilities of Committee Members

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

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

### ***Core responsibilities of all committee members***

Committee members do not serve only as individuals; they serve as constituency representatives and as contributors to SBVC’s shared responsibility for student success and equity.

#### *Two-way communication*

Members are responsible for consistent, two-way communication:

- Members are responsible for bringing constituent perspectives into the committee’s deliberation and reporting back to their constituency with clarity about what occurred, what is coming next, and what input is needed.

A member’s silence outside the committee room weakens participatory governance. The “collective voice” only exists when communication loops remain intact.

#### *Preparation and evidence-based participation*

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

#### *Focus on scope and charge*

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

1769 *Equity-minded deliberation*

1770 Members are expected to apply an equity lens as a normal part of committee work by asking:

1771 The equity lens asks who benefits and who may be burdened, what barriers may be created

1772 or reinforced, and what supports or design changes are needed to produce equitable

1773 outcomes.

1774

1775 *Implementation awareness*

1776 Committees do not implement everything they recommend, but members should always ask

1777 the implementation question:

1778 • Where will this live when we are done?

1779 • Which committee, department or division, or operational body will carry it through?

1780 • How will progress be tracked and reported back?

1781 This helps SBVC avoid “floating initiatives” that never land in an accountable home.

1782

1783 ***Understanding committee type and membership scope***

1784 Responsibilities can vary depending on the type of group and its authority. SBVC uses a mix

1785 of standing committees, sub-committees, advisory bodies, operational committees, and

1786 time-bound task forces/ad hoc groups.

1787

1788 Members should understand what kind of body they are serving on and what outcomes it is

1789 expected to produce (recommendation, oversight, execution, or study).

1790

1791 *Operational expectation across all group types*

1792 Even when authority differs, every group should be able to answer:

1793 • What is our charge?

1794 • What decisions or recommendations can we make?

1795 • Who receives our recommendations? Who owns implementation?

1796 • Where is our documentation archived?

1797

1798 ***Professional conduct and best practices for effective participation***

1799 Structure alone does not guarantee effective governance. Professional conduct, how we

1800 communicate and collaborate, is what protects the system.

1801 *Effective committee members:*

1802 • prioritize shared responsibility over parochial interests;

- 1803 • engage collegially, even during difficult disagreement;
- 1804 • remain receptive and “thick-skinned” when institutional performance or proposals
- 1805 are critiqued;
- 1806 • support transparency by sharing information in understandable terms;
- 1807 • honor agreed-upon procedures and routing pathways rather than bypassing process.

1808

1809 **The core standard is simple: at SBVC, process and outcomes, both matter.**

1810

1811 Committee members protect the integrity of governance when they participate with  
1812 preparation, respect, clarity, and follow-through, so that even complex or unpopular  
1813 decisions are trusted because they were reached through a fair, transparent, and equity-  
1814 centered pathway.

1815

### **8.5 Roles and Responsibilities of Resource Members**

1816 A resource member is an individual whose position is identified in the approved charge and  
1817 membership of a participatory governance council, committee, subcommittee, or taskforce  
1818 to provide subject-matter expertise. Resource members are not designated to represent a  
1819 constituency and do not vote. Their role is to support participatory governance by offering  
1820 technical knowledge, institutional context, and professional expertise related to agenda  
1821 items within their area of responsibility. Resource members participate when topics relevant  
1822 to their expertise are under consideration and are not expected to attend meetings when  
1823 such items are not on the agenda.

1824

1825 *Resource members are expected to:*

- 1826 • Understand the purpose, scope, and needs of the body and clarify how they can
- 1827 support its work.
- 1828 • Review agendas and supporting materials in advance to determine whether their
- 1829 attendance is needed.
- 1830 • Attend meetings when topics relevant to their expertise are scheduled.
- 1831 • Provide relevant information, feedback, or clarification within their area of expertise.
- 1832 • Complete assigned tasks prior to meetings or provide updates related to their role.
- 1833 • Support informed discussion and decision-making while respecting the representative
- 1834 and advisory nature of governance bodies.

1835

### **8.6 Roles and Responsibilities of Liaisons**

1836 Liaisons serve as communication bridges thus connecting committees to constituent groups  
1837 or to related governance bodies. Unlike ex-officio resource members who provide subject-

1838 matter expertise, liaisons represent a constituency's perspective or facilitate coordination  
1839 across committees. Liaisons do not vote unless otherwise specified in the committee's  
1840 approved charge and membership.

1841  
1842 **Constituent Group Liaisons** are designated by their constituent group (e.g., Academic  
1843 Senate, CSEA, ASG) to:

- 1844 • Represent the perspectives and interests of their constituency in committee  
1845 discussions
- 1846 • Report committee activities, emerging issues, and recommendations back to their  
1847 constituent group
- 1848 • Facilitate two-way communication so constituent input informs committee  
1849 deliberations
- 1850 • Identify items that may require formal consultation with or action by their constituent  
1851 group

1852  
1853 **Cross-Committee Liaisons** are designated to coordinate between governance bodies with  
1854 related or overlapping work. They:

- 1855 • Ensure alignment and prevent duplication of effort between committees
- 1856 • Share relevant updates, recommendations, or decisions across bodies
- 1857 • Flag potential conflicts or dependencies that require joint consideration
- 1858 • Support coherent institutional planning by connecting related workstreams

1859  
1860 Liaisons are expected to attend meetings regularly and maintain consistent communication  
1861 with the body they represent. Their effectiveness depends on timely, accurate information  
1862 flow in both directions.

1863  
1864 **8.7 Roles and Responsibilities of Classified Professional Support Staff**

1865 Classified Professional Support Staff are non-voting members assigned to provide essential  
1866 administrative, logistical, and procedural support in participatory governance committees,  
1867 sub-committees, and taskforces. Support staff play a key role by supporting meeting  
1868 operations, documentation, communication, and continuity of committee work. In  
1869 collaboration with the Chair(s), support staff serve as a central point of coordination for  
1870 committee materials, records, and communications, helping to ensure that participatory  
1871 governance work is well-organized, accessible, and documented.

1872  
1873 Responsibilities of Classified Professional Support Staff:

- 1874 • Take and prepare agendas and minutes in accordance with established procedures  
1875 and timelines.
- 1876 • Post and maintain accurate, accessible committee documents online to ensure  
1877 transparency and broad access.
- 1878 • Assist the Chair(s) with meeting preparation, materials, scheduling, and logistics.
- 1879 • Maintain the official archive of committee actions, decisions, and historical records to  
1880 preserve continuity and institutional memory.
- 1881 • Distribute materials and announcements reliably and consistently to support  
1882 committee communications.
- 1883 • Facilitate clear communication, accurate documentation, and orderly operations to  
1884 enable informed discussion and effective decision-making.
- 1885

## 8.8 Committee Appointment Across Constituencies

1886

1887 Every seat on a participatory governance committee at Valley College is filled through a  
1888 deliberate process managed within each constituency group. This is by design.

1889 Participatory governance is built on the principle that the people who represent faculty,  
1890 classified professionals, students, and administration on governance committees genuinely  
1891 reflect the perspectives of those groups not just whoever happened to volunteer or was  
1892 assigned at the last minute.

1893

1894 Each constituency is responsible for its own appointment process, governed by its respective  
1895 constitution and bylaws, and the integrity of that process directly shapes the quality of  
1896 governance across the institution.

1897

1898 What follows is an overview of how each constituency approaches committee assignment at  
1899 Valley College. For the specific rules, timelines, and eligibility requirements that govern each  
1900 group's process, members are encouraged to consult the current bylaws of their respective  
1901 governing body.

### 1902

### 1903 ***Faculty | Academic Senate***

1904 Faculty committee assignments are coordinated through the Academic Senate's Personnel  
1905 Policy Subcommittee, which oversees the process for both Academic Senate committees  
1906 and College Council participatory governance committees. The process begins each spring  
1907 with the subcommittee verifying all committee schedules and assignment deadlines, then  
1908 distributing committee information to designated division point persons. Thus, typically one

1909 or two faculty representatives from the subcommittee's own membership who serve as  
1910 coordinators for their respective divisions.

1911  
1912 Each division then holds a meeting, in coordination with the Dean, to review committee  
1913 needs and collaboratively determine faculty assignments. The goal at this stage is both  
1914 practical and principled: ensuring that committee meeting times do not conflict with faculty  
1915 teaching schedules, that representation requirements across divisions are met, and that  
1916 assignments align with Academic Senate bylaws.

1917  
1918 Faculty who cannot commit to regular attendance due to schedule conflicts should not  
1919 accept an assignment. Committee meeting times are protected for the duration of the  
1920 service cycle and must not be scheduled over with teaching assignments. Deans share  
1921 responsibility for honoring this protection when building semester schedules. Once a division  
1922 reaches consensus, assignments are submitted to the Personnel Policy Subcommittee Lead  
1923 for bylaw compliance review, then forwarded to deans for final communication to faculty  
1924 members.

1925  
1926 Most committee assignments operate on a two-year cycle; Academic Senate committee  
1927 assignments follow a three-year cycle with staggered terms to maintain institutional  
1928 continuity and knowledge.

1929

### 1930 ***Classified Professionals | Classified Senate***

1931 Classified professionals are appointed to participatory governance committees through the  
1932 Classified Senate, which manages its assignment process according to its own constitution  
1933 and bylaws. The Classified Senate President, in coordination with the Senate's executive  
1934 leadership, identifies classified professionals for committee service and ensures that  
1935 representation reflects the breadth of classified roles across the institution.

1936  
1937 Classified professionals interested in committee service are encouraged to connect with the  
1938 Classified Senate directly to learn about available seats, eligibility requirements, and the  
1939 timeline for appointments, which typically takes place in the spring semester for the  
1940 following academic year.

1941

### 1942 ***Students | Associated Student Government/Student Senate***

1943 Student representatives to participatory governance committees are appointed by the  
1944 Associated Student Government (ASG) in accordance with its governing documents. Student

1945 governance leadership typically the ASG President or designee coordinates appointments to  
1946 ensure that student voices are present in committee deliberations on matters that directly  
1947 affect student experience, access, and success.

1948  
1949 Students interested in serving on governance committees are encouraged to contact ASG  
1950 leadership. Committee service is one of the most meaningful ways students can shape  
1951 institutional decisions during their time at Valley College.

1952

### 1953 ***Administration | President and Cabinet***

1954 Administrative representatives to participatory governance committees are appointed by the  
1955 President or designated members of Cabinet. Administrative assignments are typically  
1956 positional as they are tied to a specific role or area of responsibility rather than volunteer-  
1957 based. This ensures that the administrator serving on a committee has both the relevant  
1958 expertise and the institutional authority to speak to their area and to follow through on any  
1959 commitments made in the governance process.

1960

### 1961 ***Shared Principles Across All Constituencies***

1962 Regardless of constituency, several principles apply across all committee appointment  
1963 processes at Valley College. Membership terms are staggered to prevent full turnover of any  
1964 committee in a single cycle, preserving institutional memory while creating pathways for new  
1965 members to join.

1966

1967 Vacancies (whether due to leave, resignation, or the end of a term) are the responsibility of  
1968 the originating constituency to fill in a timely manner, and chairs are expected to notify  
1969 constituency leaders when a seat becomes vacant.

1970

1971 The master list of committee memberships, including terms of service and constituency  
1972 representation, is maintained through the Office of the President and is updated each  
1973 academic year in coordination with constituency leaders.

1974

## 1975 **8.9 Best Practices for Alternate Members and Proxy Representation**

1976 Alternate members and proxy representatives protect continuity in participatory governance.  
1977 When a seat is absent, especially a student, faculty, or staff seat, important perspectives can  
1978 be missed, and committee work can slow down or lose alignment with the constituency it is

1979 meant to represent. A clear proxy process ensures decisions remain informed, equitable,  
1980 and grounded in the “collective voice” of the group.

1981

1982 **Key terms**

1983 *Primary member:* The regular representative responsible for consistent participation and  
1984 ongoing communication with their constituency.

1985 *Alternate member:* A designated back-up who stays informed and prepared to serve when  
1986 needed.

1987 *Proxy representative:* An alternate who is officially serving for a specific meeting or time  
1988 period, with authority defined by the committee’s bylaws (for example: speaking rights,  
1989 voting rights, quorum counting).

1990

1991 **Selection and authorization**

1992 A proxy is not an informal substitute. It is a structured delegation of representation.

1993 Alternates and proxies should be selected through the appropriate constituent process (such  
1994 as a senate, council, or recognized leadership structure), consistent with local policy and  
1995 procedure. This ensures the proxy has legitimacy and maintains the chain of representation  
1996 from the constituent body to the committee table.

1997

1998 Committees should maintain a current roster that clearly identifies primary members and  
1999 approved alternates. If alternates change, rosters should be updated promptly so the  
2000 committee does not have to improvise representation.

2001

2002 **When a proxy may serve**

2003 A proxy should be seated when the primary member cannot attend and the proxy has been  
2004 designated through the agreed process. The committee chair(s) should confirm the proxy’s  
2005 role at the start of the meeting so everyone understands who is representing which seat and  
2006 what authority the proxy holds under the committee’s bylaws. When voting authority varies  
2007 by committee, that should be clearly defined in advance in the committee charter or bylaws  
2008 and applied consistently.

2009 **Preparation expectations**

2010 Proxy participation only works when the proxy has information parity, the same access to  
2011 context and materials as the primary member. At minimum, the proxy should have the  
2012 agenda and supporting documents with enough time to review them meaningfully. The proxy

2013 should also understand the committee’s charge and where the committee sits in the  
2014 governance structure (for example: whether it develops recommendations, sets procedures,  
2015 or oversees implementation).

2016  
2017 Whenever possible, the proxy should connect with the primary member before the meeting  
2018 to understand any established positions, prior discussions, and the constituency’s  
2019 perspective. This supports effective participation and helps ensure input remains aligned  
2020 with the group being represented.

2021  
2022 ***Representation standards during meetings***

2023 A proxy represents the constituency, not personal preference. That means proxies should  
2024 speak to the concerns, priorities, and values of the group they are representing and stay  
2025 aligned with the college mission and equity commitments.

2026 If an issue is high-impact and the proxy does not have sufficient context to represent the  
2027 constituency responsibly, it is appropriate to request more information, seek a short deferral  
2028 when feasible, or recommend returning the item after appropriate consultation. Good  
2029 governance protects both participation and decision quality.

2030  
2031 ***Communication after the meeting***

2032 The proxy process must include a clear communication loop so that participation does not  
2033 end when the meeting ends.

2034 A simple, consistent best practice is a brief written debrief shared soon after the meeting to  
2035 the primary member and constituent leadership. This keeps the constituency informed,  
2036 prevents loss of context, and supports continuity on items that return for future action.

2037  
2038 ***Documentation and institutional memory***

2039 Minutes should note when a proxy served, which seat they represented, and whether voting  
2040 authority was exercised (if applicable). Proxy designations (form or email) should be retained  
2041 with committee records so the governance trail is clear and transparent.

2042 Over time, committees strengthen continuity when alternates are oriented, periodically  
2043 attend alongside primary members when feasible, and have access to committee history and  
2044 key documents. This supports stable participation even during transitions.

2045

2046

**SECTION 9:**

2047

**COMMITTEES REPORTING TO COLLEGE COUNCIL**

2048

**OR THE COLLEGE PRESIDENT**

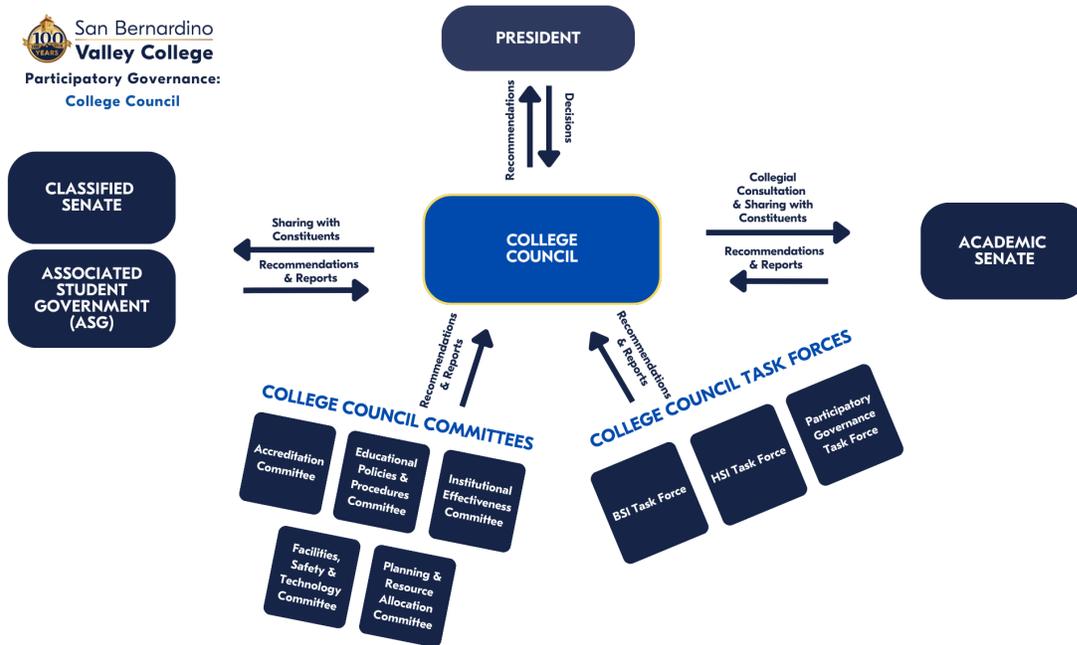
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## 9.0 CHART and INTRO – Reporting to College Council

The following diagram illustrates how governance recommendations move across Valley College. At the center of this structure is College Council — the primary shared governance body where faculty, classified professionals, students, and administrators converge to deliberate and act on college-wide matters. College Council is supported by its standing committees, each responsible for advancing specific areas of institutional work.



2058  
2059  
2060  
2061

2062

## **9.1 Committee: College Council**

2063

2064 *Pending: Committee details will be incorporated as information becomes available from the*  
2065 *corresponding governing body.*

2066

2067  
2068  
2069  
2070  
2071  
2072

## **9.2 Committee: Equity Advisory Committee**

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

2073  
2074  
2075  
2076  
2077  
2078

### **9.3 Committee: Planning and Resource Allocation**

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

2079  
2080  
2081  
2082  
2083  
2084  
2085  
2086

## **9.4 Committee: Institutional Effectiveness**

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

2087

## **9.5 Committee: Facilities, Safety, and Technology**

2088

2089 *Pending: Committee details will be incorporated as information becomes available from the*  
2090 *corresponding governing body.*

2091

2092

2093

2094

2095  
2096  
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2100  
2101  
2102

## **9.6 Committee: Educational Policies and Procedures**

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

2103  
2104  
2105  
2106  
2107  
2108  
2109  
2110

## **9.7 Committee: Accreditation**

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

2111  
2112  
2113  
2114  
2115  
2116  
2117  
2118

## **9.8 Committee: BSI Task Force**

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

2119

## **9.9 Committee: HSI Task Force**

2120

2121 *Pending: Committee details will be incorporated as information becomes available from the*  
2122 *corresponding governing body.*

2123

2124

2125

2126

**SECTION 10:**

2127

2128

**COMMITTEES REPORTING TO ACADEMIC SENATE**

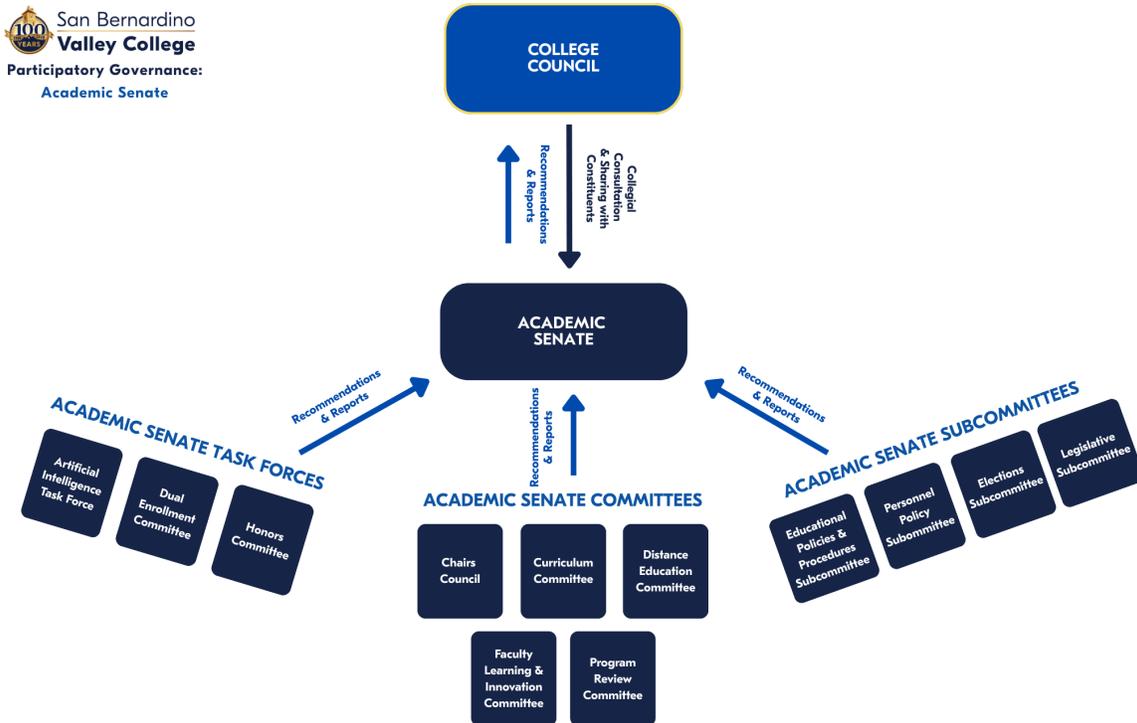
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## 10.0 Governance Pathway: Academic Senate

The following diagram illustrates how governance recommendations move within the Academic Senate and through College Council.



2136  
2137  
2138  
2139

2140

**COMMITTEES REPORTING TO ACADEMIC SENATE**

2141

**10.1 CURRICULUM COMMITTEE**

2142

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

2143

2144

Governance Body: Academic Senate; Approved TBD Date

2145

Last committee review cycle < TBD Date >

2146

2147

Charge:

2148

The Curriculum Committee is a standing subcommittee of the Academic Senate. Under

2149

AB 1725 and Title 5 regulations, curriculum is an academic and professional matter

2150

under the purview of the Academic Senate. The Committee is authorized to make

2151

recommendations to the Board of Trustees regarding all matters related to the

2152

curriculum of the college.

2153

2154

***Responsibilities (Strategic & Ongoing):***

2155

Regulatory & Compliance

2156

Ensure compliance with Title 5, Education Code, PCAH, C-ID, and accreditation

2157

standards

2158

Conduct required six-year review of requisites (two-year for CTE)

2159

Maintain integrity and consistency of Course Outlines of Record

2160

Ensure timely approval to meet catalog and schedule production deadlines

2161

Submit curriculum for Board approval

2162

Strategic

2163

Align curriculum with institutional priorities and mission

2164

Support development of Associate Degrees, Associate Degrees for Transfer

2165

(ADTs), Certificates of Achievements, and noncredit curriculum

2166

Ensure curriculum supports equitable student success outcomes

2167

Provide annual curriculum training to faculty

2168

Maintain the Curriculum Committee Handbook

2169

2170

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

2171

The Curriculum Committee operates through a two-stage review structure:

2172

Stage 1: Technical Review Committee

2173

Responsible for:

2174

Initial review of all courses and programs launched in CurrIQnet META

2175 Technical accuracy and regulatory compliance (Title 5, PCAH, etc.)  
 2176 Reviewing articulation and transfer implications  
 2177 Review of articulation, transfer implications, C-ID and TMC alignment  
 2178 Identifying corrections prior to moving proposals forward  
 2179 The Technical Review Committee acts in an advisory capacity to the full Curriculum  
 2180 Committee.  
 2181 Stage 2: Full Curriculum Committee  
 2182 Proposals recommended by Technical Review are presented for discussion and formal  
 2183 vote  
 2184 Responsible for:  
 2185 Approval of new courses  
 2186 Deletion or modification of courses and programs  
 2187 Periodic review of Course Outlines of Record (CORs)  
 2188 Review of degree and certificate requirements  
 2189 Approval of prerequisites, corequisites, advisories, and limitations on enrollment  
 2190 Assessment of curriculum as needed  
 2191 All approved curriculum is forwarded to the Board of Trustees for final local approval  
 2192 and, when required, submitted to the California Community Colleges Chancellor’s  
 2193 Office.  
 2194  
 2195 The committee will maintain an informational website: [SBVC Academic Senate Curriculum](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)  
 2196 [Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)  
 2197 <https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/>  
 2198 COMMITTEE STRUCTURE

Reporting Relationship	Academic Senate
Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Administrator)	Vice President of Instruction ( <i>non-voting</i> )
Chair as Voting Member?	In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Faculty Chair shall cast the deciding vote
Chair Serves on College Council?	No
Voting Members	
Administrators	1, VPI Designee
Classified Professionals	2, (Classified Senate Designees)

Faculty	10% of faculty from each division represented on campus
	# (Designees)   Academic Services, Business & Computer Technology
	# (Designees)   Arts & Humanities
	# (Designees)   Career Technical Education
	1   Articulation Officer, Counseling
	# (Designees)   Counseling
	# (Designees)   Academic Services, Business & Computer Technology
	# (Designees)   Health Sciences
	# (Designees)   Instructional Support Services
	# (Designees)   Kinesiology, Health & Athletics
	# (Designees)   Science & Mathematics
	# (Designees)   Social Sciences & Human Development
Students	2   ASG/Student Senate
Voting Members Term:	2 years
Quorum #	50%+1
Non-Voting Resource Members	
Administrator	None
Classified Professionals	1, Curriculum Analyst 1, Instructional Scheduling Analyst
Non-Voting Administrator Assistant (Note-taker)	(1) Administrator designee
Meeting Frequency	Full Committee; Bi-monthly   1 <sup>st</sup> & 3 <sup>rd</sup> Mondays Technical Subcommittee; Bi-monthly   2 <sup>nd</sup> & 4 <sup>th</sup> Mondays

2199

2200 ***Committee Monthly Planner***

2201 This timeline ensures committees operate in coordinated fashion, align their work with  
 2202 institutional planning cycles, and fulfill their participatory governance responsibilities with  
 2203 clarity and purpose.

2204

2205 The Curriculum Committee operates on a continuous review cycle aligned with

2206 schedule and catalog production, Board approval timelines, and state-level submission  
2207 requirements. Curriculum must be approved one year or more in advance of  
2208 implementation, and in some cases two academic years ahead due to four-year  
2209 articulation review timelines.

2210 August

2211 Annual curriculum training

2212 September- December

2213 Primary focus is the review and approval of courses and programs intended for  
2214 implementation in the following Fall or subsequent academic year. This period  
2215 often includes program-level curriculum requiring state chaptering, regional  
2216 consortium review (for CTE), or articulation alignment.

2217 January -May

2218 The Committee continues review and approval of courses and select programs for  
2219 future Fall implementation, with emphasis on meeting final catalog and schedule  
2220 production deadlines. Required six-year review cycles are also monitored during  
2221 this period.

2222

### 2223 ***Committee Responsibility Mapping For ACCJC Standards (June 2025)***

2224 The following table summarizes the ACCJC Accreditation Standards (June 2025 edition) to  
2225 assist shared governance committees in identifying their roles and responsibilities in  
2226 supporting institutional compliance. Each committee should review the standards and sub-  
2227 standards to determine which areas fall within their scope of responsibility. Committee  
2228 members are encouraged to mark their level of involvement using the key below to clarify  
2229 roles, avoid duplication of effort, and ensure comprehensive institutional coverage of all  
2230 accreditation requirements.

2231 *Key Guide:*

2232 **Primary:** Committee has direct responsibility for ensuring compliance/implementation

2233 **Secondary:** Committee contributes to compliance but shares responsibility with other  
2234 committees

2235 **Support:** Committee provides input, data, or assistance but is not directly responsible

2236 Designate the appropriate responsibility level (Primary, Secondary, or Support) for your  
2237 committee using the key guide above:

2238

2239 Curriculum's primary responsibility falls under Standards 2.1, 2.2, 2.3, and 2.9. It should  
2240 not be assigned primary responsibility for fiscal or HR standards

2241

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
2	Student Success	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	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**

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**10.2 CHAIRS COUNCIL**

2246

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

2247

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

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**COMMITTEES REPORTING TO ACADEMIC SENATE**

2253

**10.3 DISTANCE EDUCATION COMMITTEE**

2254

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

2255

2256 Governance Body: Academic Senate; Approved TBD Date

2257 Last committee review cycle < TBD Date >

2258 Charge:

2259 Updated 9/20/2024 || Advises the Vice President of Instruction regarding all modalities of  
2260 Distance Education offered at the College and identifies methods of access, resources, and  
2261 support systems that create an inclusive and equitable learning environment and eliminate  
2262 barriers for all students. The committee functions as a visionary body, as a conduit for  
2263 information between faculty, administration, and students, and as a technology advisory on  
2264 matters related to distance education.

2265 Responsibilities (Strategic & Ongoing):

2266 TBD

2267 Tasks (Time-Bound/Deliverable-Specific Actions):

2268 TBD

2269

2270 The committee will maintain an informational website:

2271 <https://www.loremipsum.dolor.sit/amet/consectetur>

2272

2273 Committee Structure

Reporting Relationship	Academic Senate
Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Administrator)	1, Designee of College President
Chair as Voting Member?	In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Program Review Faculty Chair shall cast the deciding vote
Chair Serves on College Council?	No
Voting Members	
Faculty	
	# (Designees)   Academic Services, Business & Computer Technology

	# (Designees)   Arts & Humanities
	# (Designees)   Career Technical Education
	# (Designees)   Counseling
	# (Designees)   Health Sciences
	# (Designees)   Instructional Support Services
	# (Designees)   Kinesiology, Health & Athletics
	# (Designees)   Science & Mathematics
	# (Designees)   Social Sciences & Human Development
Voting Members Term:	2 years
Quorum #	50%+1
Non-Voting Resource Members	
Administrator	# (Designees)   VPI designee
	# (Designees)   VPSS designee
Classified Professionals	1   District Instructional Technology Specialist
	1   Campus Technology Services
Students	1   ASG/Student Senate
Non-Voting Administrator Assistant (Note-taker)	TBD
Meeting Frequency	Bi-monthly   TBD Weekday

2274

2275 **Committee Monthly Planner |EXAMPLE**

2276 This timeline ensures committees operate in coordinated fashion, align their work with  
 2277 institutional planning cycles, and fulfill their participatory governance responsibilities with  
 2278 clarity and purpose.

2279 **EXAMPLE FOR NOW: Modify as per monthly activities in general & Include generalized must-**  
 2280 **have activities for governance best-practices.**

MONTH	ACTIVITY
<b>August</b>	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.

	<p>Goal Setting Preparation: Review prior year’s accomplishments and institutional priorities   Review prior year’s planning &amp; self-reflection   Chairs receive Strategic Plan goals and accreditation priorities.</p>
<b>September</b>	<p>Data Review: Institutional Effectiveness data dashboards to inform this year's planning.</p> <p>Goal Setting Finalized: Establish SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals aligned with institutional priorities.</p> <p>Timeline Establishment: Create timeline of major milestone dates for the year and associated tasks.</p> <p>Policy Review Cycle: When relevant, committees engage in policy and procedure aligned with accreditation standards.</p>
<b>February</b>	<p>Committee Structure Review: Members discuss the structure of the committee. May finalize committee changes in structure.</p> <p>Chairs complete Governance Worksheet with or without changes and signs on behalf of the committee.</p> <p>Chairs submit to respective Constituency Group they report to for approval (i.e., College Council, Academic Senate, Classified Senate, Student Senate)</p>
<b>March</b>	<p>Shared Governance Committee Appointments: Constituent groups finalize appointments.</p> <p>Committee Structure Review: When there are significant changes, Committee Chair or designee must attend the Council meeting.</p>
<b>April</b>	<p>Assessment and Evaluation: Committees complete self-evaluation surveys</p> <p>Committee Reflection: Review effectiveness of processes, decision-making, and communication</p> <p>Next Year Planning: Identify continuing priorities and emerging needs for next academic year.</p> <p>Data Review: Institutional Effectiveness data dashboards to inform next year's planning.</p> <p>Shared Governance Handbook Update: occurs when the relevant reporting body approves committee changes or revisions.</p>
<b>May</b>	<p>End-of-Year Reports Due: All committees submit comprehensive annual reports to College Planning Council</p> <p>Transition Planning: Outgoing members brief incoming members   Chairs plan transition if needed.</p>

Celebration of Accomplishments: Recognition of committee contributions to institutional goals

2281

2282 **COMMITTEE RESPONSIBILITY MAPPING FOR ACCJC STANDARDS (JUNE 2025)**

2283 The following table summarizes the ACCJC Accreditation Standards (June 2025 edition) to  
 2284 assist shared governance committees in identifying their roles and responsibilities in  
 2285 supporting institutional compliance. Each committee should review the standards and sub-  
 2286 standards to determine which areas fall within their scope of responsibility. Committee  
 2287 members are encouraged to mark their level of involvement using the key below to clarify  
 2288 roles, avoid duplication of effort, and ensure comprehensive institutional coverage of all  
 2289 accreditation requirements.

2290 Key Guide:

2291 Primary: Committee has direct responsibility for ensuring compliance/implementation

2292 Secondary: Committee contributes to compliance but shares responsibility with other  
 2293 committees

2294 Support: Committee provides input, data, or assistance but is not directly responsible

2295

2296 Designate the appropriate responsibility level (Primary, Secondary, or Support) for your  
 2297 committee using the key guide above:

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	Institutional Mission and Effectiveness	
1.3	The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)	Secondary
2	Student Success	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Secondary

2.6	The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.	Primary
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	Secondary
3	<b>Infrastructure and Resources</b>	
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

2298

2299

2300

**COMMITTEES REPORTING TO ACADEMIC SENATE**

2301

**10.4 FACULTY LEARNING & INNOVATION COMMITTEE**

2302

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

2303

2304 Governance Body: Academic Senate; Approved TBD Date

2305 Last committee review cycle < TBD Date >

2306 Charge:

2307 The Faculty Learning and Innovation Committee (FLIC) is a committee of the Academic  
 2308 Senate responsible for advancing the professional learning and development of Valley  
 2309 College faculty. Operating under the Academic Senate's primary authority over policies for  
 2310 faculty professional development activities (Title 5 §53200, 10+1 item 8), FLIC develops,  
 2311 plans, and evaluates professional development programs, policies, and priorities that  
 2312 strengthen faculty capacity to serve Valley College's diverse student population. FLIC serves  
 2313 all faculty, recognizing that professional growth across all faculty roles is essential to  
 2314 institutional effectiveness and student success. Recommendations are forwarded to the  
 2315 Academic Senate for final action.

2316 Responsibilities (Strategic & Ongoing):

- 2317 • *Priority-Setting:* develops and recommends to the Academic Senate the college's  
 2318 faculty professional development priorities, ensuring they are aligned with faculty  
 2319 needs, institutional plans including the Educational Master Plan, program review,  
 2320 equity goals. The committee reviews and recommends policies governing the  
 2321 allocation of professional development resources and Flex obligations.
- 2322 • *Program Development and Coordination:* designs, coordinates, and evaluates  
 2323 professional learning opportunities responsive to the full range of faculty roles and  
 2324 disciplines. This includes instructional and non-instructional faculty, recognizing that  
 2325 counselors, librarians, and other non-instructional faculty have professional  
 2326 development needs distinct from classroom instruction.
- 2327 • *Equity Integration:* ensures that equity and anti-racism are foundational to the faculty  
 2328 development program. The committee examines whether existing programming  
 2329 addresses disparities in student outcomes and actively designs learning opportunities  
 2330 that deepen faculty capacity for equity-minded teaching, advising, and student  
 2331 engagement.
- 2332 • *Emerging Issues Response:* maintains an ongoing responsibility to identify and  
 2333 respond to emerging professional needs across the disciplines, including technology,  
 2334 artificial intelligence, distance education pedagogy, and other evolving areas of the  
 2335 profession before those needs become gaps in institutional capacity.

- 2336 • *Cross-Committee Collaboration*: actively collaborates with other Academic Senate  
2337 and College Council committees to support professional development needs arising  
2338 from their work. When committees identify emerging issues (e.g., curricular,  
2339 technological, equity-related, or otherwise) FLIC serves as the development partner  
2340 that builds faculty capacity to respond. This includes coordination with the AI Task  
2341 Force, Educational Policies Committee, Curriculum Committee, and other bodies as  
2342 needs arise.
- 2343 • *Responsiveness to the Academic Senate*: responds to professional development  
2344 needs, directions, and priorities identified by the Academic Senate, treating Senate  
2345 requests as a standing and authoritative input into planning and programming  
2346 decisions.
- 2347 • *Assessment and Reporting*: assesses professional development effectiveness  
2348 through faculty feedback and outcome data, and reports findings and plans to the  
2349 Academic Senate at least annually.

2350

2351 Tasks (Time-Bound/Deliverable-Specific Actions):

- 2352 • *New Tenure-Track Faculty Professional Development*: Coordinate professional  
2353 development programming for incoming tenure-track faculty during their first year,  
2354 introducing them to Valley College's pedagogical expectations, equity commitments,  
2355 institutional culture, and faculty professional responsibilities. This work focuses on  
2356 faculty learning and growth.
- 2357 • *Flex Days*: Plan and evaluate all-college and discipline-specific Flex Days activities  
2358 each semester in compliance with Title 5 §55730, ensuring programming reflects  
2359 institutional priorities and serves instructional and non-instructional faculty and full-  
2360 time and part-time faculty.
- 2361 • *Professional Development Funding*: Establish and maintain transparent criteria for  
2362 reviewing and recommending individual and group faculty development funding  
2363 requests, aligned with institutional equity and strategic priorities.
- 2364 • *Equity and Anti-Racism Programming*: Design or curate ongoing professional learning  
2365 in culturally responsive practice, anti-racism, and inclusive faculty-student  
2366 engagement across all disciplines and roles.
- 2367 • *Distance Education Pedagogy*: Coordinate faculty development supporting high-  
2368 quality, equitable online and hybrid instruction, in partnership with distance  
2369 education and instructional design support.
- 2370 • *Artificial Intelligence and Emerging Topics*: Develop timely professional learning on AI,  
2371 academic integrity, and other rapidly evolving areas, coordinating with relevant  
2372 governance bodies to align development with institutional policy direction.

- 2373 • *Annual Faculty Professional Development Plan*: Produce and maintain a plan that  
2374 reflects assessed faculty needs, institutional priorities, and equity commitments;  
2375 report progress to the Academic Senate annually.
- 2376 • *Sabbatical Plan Review*: Review faculty sabbatical leave proposals for alignment with  
2377 faculty development goals and institutional priorities, and forward recommendations  
2378 to the Academic Senate for final action. The committee applies consistent criteria that  
2379 reflect the value of faculty scholarship, creative work, curriculum development, and  
2380 equity-centered inquiry across all disciplines and faculty roles.

2381  
2382 The committee will maintain an informational website: SBVC Academic Senate Faculty  
2383 Learning & Innovation Committee  
2384 <https://www.loremipsum.dolor.sit/amet/consectetur>

2385  
2386 Committee Structure

Reporting Relationship	Academic Senate
Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Administrator)	1, Designee of College President
Chair as Voting Member?	In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Curriculum Faculty Chair shall cast the deciding vote
Chair Serves on College Council?	No
Voting Members	
Faculty	
	# (Designees)   Academic Services, Business & Computer Technology
	# (Designees)   Arts & Humanities
	# (Designees)   Career Technical Education
	1   Articulation Officer, Counseling
	# (Designees)   Counseling
	# (Designees)   Academic Services, Business & Computer Technology
	# (Designees)   Health Sciences
	# (Designees)   Instructional Support Services
	# (Designees)   Kinesiology, Health & Athletics

	# (Designees)   Science & Mathematics
	# (Designees)   Social Sciences & Human Development
Voting Members Term:	2 years
Quorum #	50%+1
Non-Voting Resource Members	
Administrator	TBD
Classified Professional	TBD
Student	1   ASG/Student Senate
Non-Voting Administrator Assistant (Note-taker)	(1) Administrator designee
Meeting Frequency	Bi-monthly   TBD Weekday

2387

2388 **Committee Monthly Planner**

2389 This timeline ensures committees operate in coordinated fashion, align their work with  
 2390 institutional planning cycles, and fulfill their participatory governance responsibilities with  
 2391 clarity and purpose.

2392

2393 **EXAMPLE FOR NOW: Modify as per monthly activities in general & Include generalized must-**  
 2394 **have activities for governance best-practices.**

MONTH	ACTIVITY
<b>August</b>	<ul style="list-style-type: none"> <li>○ <b>In-Service Day Workshops:</b> Orientation to committee roles, review of participatory governance structure, and training on decision-making process.</li> <li>○ <b>Committee Formation:</b> Reviewing constituent groups appointments   Chairs elected/confirmed.</li> <li>○ <b>Goal Setting Preparation:</b> Review prior year’s accomplishments and institutional priorities   Review prior year’s planning &amp; self-reflection   Chairs receive Strategic Plan goals and accreditation priorities.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>○ <b>Data Review:</b> Institutional Effectiveness data dashboards to inform this year's planning.</li> <li>○ <b>Goal Setting Finalized:</b> Establish SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals aligned with institutional priorities.</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Timeline Establishment:</b> Create timeline of major milestone dates for the year and associated tasks.</li> <li>○ <b>Policy Review Cycle:</b> When relevant, committees engage in policy and procedure aligned with accreditation standards.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>○ <b>Committee Structure Review:</b> Members discuss the structure of the committee. May finalize committee changes in structure. <ul style="list-style-type: none"> <li>○ Chairs complete Governance Worksheet with or without changes and signs on behalf of the committee.</li> <li>○ Chairs submit to respective Constituency Group they report to for approval (i.e., College Council, Academic Senate, Classified Senate, Student Senate)</li> </ul> </li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>○ <b>Shared Governance Committee Appointments:</b> Constituent groups finalize appointments.</li> <li>○ <b>Committee Structure Review:</b> When there are significant changes, Committee Chair or designee must attend the Council meeting.</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment and Evaluation:</b> Committees complete self-evaluation surveys</li> <li>○ <b>Committee Reflection:</b> Review effectiveness of processes, decision-making, and communication</li> <li>○ <b>Next Year Planning:</b> Identify continuing priorities and emerging needs for next academic year.</li> <li>○ <b>Data Review:</b> Institutional Effectiveness data dashboards to inform next year's planning.</li> <li>○ <b>Shared Governance Handbook Update:</b> occurs when the relevant reporting body approves committee changes or revisions.</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>○ <b>End-of-Year Reports Due:</b> All committees submit comprehensive annual reports to College Planning Council</li> <li>○ <b>Transition Planning:</b> Outgoing members brief incoming members   Chairs plan transition if needed.</li> <li>○ <b>Celebration of Accomplishments:</b> Recognition of committee contributions to institutional goals</li> </ul>

2395

2396 **COMMITTEE RESPONSIBILITY MAPPING FOR ACCJC STANDARDS (JUNE 2025)**

2397 The following table summarizes the ACCJC Accreditation Standards (June 2025 edition) to  
2398 assist shared governance committees in identifying their roles and responsibilities in  
2399 supporting institutional compliance. Each committee should review the standards and sub-  
2400 standards to determine which areas fall within their scope of responsibility. Committee

2401 members are encouraged to mark their level of involvement using the key below to clarify  
 2402 roles, avoid duplication of effort, and ensure comprehensive institutional coverage of all  
 2403 accreditation requirements.

2404

2405 Key Guide:

- 2406 • **Primary:** Committee has direct responsibility for ensuring  
 2407 compliance/implementation
- 2408 • **Secondary:** Committee contributes to compliance but shares responsibility with  
 2409 other committees
- 2410 • **Support:** Committee provides input, data, or assistance but is not directly  
 2411 responsible

2412

2413 Designate the appropriate responsibility level (Primary, Secondary, or Support) for your  
 2414 committee using the key guide above:

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
1	Institutional Mission and Effectiveness	
1.3	The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)	Primary
1.4	The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)	Support
1.5	The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)	Primary
2	Student Success	
2.1	Academic programs at all locations and in all modes of delivery are offered in fields of study	Support

	consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Primary
2.4	The institution communicates clear, accurate, and accessible information regarding programs, 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	Primary

	mission and promotes successful outcomes for all students.	
ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)

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## COMMITTEES REPORTING TO ACADEMIC SENATE

2418

### 10.5 PROGRAM REVIEW COMMITTEE

2419

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

2420

2421 Governance Body: Academic Senate; Approved TBD Date

2422 Last committee review cycle < TBD Date >

2423 Charge:

2424 The Program Review Committee guides and serves as a resource for the process of self-

2425 evaluation of all instructional and service areas for regular assessment of San Bernardino

2426 Valley College programs . Program Review is conducted by authorization of the Academic

2427 Senate

2428 Responsibilities (Strategic & Ongoing):

2429 • Guide the college through an ongoing self-examination of how effectively programs  
2430 and services are aligned with its mission, vision, and values through a structured  
2431 process.

2432 • Foster a culture of continuous improvement.

2433 • Contribute information and recommendations, including needs assessment and  
2434 resource requests to other college processes and committees.

2435 Tasks (Time-Bound/Deliverable-Specific Actions):

2436 TBD

2437

2438 The committee will maintain an informational website: [SBVC Academic Senate Program Review](#)

2439 <https://www.loremipsum.dolor.sit/amet/consectetur>

2440

#### 2441 **Committee Structure**

Reporting Relationship	Academic Senate
Chairperson (Academic Senate)	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Administrator)	1, Designee of College President
Chair as Voting Member?	In the event of a tie vote, discussion will be re-opened, followed by a second vote. If the tie still persists, the Program Review Faculty Chair shall cast the deciding vote
Chair Serves on College Council?	No

Voting Members	
Administrators	2? VPI Designee?/VPSS Designee
Classified Professionals	3, (Classified Senate Designees)
Faculty	10% of faculty from each division represented on campus
	# (Designees)   Academic Services, Business & Computer Technology
	# (Designees)   Arts & Humanities
	# (Designees)   Career Technical Education
	# (Designees)   Counseling
	# (Designees)   Academic Services, Business & Computer Technology
	# (Designees)   Health Sciences
	# (Designees)   Instructional Support Services
	# (Designees)   Kinesiology, Health & Athletics
	# (Designees)   Science & Mathematics
	# (Designees)   Social Sciences & Human Development
Students	2   ASG/Student Senate
Voting Members Term:	2 years
Quorum #	50%+1
Non-Voting Resource Members	
Administrator	# (Designees)   VPI designee
	# (Designees)   VPSS designee
Classified Professionals	# (Designees)   Classified Senate
Students	(# (Designees)   ASG/Student Senate
Non-Voting Administrator Assistant (Note-taker)	TBD
Meeting Frequency	Bi-monthly   TBD Weekday

2442

2443

2444 **Committee Monthly Planner**

2445 This timeline ensures committees operate in coordinated fashion, align their work with  
 2446 institutional planning cycles, and fulfill their participatory governance responsibilities with  
 2447 clarity and purpose.

2448  
 2449  
 2450

**EXAMPLE FOR NOW: Modify as per monthly activities in general & Include generalized must-have activities for governance best-practices.**

MONTH	ACTIVITY
<b>August</b>	<ul style="list-style-type: none"> <li>○ <b>In-Service Day Workshops:</b> Orientation to committee roles, review of participatory governance structure, and training on decision-making process.</li> <li>○ <b>Committee Formation:</b> Reviewing constituent groups appointments   Chairs elected/confirmed.</li> <li>○ <b>Goal Setting Preparation:</b> Review prior year’s accomplishments and institutional priorities   Review prior year’s planning &amp; self-reflection   Chairs receive Strategic Plan goals and accreditation priorities.</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>○ <b>Data Review:</b> Institutional Effectiveness data dashboards to inform this year's planning.</li> <li>○ <b>Goal Setting Finalized:</b> Establish SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals aligned with institutional priorities.</li> <li>○ <b>Timeline Establishment:</b> Create timeline of major milestone dates for the year and associated tasks.</li> <li>○ <b>Policy Review Cycle:</b> When relevant, committees engage in policy and procedure aligned with accreditation standards.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>○ <b>Committee Structure Review:</b> Members discuss the structure of the committee. May finalize committee changes in structure.             <ul style="list-style-type: none"> <li>○ Chairs complete Governance Worksheet with or without changes and signs on behalf of the committee.</li> <li>○ Chairs submit to respective Constituency Group they report to for approval (i.e., College Council, Academic Senate, Classified Senate, Student Senate)</li> </ul> </li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>○ <b>Shared Governance Committee Appointments:</b> Constituent groups finalize appointments.</li> <li>○ <b>Committee Structure Review:</b> When there are significant changes, Committee Chair or designee must attend the Council meeting.</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment and Evaluation:</b> Committees complete self-evaluation surveys</li> <li>○ <b>Committee Reflection:</b> Review effectiveness of processes, decision-making, and communication</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Next Year Planning:</b> Identify continuing priorities and emerging needs for next academic year.</li> <li>○ <b>Data Review:</b> Institutional Effectiveness data dashboards to inform next year's planning.</li> <li>○ <b>Shared Governance Handbook Update:</b> occurs when the relevant reporting body approves committee changes or revisions.</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>○ <b>End-of-Year Reports Due:</b> All committees submit comprehensive annual reports to College Planning Council</li> <li>○ <b>Transition Planning:</b> Outgoing members brief incoming members   Chairs plan transition if needed.</li> <li>○ <b>Celebration of Accomplishments:</b> Recognition of committee contributions to institutional goals</li> </ul>

2451  
2452  
2453

**COMMITTEE RESPONSIBILITY MAPPING FOR ACCJC STANDARDS (JUNE 2025)**

2454 The following table summarizes the ACCJC Accreditation Standards (June 2025 edition) to  
 2455 assist shared governance committees in identifying their roles and responsibilities in  
 2456 supporting institutional compliance. Each committee should review the standards and sub-  
 2457 standards to determine which areas fall within their scope of responsibility. Committee  
 2458 members are encouraged to mark their level of involvement using the key below to clarify  
 2459 roles, avoid duplication of effort, and ensure comprehensive institutional coverage of all  
 2460 accreditation requirements.

2461 Key Guide:

- 2462 • **Primary:** Committee has direct responsibility for ensuring  
2463 compliance/implementation
- 2464 • **Secondary:** Committee contributes to compliance but shares responsibility with  
2465 other committees
- 2466 • **Support:** Committee provides input, data, or assistance but is not directly  
2467 responsible

2468  
2469 Designate the appropriate responsibility level (Primary, Secondary, or Support) for your  
2470 committee using the key guide above:

ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)
----------------	------------	-------------------------------------

1	Institutional Mission and Effectiveness	
1.2	The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.	Primary
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)	Primary
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	
2.2	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
2.7	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)	Secondary
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

3	Infrastructure and Resources	
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.	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
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.	Secondary
4.3	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.	Secondary
ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)

2471  
2472  
2473

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## **10.6 Committee: Artificial Intelligence Task Force**

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2476 *Pending: Committee details will be incorporated as information becomes available from the*  
2477 *corresponding governing body.*

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## **10.7 Committee: Dual Enrollment Task Force**

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2482 *Pending: Committee details will be incorporated as information becomes available from the*  
2483 *corresponding governing body.*

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## **10.8 Committee: Honors Program Task Force**

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2488 *Pending: Committee details will be incorporated as information becomes available from the*  
2489 *corresponding governing body.*

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## **SECTION 11:**

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## **COMMITTEES REPORTING TO CLASSIFIED SENATE**

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## **11.0 CHART– Reporting to Classified Senate**

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

**11.1 Committee: TBD**

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

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## **SECTION 12:**

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### **COMMITTEES REPORTING TO ASSOCIATED**

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### **STUDENT GOVERNMENT**

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## **12.0 CHART – Reporting to ASG**

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## **12.1 Committee: Judicial**

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

## 12.2 Committee: Planning

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

2535

### **12.3 Committee: Resolutions**

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2538 *Pending: Committee details will be incorporated as information becomes available from the*  
2539 *corresponding governing body.*

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## **SECTION 13**

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# **SUPPORTING GROUPS OUTSIDE THE GOVERNANCE STRUCTURE**

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### **13.1 WORKGROUPS REPORTING TO ADMINISTRATIVE UNITS**

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.

- 2582 • STEM Workgroup | STEM-MESA Center & Math & Science Division
- 2583 Supports programmatic activities and initiatives within the STEM-MESA Center that
- 2584 center to advance STEM students in various disciplines. The workgroup can be made
- 2585 up of chairs of the discipline and/or other volunteers per department.
- 2586 • Counseling Event Planning Workgroup | Counseling Department
- 2587 Counselors and classified professionals within the department work together to plan
- 2588 and implement an event that supports the department's programs and services.
- 2589 • Commencement Planning Workgroup | Student Engagement & Wellness Division
- 2590
- 2591 This is an operational workgroup comprised of faculty and classified professionals
- 2592 responsible for coordinating the logistics of Commencement Day at Valley College.
- 2593
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## **SECTION 14:**

2596

## **PARTICIPATORY GOVERNANCE EFFECTIVENESS**

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2600 **14.1 Evaluating and Sustaining Governance Effectiveness**

2601 Participatory governance is only as strong as the institution's commitment to examining it  
2602 openly. At Valley College, we recognize that structures alone do not produce effective  
2603 governance; the people within those structures, the culture they create, and the practices  
2604 they sustain determine whether governance fulfills its purpose.  
2605 Evaluating governance effectiveness is not a compliance exercise. It is how we ensure that  
2606 our committees are functioning well, that equity is genuinely embedded in our deliberations,  
2607 that leadership is serving all constituencies, and that the college community can trust that  
2608 shared governance is real and not performative.  
2609 Why this matters?: Effective governance is a prerequisite for student success.  
2610

2611 **14.2 Valley College Participatory Governance Academy**

2612 Central to our commitment to governance effectiveness is the establishment of the Valley  
2613 College Participatory Governance Academy: a structured, ongoing professional development  
2614 program for all constituency groups. Faculty, classified professionals, students, and  
2615 administrators all bring different levels of governance experience to their committee roles.  
2616 The Academy ensures that every member — regardless of experience — understands the  
2617 principles, processes, and responsibilities of participatory governance at Valley College.  
2618 The Academy provides onboarding for new members, deepens practice for returning  
2619 members, and builds the institutional knowledge and shared culture that effective  
2620 governance requires. It is not a one-time orientation. It is a sustained investment in the  
2621 people who make governance work. It is conducted each \_\_\_\_ semester and coordinated by  
2622 the designated governance coordinator in collaboration with constituency leadership.

2623 **14.3 Creating, Modifying, or Sunsetting a Committee**

2624 The structure of participatory governance at Valley College is not static. Institutional needs  
2625 change, priorities shift, and the committees that serve the college must be able to evolve  
2626 accordingly. College Council, as the primary participatory governance body at Valley College,  
2627 holds the authority and responsibility to oversee changes to the governance committee  
2628 structure including the activation of new committees, modifications to existing charges or  
2629 membership, and the deactivation of committees that have fulfilled their purpose or no  
2630 longer serve a distinct institutional need.  
2631  
2632 Proposals to establish, modify, or sunsetting a participatory governance committee may  
2633 originate from any constituency group, committee chair, or administrator, but they are  
2634 brought to College Council for deliberation and action. College Council evaluates proposals

2635 through the lens of institutional mission alignment, avoidance of duplication with existing  
2636 bodies, meaningful constituency representation, and connection to current planning  
2637 priorities. Because College Council operates by equal constituency weight, this review  
2638 process ensures that no single group can unilaterally reshape the governance structure.  
2639

2640 Proposals that impact Academic and Professional Matters must be reviewed and approved  
2641 by the Academic Senate before College Council acts. This preserves the primacy of faculty  
2642 purview in academic governance and ensures that 10+1 matters follow their appropriate  
2643 routing, even when they arise in the context of structural change.  
2644

#### 2645 ***Constituency-Specific Committees***

2646 Constituency-specific bodies (committees established by and reporting to the Academic  
2647 Senate, Classified Senate, or Associated Student Government within their own purview) are  
2648 governed by the internal processes of the relevant constituency in accordance with its  
2649 constitution and bylaws. These bodies report to their respective senate or student  
2650 government rather than to College Council.

2651 However, their existence and charge should be communicated to College Council for  
2652 awareness, coordination, and inclusion in the college's governance effectiveness evaluation  
2653 cycle.

### 2654 **14.4 The Evaluation Practice: First two years and beyond**

2655 Because this handbook represents the first formal codification of Valley College's  
2656 governance principles and practices, we are committed to evaluating our effectiveness with  
2657 greater frequency in the early years.

2658 For the first two years following adoption of this handbook, the college will conduct a  
2659 comprehensive governance effectiveness evaluation annually: examining committee  
2660 function, equity practice, constituency participation, and the quality of the decision-making  
2661 cycle.

2662 This accelerated cycle reflects our commitment to learning quickly, correcting course where  
2663 needed, and ensuring that this handbook reflects what actually works at Valley College  
2664 rather than what looks good on paper.

2665 Beginning in year three, governance effectiveness evaluation shifts to a three-year cycle,  
2666 administered by the Institutional Effectiveness Committee in alignment with the college's  
2667 broader planning and evaluation frameworks.

2668 Evaluation findings will be reported to College Council, shared with all constituency groups,  
2669 and used to inform updates to this handbook and the governance structures it describes.

2670 Three forms of evaluation will be informative: self-evaluation by chairs and members, and  
 2671 mid-year and/or annual reports. These are maintained annually regardless of the  
 2672 comprehensive evaluation cycle of every three years.

2673

2674 **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	IEC, Superintendent/President (chair results only)
<i>Annually</i>	Committee Annual Report	Annual — May 1	Committee Chairs	College Council, posted publicly
<i>AY 2027 &amp; 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 &amp; 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

2675

2676 **Tools That Support Governance Effectiveness**

2677 Three forms serve as the practical infrastructure of participatory governance at Valley  
2678 College. They are not bureaucratic requirements — they are what make governance  
2679 transparent, accountable, and credible.

2680 **Committee Recommendation Form:** *Use when your committee has approved a*  
2681 *recommendation and is ready to send it forward for a decision.* Documents the  
2682 recommendation, rationale, vote, and equity considerations. This initiates the official  
2683 decision-making cycle and creates the institutional record that accountability depends on.

2684 [See pg #]

2685  
2686 **Committee Annual Report:** *Use at the end of each academic year to document what your*  
2687 *committee accomplished and what it is carrying forward.* Captures accomplishments,  
2688 outcomes, equity practice, areas of growth, and next steps. The committee's primary  
2689 contribution to institutional memory and accreditation evidence. [See pg #]

2690  
2691 **Governance Check-In and Improvement Form:** *Use as part of the annual and triennial*  
2692 *evaluation cycle to assess whether governance is working as it should.* Asks whether the  
2693 work is the right work; whether the structure is serving the institution; equity is genuinely  
2694 embedded; and what needs to change. This is how the college closes the continuous  
2695 improvement loop. [See pg #]

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**SECTION 15:**

**FORMS AND TEMPLATES**

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2705 **SECTION 15.1 Governance Committee Check-In and Improvement Form**

2706 Use this form to determine whether changes need to be made for the next academic year.

2707

2708 1. Charge:

2709  The committee's charge is satisfactory, no changes.

2710  The committee's charge will change. The updated Charge is attached.

2711

2712 2. Reporting Relationship:

2713  It is recommended the reporting relationship remains the same.

2714  It is recommended the reporting relationship changes.

2715 The committee is recommended to report to:

2716  Academic Senate  College Council

2717  Classified Senate  Student Senate

2718  College President

2719  Other \_\_\_\_\_

2720

2721 3. Chairpersonship:

2722 It is recommended that the chair(s):

2723  Selection remains the same.

2724  Selection method changes to: \_\_\_\_\_

2725

2726 4. Membership:

2727  The committee has the expertise and collegial representation to successfully meet the  
2728 charge. It is recommended membership remains the same.

2729  The committee recommends membership changes to ensure expertise and collegial  
2730 representation to successfully meet the charge

2731

2732 **Voting Members (list positions | not names of people)** (e.g., VP of Student Services, 3  
2733 Classified professionals from specific areas).

2734 1. \_\_\_\_\_

2735 2. \_\_\_\_\_

2736 3. \_\_\_\_\_

2737 4. \_\_\_\_\_

2738 5. \_\_\_\_\_

2739 6. \_\_\_\_\_

2740 7. \_\_\_\_\_

2741 8. \_\_\_\_\_

2742 9. \_\_\_\_\_

2743 10. \_\_\_\_\_

2744 12. \_\_\_\_\_

2745

2746 Total Voting Members: \_\_\_\_\_ Quorum (50%+1): \_\_\_\_\_

2747

2748 Non-Voting Members (list positions | not names of people) (e.g., 1 faculty from each  
2749 Division).

2750 1. \_\_\_\_\_

2751 2. \_\_\_\_\_

2752 3. \_\_\_\_\_

2753 4. \_\_\_\_\_

2754

2755 Members appointed by: (check all that apply)

2756 \_\_\_\_\_ Academic Senate \_\_\_\_\_ SBCCDTA

2757 \_\_\_\_\_ Classified Senate \_\_\_\_\_ CSEA

2758 \_\_\_\_\_ Student Senate \_\_\_\_\_ President's Cabinet/Admin.

2759

2760

2761

2762 Date Committee Approved this Form?: \_\_\_\_\_

2763

2764

2765 Committee Co-Chairs Approval:

2766 Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2767 \_\_\_\_\_

2768

2769 Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

2770 \_\_\_\_\_

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2775 **15.2 GOVERNANCE COMMITTEE RECOMMENDATION FORM**

2776 Use this form to formally document and route committee recommendations. Retain a copy in  
2777 the committee file

2778

2779 COMMITTEE INFORMATION

2780 Committee Name: \_\_\_\_\_

2781 Recommendation #: \_\_\_\_\_ Academic Year: \_\_\_\_\_

2782 Meeting Date: \_\_\_\_\_

2783 Quorum Confirmed:  Yes  No

2784 Vote Count: In Favor: \_\_\_\_\_ Opposed: \_\_\_\_\_ Abstaining: \_\_\_\_\_

2785 Minority Opinion (if applicable):

2786

2787 GOVERNANCE ROUTING

2788 Routed to:  President  College Council

2789  Academic Senate  Classified Senate  Student Senate

2790

2791 Recommendation (State the full recommendation as approved by the committee):

2792

2793

2794 Rationale (Describe the evidence, deliberation, and reasoning that supports this  
2795 recommendation):

2796

2797

2798 Equity Considerations (Describe whether this recommendation advances or affects equity,  
2799 access, and student success for disproportionately impacted populations):

2800

2801

2802 COMMITTEE CHAIR CERTIFICATION:

2803

2804 \_\_\_\_\_

2805 Committee Chair/Co-Chair/Tri-Chair Signature Date

2806

2807 \_\_\_\_\_

2808 Committee Co-Chair/Tri-Chair Signature (if applicable)

2809 Date

2810

2811 \_\_\_\_\_

2812 Committee Co-Chair/Tri-Chair Signature (if applicable)

2813 Date

2814 PRESIDENT RESPONSE

2815

2816 Date Recommendation Received: \_\_\_\_\_

2817

2818 Decision:

2819  Accept the recommendation as worded

2820  Accept the recommendation with modifications (described below)

2821  Decline the recommendation (justification below)

2822

2823 Modifications and/or Justification:

2824

2825

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2828

2829 College President Signature

Date

2830

2831

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2833

2834 COMMUNICATION LOG

2835

2836 Decision Communicated to Committee Date: \_\_\_\_\_

2837

2838 Campus-wide Communication Date: \_\_\_\_\_

2839

2840 Implementation Status Follow-Up (if applicable):

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## SECTION 15.3 GOVERNANCE COMMITTEE REPORTING FORM

Use this form to formally document and route committee recommendations. 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.):

2881  
2882 COMMITTEE CHAIR CERTIFICATION:  
2883  
2884 \_\_\_\_\_  
2885 Committee Chair/Co-Chair/Tri-Chair Signature Date  
2886  
2887 \_\_\_\_\_  
2888 Committee Co-Chair/Tri-Chair Signature (if applicable)  
2889 Date  
2890  
2891 \_\_\_\_\_  
2892 Committee Co-Chair/Tri-Chair Signature (if applicable)  
2893 Date  
2894  
2895  
2896  
2897

## 15.4 Committee Agenda Template

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2899

2900 San Bernardino Community College District

2901 VALLEY COLLEGE

2902 COMMITTEE NAME • MEETING AGENDA

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

2903

VOTING MEMBER ROSTER —Academic Year	
CONSTITUENCY	REPRESENTATIVE — Name / Title / Division or Unit
Administrators (#)	<ul style="list-style-type: none"> <li>• [Name], [Title]</li> <li>• [Name], [Title]</li> </ul>
Classified Professionals (#)	<ul style="list-style-type: none"> <li>• [Name], [Title / Unit]</li> <li>• [Name], [Title / Unit]</li> </ul>
Faculty (#)	<ul style="list-style-type: none"> <li>• [Name], [Division / Discipline]</li> <li>• [Name], [Division / Discipline]</li> <li>• [Name], [Division / Discipline]</li> </ul>
Students (#)	<ul style="list-style-type: none"> <li>• [Name], ASG Representative</li> </ul>
Quorum (50% + 1):	# (Vacant seats are excluded from quorum calculation)
NON-VOTING  Resource members —Academic Year	
Administrators (#)	<ul style="list-style-type: none"> <li>• [Name], [Title]</li> <li>• [Name], [Title]</li> </ul>
Classified Professionals and/or Faculty and/or Student (#)	<ul style="list-style-type: none"> <li>• [Name], [Title / Constituency]</li> <li>• [Name], [Title / Constituency]</li> </ul>
NON-VOTING  Administrative Assistant —Academic Year	

Administrator Designee	• [Name], [Title]
<b>Guests</b>	
Administrators; Classified Professionals; Faculty; Students	• [Name], [Title] • [Name], [Title]

2904

#	AGENDA ITEM	DISCUSSION/COMMENTS	ACTION/FURTHER TASKS
<b>A.</b>	Call to Order		
<b>B.</b>	Approval of Agenda and Minutes		
<b>C.</b>	Committee Reports; Constituent/Other		
<b>1</b>			
#	AGENDA ITEM	DISCUSSION/COMMENTS	ACTION/FURTHER TASKS
<b>D.</b>	Action Items		
<b>1</b>			
<b>2</b>			
<b>E.</b>	Old Business (Continuing/tabled items)		
<b>1</b>			
<b>2</b>			
<b>F.</b>	New Business		
<b>1</b>			
<b>2</b>			
<b>G.</b>	Future Agenda Items & Committee Business		
<b>1</b>			
<b>2</b>			

2905 Meeting Adjourned at: [Time]

2906 Next Scheduled Meeting: [Date and Time]

2907

2908 FUTURE MEETING DATES

2909 All meetings held 3pm-4:30pm

- 2910 Mon. March 26 (IN-PERSON CC-2046)
- 2911 Mon. April 27, 2026 (IN-PERSON NH-1046)
- 2912 Mon. May 18, 2026 (IN-PERSON NH-1046)
- 2913
- 2914

San Bernardino Valley College, Mission
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 and belonging for our students, employees, and the community.
San Bernardino Valley College, Valley Up Initiative 2025-2030
<ul style="list-style-type: none"> <li>1. Theme:</li> <li>2. Theme:</li> <li>3. Theme:</li> <li>4. Theme:</li> </ul>
MEMBERSHIP NOTES & PARTICIPATION EXPECTATIONS
<p><b>Attendance:</b> Members are expected to attend all meetings. Three unexcused absences may result in removal and replacement by the appointing constituency.</p> <p><b>Constituency Communication:</b> Voting members are responsible for reporting back to their constituency groups and bringing constituent input to deliberations.</p> <p><b>Equity Commitment:</b> All members are expected to center student success, equity, and the elimination of achievement gaps in their participation and decision-making.</p> <p><b>Appointments:</b> Voting members are appointed by their respective constituency bodies (Academic Senate, Classified Senate, ASG, or administration) prior to the start of fall semester.</p>

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**SECTION 16:**  
**APPENDICES**



## Appendix B: BP 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);

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### 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

# Appendix C: AP 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

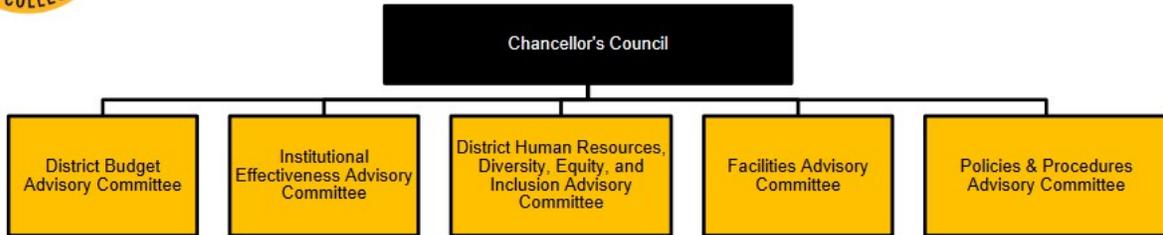
The membership of Chancellor's Council shall be made up of the individuals (or their respective designees) whose position in the collegiate structure of the District makes their presence on the Council essential to the successful completion of its goals.

To promote additional participation in local decision-making and efficacy, five advisory committees have

2938 been created which make recommendations to Chancellor’s Council. Subcommittees/task  
 2939 force/ workgroup’s structure for each advisory committee (if needed, not mandatory) will be  
 2940 unique and established by the respective advisory committee. Advisory committees can  
 2941 adjust as they see fit to promote participation and efficacy.  
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Chancellor’s Council  
 Advisory Committee Structure  
 As of October 2021



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- References:
- Education Code Section 70902(b)(7);
  - Title 5 Sections 53200 et seq., 51023.5, and 51023.7;
  - ACCJC Accreditation Standards IV.A and IV.D.7 (formerly IV.A.2, IV.A.5)

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Attachments

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- [AP 2510 Collegial Consultation - Comments](#)
- [AP 2510 Collegial Consultation - Legal Citations](#)
- [Board of Trustees](#)
- [Image 01](#)
- [Image 02](#)
- [Organizational Chart](#)

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Approval Signatures

2960  
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Step Description	Approver	Date
Final Board Approval	Kelly Goodrich	02/2022
Reviewed and Approved per AP 2410		
<hr style="border-top: 1px dashed orange;"/>		
Kelly Goodrich	02/2022	

2969 AP 2510 Participation In Local Decision-Making. Retrieved 02/2026. Official copy at  
2970 [http://sbccd.policystat.com/policy/ 3406625/](http://sbccd.policystat.com/policy/3406625/). Copyright © 2026 San Bernardino Community  
2971 College District  
2972 Page 2 of 2  
2973

2974

## **Appendix D: Valley Up Initiative, 2025-2030**

2975 (Currently under review through Participatory Governance processes)

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FTES Category		
Credit	\$ 5,238.37	Graded courses that align with a district's recommended curriculum for an associate degree and meet a requisite level of academic intensity.
Incarcerated Credit	\$ 7,435.93	Inmates in Correctional Facilities
Special Admit Credit	\$ 7,345.93	Dual enrollment
CDCP	\$ 7,345.93	Noncredit courses that emphasize vocational and precollegiate training through certificate programs
Non-Credit	\$ 4,417.31	Ungraded courses that do not count towards associate degree completion. Such courses are open to any student without fees and often support students who are non-native English speakers and precollegiate learners, as well as those preparing for citizenship, preparing to enter the workforce, or seeking to improve life skills.

Supplemental Allocation (headcount)		
AB540	\$ 1,238.71	Headcount of students by district who were granted an exemption from nonresident tuition pursuant to ECS 68130.5 in the district in the reporting year
Pell Grant	\$ 1,238.71	Headcount of students by district who received a Federal Pell Grant in the district in the reporting year
Promise Grant	\$ 1,238.71	Headcount of students by district who received a California College Promise Grant fee waiver pursuant to ECS 76300 in the district in the reporting year

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**Student Success Allocation (headcount)**

**All Students**

Associate Degree for Transfer	\$ 2,921.68	Headcount of students by district who were reported as receiving a Chancellor's Office approved associate degree for transfer (ADT) at the district in the reporting year and were reported with an enrollment at the district in the reporting year
Associate Degree	\$ 2,191.26	Headcount of students by district who were reported as receiving a Chancellor's Office approved associate degree at the district in the reporting year and were reported with an enrollment at the district in the reporting year and did not meet the (ADT) metric
Baccalaureate Degree	\$ 2,191.26	Headcount of students by district who were reported as receiving a Chancellor's Office approved baccalaureate degree at the district in the reporting year and were reported with an enrollment at the district in the reporting year and did not meet the criteria for the SCFF Associate Degree for Transfer (ADT) metric or SCFF Associate Degree metric
Credit Certificate	\$ 1,460.84	Headcount of students by district who were reported as receiving a Chancellor's Office approved credit certificate requiring the equivalent of 16 or more semester units at the district in the reporting year and were reported with an enrollment at the district in the reporting year and did not meet the criteria for the SCFF Associate Degree for Transfer (ADT) metric, SCFF Associate Degree metric, or SCFF Baccalaureate Degree metric
Transfer Level Math & English	\$ 1,460.84	Headcount of students by district who successfully completed both a transfer level mathematics course and a transfer-level English course with grades equivalent to C or better in the district during the academic year when first reported as non-special admit credit student
Transfer to a Four Year University	\$ 1,095.63	Headcount of students by district who earned the equivalent of 12 or more semester units in the district in the year prior to the reporting year and were not reported as enrolled at a California Community College in the reporting year and were reported as enrolled at a 4-year institution in the reporting year
Nine or More CTE Units	\$ 730.42	Headcount of students by district who successfully completed the equivalent of nine or more CTE units with grades equivalent to C or better within the district in the reporting year
Regional Living Wage	\$ 730.42	Headcount of students by district who were enrolled in the district in the year prior to the reporting year, were not enrolled system-wide or at any transfer institution in the reporting year, and were reported as earning wages greater than or equal to the regional living wage for the district in the reporting year A student's reported wage is compared to the living wage for one adult, for the county with the greatest area of overlap with the district boundary. The county-specific living wage data is sourced from the Insight Center for Community Economic Development Self-Sufficiency Tool

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## Appendix E: CSEA Chapter 291

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### CLASSIFIED UNION PARTICIPATION AND PURVIEW

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#### 2987 ***Role and Purview***

2988 CSEA Chapter 291 represents classified professionals in collective bargaining with the San  
2989 Bernardino Community College District. CSEA's purview within the scope of collective  
2990 bargaining is defined by and includes:

2991

- 2992 • Working conditions
- 2993 • Employee compensation
- 2994 • Benefits
- 2995 • Negotiated agreements with the District

2996

#### 2997 ***Relationship to the Classified Senate***

2998 While CSEA and the San Bernardino Valley College Classified Senate both serve classified  
2999 professionals, they hold distinct and complementary functions. The Classified Senate is the  
3000 designated constituent body responsible for representing the classified professional  
3001 perspective within participatory governance (Title 5 §51023.5). CSEA's governance role is  
3002 defined by its [collective bargaining agreement \(hyperlink here\)](#) with the District and does not  
3003 supersede the Classified Senate's governance authority.

3004 Both bodies are recognized within Valley College's participatory governance structure, and  
3005 their collaboration strengthens the classified voice across institutional decision-making.

3006

#### 3007 ***Governance Participation***

3008 CSEA holds a voting seat at College Council, ensuring its perspective is structurally  
3009 represented in institutional decision-making. When matters under consideration may affect  
3010 areas within CSEA's collective bargaining purview, inclusion of a CSEA representative in  
3011 relevant discussions is strongly encouraged.

3012

3013 **Appointments to Governance Bodies**

3014 The Office of the SBVC President may direct those seeking CSEA participation, guidance or  
3015 resource member appointments to the current CSEA Chapter President, or their designee.  
3016 CSEA maintains a roster of its appointees to the various participatory governance bodies and  
3017 retains the right to make their own appointments at the beginning of the committee  
3018 assignment cycles, or to fill vacancies as they occur.  
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**AppendixF: SBCCDTA**

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*Pending: Details will be incorporated as information becomes available from the corresponding group.*

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## **Appendix G: ROBERTS RULES INFORMATION**

*Pending: Details will be incorporated as information becomes available*

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3034

1 **We Want Your Feedback**

2 The **Participatory Governance Task Force** has developed this working draft and  
3 *invites all constituent groups* to share their input as we move toward a final second draft  
4 (expected in early April).

5 At this stage, **please focus primarily on content, accuracy, completeness, clarity, and**  
6 **whether the guidance reflects our institutional practices and values.** Grammar and  
7 punctuation feedback is welcome only where errors significantly affect meaning or  
8 readability.

9 **Before You Begin:**To ground yourself in the participatory governance framework, we  
10 recommend reviewing pages [**Section 5 pp. 24–34**] of the handbook, which outline the  
11 foundational principles and shared expectations guiding this work.

12 **Timeline:** Your feedback will be read on an ongoing basis and shared with the community  
13 during constituency updates, when possible. Draft 2 for second read is expected **early-**  
14 **mid April.**

15 Please submit your feedback by **Tuesday, March 25th at midnight.** Suggestions  
16 received after this date will still be considered for minor refinements before the second  
17 read.

18 Your feedback is essential to creating a handbook that serves our entire college  
19 community. Please submit your comments digitally using the QR code below or through  
20 our [Microsoft Forms survey https://forms.office.com/r/rVN5Vf4Dbd?origin=lprLink](https://forms.office.com/r/rVN5Vf4Dbd?origin=lprLink)

21 We look forward to hearing from you.

22 *Participatory Governance Task Force*

23

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