



College Council Minutes

1:00 PM - 2:30 PM | ADSS/207 | April 15, 2026

Voting Members: 14

Keynasia Buffong []

Tatiana Vasquez [A]

Bethany Tasaka [A]

John Feist []

Aida Gil []

Maritza Portillo []

Ernest Guillen [A]

Jeffrey Demsky []

Lorrie Burnham []

Rosario Esparza []

Erik Morden []

Uvaldo (Aldo) Sifuentes [A]

Alaysha Nash []

Voting Alternates: 6

Danielle Graham []

Kevin Moreno [A]

Mary Valdemar []

Denise Knight [A]

Upcoming Meeting Dates

2026–2027 Academic Year

September 9, 2026

September 23, 2026

October 14, 2026

October 28, 2026

November 4, 2026

November 18, 2026

December 9, 2026

(2 Hour Meeting)

February 10, 2027

February 24, 2027

March 10, 2027

March 24, 2027

April 14, 2027

April 28, 2027

(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. Participatory Governance Handbook (First Read) – T. Vasquez

F. ASG Garden Initiative – A. Nash

4. Information Items

G. Participatory Governance Taskforce Recommendations Update – G. Contreras

H. Accreditation Update – L. Hector

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

J. Grants Update – T. Mathis

K. Reimagining SBVC Organization Update – Dr. Contreras

L. Multicultural Center Planning Update – Dr. Contreras

M. College Council Members Updates / Other Announcements

5. Adjournment

Non – Voting Members: 11

Gilbert J, Contreras, Ph.D. []

Andrea Hecht []

Keith Bacon [A]

Leticia Hector []

Yvonne Gutierrez-Sandoval []

Gabriel Martinez Lazaro [A]

Michael Layne []

Pavel Bratulin []

Blake Bonnet []

Noel Arciero []

Jesse Neimeyer-Romero, Ed.D. []

Upcoming Meeting

Date & Deadlines

April 29, 2026

(Meeting Date)

April 24, 2026

(Agenda Posted by 1PM)

April 23, 2026

(Documents Due by 1PM)

April 17, 2026

(Agenda Items due by 1PM)

1. Call to Order

A. Approval of Agenda

- The meeting was called to order at 1:05 p.m. It was noted that Item 3E (Governance Handbook) will be presented by A. Gil
 - **With no objections, the agenda was approved as presented.**

B. Approval of Minutes

- Members were provided with time to review the minutes. A correction was noted to reflect T. Vasquez (not A. Hecht) as presenter for the Academic Senate President's Report
 - **With no further corrections or objections, the minutes were approved as amended.**

2. Reports

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

- Dr. Contreras shared that one College Council meeting remains for the academic year and expressed appreciation for the significant work accomplished during an action-packed spring semester.
- He highlighted appreciation for Human Resources, the Executive Team, and hiring committee members for ongoing recruitment efforts. Several final interviews have recently been conducted for faculty and management positions, and the candidate pools have been strong.
- Dr. Contreras also acknowledged the Student Services Division for its work in increasing enrollment and supporting priority student populations. He noted that more students are registering earlier and enrolling in more units, signaling positive momentum toward student goal completion. Appreciation was extended to VPS Yvonne Gutierrez-Sandoval and the Student Services team.
- Members were encouraged to regularly review the Wolverine Weekly to stay informed about campus events and institutional progress. Upcoming events include:
 - API Community activities
 - Black Student Success Week
 - Tenure Reception
 - Spotlighting Awards
- Dr. Contreras remarked that campus engagement has noticeably increased this year and that the college environment feels vibrant and active. He referenced recent Senior Day activities and shared pride in observing students actively utilizing campus spaces.

- He noted anticipation for future improvements through the Landscaping Master Plan, including additional shade structures and gathering areas to enhance the student experience.
- Dr. Contreras concluded by thanking members for their continued engagement and noted that the final meeting of the semester is expected to include a full agenda of pending items.

D. Academic Senate Report – A. Hecht

- A. Hecht shared concerns regarding faculty and classified workload sustainability, citing increased responsibilities, staffing shortages, and the risk of burnout. She raised concerns about counseling workloads and space limitations in the new Student Services Building, noting that office layouts may not adequately support privacy or the realities of student appointments, particularly when accommodations or dependents are involved.
- She stated that classified professionals continue to serve as frontline support for students and often absorb additional responsibilities when positions remain unfilled. Concerns were also expressed that frontline employees may not always feel meaningfully included in planning processes that directly impact their work.
- She also addressed communication concerns related to the recruitment process for ten temporary counseling positions transitioning to tenure-track roles, emphasizing the need for transparency and stability for affected employees.
- Dr. Contreras clarified that due to application volume and time constraints, the hiring process could not be completed before the June 30 deadline. Administration extended temporary full-time appointments for one year to preserve benefits and tenure credit eligibility.
- He acknowledged that communication timing could have been improved and affirmed that the decision prioritized employee stability and a stronger long-term hiring process.

3. Action Items

E. Participatory Governance Handbook (First Read) – A. Gil

- A. Gil shared that the Participatory Governance Handbook was presented for First Read. The approximately 167-page draft has been distributed campus-wide and is under review by all constituency groups. Members were encouraged to provide feedback prior to Second Read. The handbook outlines committee structure, governance pathways, and decision-making processes, and is intended to clarify roles and responsibilities across the institution. The draft is available on the College Council and Participatory Governance webpages.

- Dr. Contreras noted that the handbook reflects collaborative work across constituent groups and that leadership carefully reviewed submitted feedback. Discussion acknowledged differing perspectives, including management concerns regarding operational authority and faculty concerns regarding protection of 10+1 academic and professional matters.
- It was emphasized that the purpose of the handbook is to clearly define purview, establish transparent decision-making pathways, and respect the roles of all constituent groups in alignment with collective bargaining agreements, Education Code, and applicable laws. The draft was described as a strong foundational document that enhances governance clarity and introduces structured practices, including the proposed tri-chair model.
- The draft was described as a strong foundational document that clarifies governance processes and introduces structured transparency, including the proposed tri-chair model for College Council committees.
- J. Feist expressed appreciation for the Task Force's efforts, noting that many institutions are working to formalize shared governance structures. Dr. Contreras also extended appreciation to the T. Vasquez for its leadership and commitment to refining the document through campus-wide engagement.

- **No Action was taken**

F. ASG Garden Initiative – A. Nash

- A. Nash presented on behalf of the ASG Garden Subcommittee, requesting College Council support to explore establishing a student-led campus Garden Initiative framed around basic needs, equity, mental health, and experiential learning.
- Students identified concerns related to food insecurity, including limited pantry hours and distribution, lack of fresh produce, transportation barriers, San Bernardino's designation as a food desert, and perceived inequities between district campuses. They connected food insecurity to academic performance, GPA decline, stress, retention risks, and potential eating disorders.
- The proposal outlined pilot raised beds featuring leafy greens, herbs, culturally relevant crops (e.g., Three Sisters Garden), and wellness-focused plants. Estimated startup costs were approximately \$9,000, with exploration of alternative irrigation methods such as HVAC gray water reuse. Students also proposed interdisciplinary collaboration, educational workshops, and several potential campus locations. While ASG could assist with funding, students emphasized the need for institutional support to ensure long-term sustainability.
- Council discussion focused on maintenance and sustainability, Facilities and Safety alignment, Facilities Master Plan integration, irrigation logistics, clarification of the

Botanical Garden as an instructional space, realistic yield projections compared to current pantry usage (approximately 1,300 students monthly), and harvest distribution methods.

- It was clarified that the immediate request was to explore identifying feasible space and providing staff support to advance the initiative.
 - **A motion was made by K. Buffong and seconded by R. Esparza to support exploring the identification of space and staff support for the ASG Garden Initiative. The motion passed with one abstention.**

4. Information Items

G. Participatory Governance Taskforce Recommendations Update – G. Contreras

- Dr. Contreras provided an update on the Participatory Governance Task Force recommendation. The Task Force recommended establishing an Equity and Diversity Committee that would report directly to the President. He shared that the administration would accept the recommendation. However, implementation will begin in the fall semester to allow for thoughtful development of committee membership and structure. It was noted that the intent is to include both internal campus representatives and external community members. Input will be sought in the fall regarding committee composition and formation to ensure broad and meaningful representation.

H. Accreditation Update – L. Hector

- L. Hector provided an Accreditation Update, sharing that the Accreditation Committee attended an ACCJC convening in Long Beach focused on workforce outcomes, including aligning certificates and degrees with living-wage (noted district language update: “good wage”) career pathways and the use of data to support those outcomes. Information will be brought back to the committee and campus.
- An update was provided regarding Regular and Substantive Interaction (RSI) in online courses, a key focus area for the upcoming ACCJC visit. Faculty teaching 100% online courses in the fall are required to attend an in-person, four-hour working session led by the Distance Education Faculty Lead. Sessions will begin in the last week of April and have been scheduled with input from CTA representatives.
- It was emphasized that RSI requirements are not new; however, increased clarity and scrutiny from ACCJC have prompted additional proactive training. The visiting team will randomly review 50–100 fully online sections during the fall visit, and the College must demonstrate compliance at or above the required threshold (approximately 80–85%) to meet the standard.
- The sessions are designed as hands-on working meetings where faculty will review and strengthen RSI documentation within their courses. Adjunct faculty will be compensated

for participation. It was also noted that RSI compliance impacts not only accreditation status but may also have implications for financial aid and funding tied to distance education.

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

- ERP (Enterprise Resource Planning) Update – Y. Gutierrez: An update was provided regarding ongoing ERP implementation efforts. A meeting was held with the District-level ERP Project Manager to discuss strategies for improving campus preparation and engagement. It was proposed that smaller subcommittee prep meetings be established in advance of larger review sessions to allow for more detailed analysis of system customizations currently under evaluation.
- Discussion focused on reviewing existing customization fields within the current Student Information System (SIS). The ERP team is asking campuses to determine whether specific custom fields should be retained, modified, or eliminated in the new system. It was noted that end users may not always be aware which data fields are customizations versus baseline system features. Therefore, a request was made to obtain audit trail reports to identify which users are actively running or utilizing specific fields. This would allow targeted outreach to relevant stakeholders to determine whether customizations remain necessary, are obsolete, or are tied to other operational processes.
- It was emphasized that it is important to be intentional and data-informed during this review process to ensure the final ERP system effectively supports campus operations and does not unintentionally eliminate critical functionality.

J. Grants Update – T. Mathis

- T. Mathis provided a master list of compiled active grants tied to Valley College. It was noted that there are now 33 active grants, totaling approximately \$13.5 million in funding.
- Recently awarded grants support workforce pathways, apprenticeships, wraparound services, early childhood education, and healthcare career pipelines.
 - \$1.5 million - Rebuilding Nursing Infrastructure Grant
 - \$1.3 million - Two newly awarded Child Development grants
 - \$300,000 - Nursing apprenticeship-related grant
- Additional highlighted grants include:
 - The K–16 Healthcare Grant (Round Two), involving 11 partners, nonprofits, UCR School of Medicine, and multiple schools, supporting pathways from high school through medical school.
 - The Extreme Heat and Community Resilience Program, supporting shade and hydration infrastructure.

- The Rising Scholars Grant, providing support services to formerly incarcerated students.
- Discussion noted that certain long-standing categorical grants (e.g., Foster Care/Kinship Education and Independent Living Program) remain active and may need to be reflected on the master list. The OER/ZTC grant was also identified as active.
- Dr. Contreras emphasized that strengthened internal grant review processes have been implemented to ensure presidential approval prior to submission. This change addresses past instances where external entities applied for grants without campus awareness, resulting in misaligned obligations or the need to return funds. The streamlined oversight process ensures alignment with institutional mission, collective bargaining agreements, and operational capacity.

K. Reimagining SBVC Organization Update – Dr. Contreras

- Y. Gutierrez-Sandoval provided an update on the organizational restructuring process. On the Student Services side, transition planning meetings remain ongoing and represent the majority of current implementation work. These meetings include current and incoming managers and departmental teams to review responsibilities and ensure continuity.
- Departments are developing transition binders that document key operational elements, including contracts, compliance requirements, and essential processes. In addition, teams are reviewing budget structures and identifying areas where data gaps or overlapping responsibilities may exist as part of the stat card and data alignment work.
- Dr. Contreras reported that a formal board document has been prepared for review and potential approval at the May 14 Board of Trustees meeting, with implementation targeted for July 1. If not placed on the May agenda, it is anticipated to move forward at the June meeting. Leadership expressed optimism about reaching this milestone in alignment with the previously shared timeline.

L. Multicultural Center Planning Update – Dr. Contreras

- Dr. Contreras provided an update regarding planning efforts for the Multicultural Center. A final report has been received from Dr. Kennon Mitchell of Inspire School Services, outlining identified constituent groups, recommendations, and suggested survey components to be coordinated with the Research Office.
- A follow-up meeting will be held with Dr. Mitchell to review key insights and contextual nuances prior to distributing the report campus-wide. It was noted that Dr. Mitchell committed to sharing the report with affinity groups and participants involved in the engagement process. The report will inform programming, staffing, and operational

planning for the Multicultural Center in alignment with the opening of the new Student Services Building, anticipated in 2027.

M. College Council Members Updates / Other Announcements

- L. Hector reminded the committee that the tenured Faculty Reception will be held Friday from 4:00–5:00 p.m. in the Gresham Art Gallery, immediately prior to the Spotighting Awards. Twelve faculty members will be recognized for their service. Light appetizers will be provided.
- A. Hecht shared Immediately following the reception, the Spotighting event will recognize classified professionals and managers.
- N. Nash updated that ASG elections are currently underway. Members were asked to help promote student participation. It was also shared that ASG has transitioned to the General Assembly model and that an SBVC student was elected to serve in a Region 9 leadership position at the state level. Additionally, a housing workforce resolution advanced successfully.
- Y. Gutierrez-Sandoval shared appreciation was extended to ASG leadership for representing the College at a recent Board of Trustees meeting, where students provided updates while wearing ASG attire. Positive feedback was received from the Board regarding student engagement and representation.
- K. Buffong provided an update regarding Black Student Success Week. The BSI group, along with Black faculty, staff, and community partners, will host webinars and workshops throughout the week. On Friday, approximately 200 high school students will be welcomed to campus to participate in leadership workshops and programming. Members were encouraged to attend events; a campus-wide calendar invitation has been distributed.
- J. Neimeyer-Romero noted that Spotighting will take place this Friday, with two seats still available for RSVP. Several new award categories have been added this year, including VP Choice Awards and a Team Achievement Award.
- A. Gil shared that Classified Senate would meet on Friday to ratify its updated Constitution and Bylaws. Pending ratification, elections will be held in April/May. A new Executive Board will begin with the new academic year, as current terms conclude June 30. Members were encouraged to support and nominate classified professionals interested in serving. She also expressed appreciation to K. Buffong for her leadership and energy during Senior Day, which welcomed over 500 high school students to campus.
- She informed the Committee that the Professional Development Committee is planning the upcoming Classified Barbecue in partnership with management. She reiterated a

- request for stronger institutional recognition and support for classified professionals during the Centennial year. It was noted that classified staff contribute significantly behind the scenes to major campus initiatives and events, and there is a desire to ensure their work is visibly acknowledged and meaningfully celebrated.
- It was shared that managers are organizing a Classified Appreciation event, tentatively scheduled for June 24, with early planning and donations already underway. Encouragement was given for managers to actively promote attendance and engagement among their teams. It was emphasized that appreciation efforts should reflect the value of classified professionals' contributions and be thoughtfully executed to demonstrate meaningful recognition.
 - It was clarified that prize drawings and raffles traditionally organized by Classified Senate are separate from management-led appreciation activities, though coordination may occur.
 - Dr. Contreras noted for the record that Item 3, listed as an action item (First Read), did not receive a motion. The minutes will reflect that no action was taken. He extended appreciation to A. Hecht for co-facilitating the meeting. Congratulations were extended to the Marketing Department for receiving a Gold Award related to Centennial efforts. It was also shared that the San Bernardino Valley College President's Instagram account is ranked highly statewide.

5. Adjournment

The meeting was adjourned at 2:34 p.m.

Valley College Guide to Participatory Governance:

College Framework to Engagement & Decision-Making

Version 1.0
10April-FinalDraft-PGTF

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

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HOW TO USE THIS HANDBOOK

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

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

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

Find what you need

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

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

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SECTION 1: LEADERSHIP MESSAGES

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Message from the College President

Dear Colleagues,

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

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

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

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

Strong participatory governance is how we honor that commitment.

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

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

Valley Up!

Gilbert J. Contreras, Ph.D.
President

10April-FinalDraft-PGTF

Message from the Academic Senate President

Dear Colleagues,

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

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

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

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

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

Valley Up!

Andrea Hecht, M.S.
Academic Senate President

Message from the Classified Senate President

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

Dear SBVC Community,

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

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

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

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

Valley Up!

Matthew Martinez
Associated Student Government President
San Bernardino Valley College

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SECTION 2: INSTITUTIONAL PRINCIPLES

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2. 1 VALLEY COLLEGE MISSION, VISION, AND VALUES

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.

Open Access:

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

Campus Climate:

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

Participatory Governance:

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

2.2 VALLEY UP INITIATIVE

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

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

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

1. Career and Transfer

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

2. Health and Safety

Prioritizes physical, emotional, and psychological safety as central to belonging. This priority 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. This priority 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.

Strategic Alignment

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

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

Ten Measurable College Targets

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

Completion Metrics	Access & Equity Metrics
▪ Degrees awarded ▪ Certificates awarded ▪ Student transfers ▪ Transfer-level Math and English completion ▪ Course completion	▪ Dual enrollment participation ▪ Financial aid participation ▪ Work-study participation ○ Fall to Spring Persistence ▪ Student equity outcomes with real-time intervention data

Fiscal Strategy

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

Moving Forward Together

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

See Appendix D for the Student Centered Funding Formula Summary.

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3.1 INSTITUTIONAL PLANNING AND EFFECTIVENESS

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

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

Integrated Planning Framework

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

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

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

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

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

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

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

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

Responsiveness to Emerging Needs

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

Processes and Framework Under Development

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

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

3.2 VALLEY COLLEGE'S INTEGRATED BUDGET AND PLANNING

Guiding Principle

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

Planning and Resource Allocation

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

Integrated Planning and Budget Calendar

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

The budget calendar is organized around five phases:

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

Processes and Framework Under Development

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

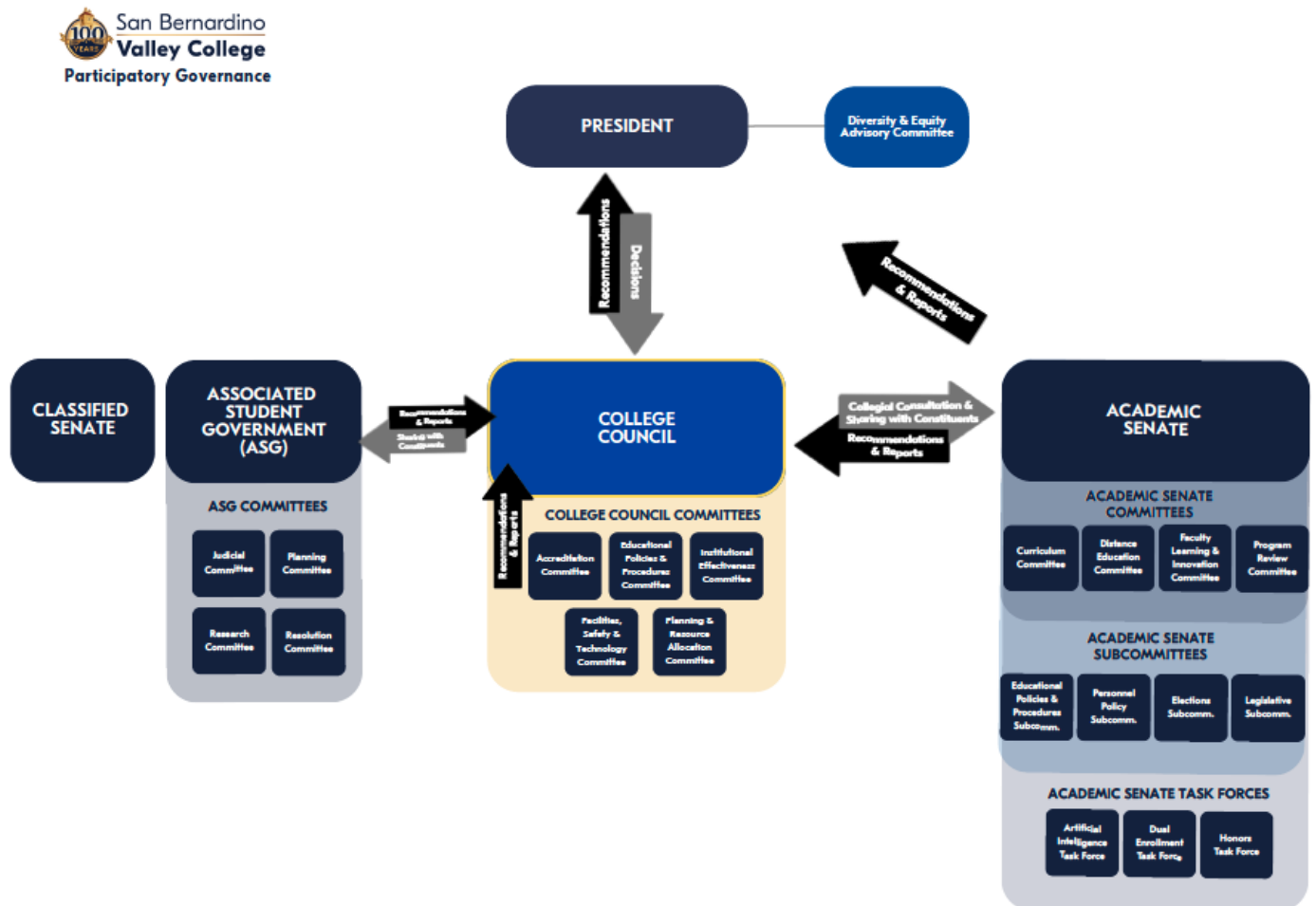
This handbook will be updated to reflect finalized processes once adopted through governance.

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



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SECTION 5: FOUNDATIONS OF PARTICIPATORY GOVERNANCE

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5.1 WHAT IS THE PURPOSE OF THIS GUIDE?

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

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

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

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

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

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

5.2 PARTICIPATORY GOVERNANCE GUIDING PRINCIPLES

Definition and Purpose

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

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

Collaborative Practice

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

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

Standards of Conduct

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

The college expects all participants to:

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

Inclusive Decision-Making

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

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

5.3 WHY PARTICIPATORY GOVERNANCE WORKS THIS WAY

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

The term "shared governance" does not itself appear in law or regulation. Rather, it is used in connection with those college processes involving faculty, staff, and students in decision-making. The term "governance" also refers to the role of a community college's board of trustees. Board adopted policies that protect the rights of faculty, staff, and students to "participate effectively" in decision-making by making recommendations to the board do not replace the board's governance role. These policies do not diminish the College President's decision-making authority. The President remains solely accountable to the Chancellor and Board of Trustees for the outcomes of all institutional decisions.

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

The San Bernardino Community College District's Board of Trustees has adopted a policy for collegial consultation (BP/AP 2510, Appendix B & C) requiring the establishment of procedures "...to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation in particular areas where they have their own expertise and/or where the decisions would have a significant effect on them."

Faculty

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

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

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

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

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

Classified Professionals

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

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

Title 5 §51023.5 requires that staff:

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

Classified Senate

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

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

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

Students

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

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

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development

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

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

Management

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

Manager participation supports effective governance through:

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

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

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

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

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

5.4 GENERAL GOVERNANCE GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Note on Language and Terminology:

This handbook uses specific terms deliberately and consistently. The following conventions apply throughout.

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

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

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

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

5.5 GROUPS IN GOVERNANCE GLOSSARY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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1032 **SECTION 6: GOVERNANCE PATHWAYS AND**
1033 **PARTICIPATION**

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1035

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6.1 GOVERNANCE IN PRACTICE

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

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

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

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

What Committees Produce

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

Here is a breakdown:

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

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

How Decisions Move Through the Governance Structure

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

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

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

Accountability and Follow-Through

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

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

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

1083

1084 *Administrative Accountability*

1085 When a decision is made, the College President communicates the next steps for
1086 implementation, including the responsible manager and the expected timeline. The
1087 responsible manager reports progress to the originating committee or College Council as
1088 appropriate. If implementation is delayed or the direction changes, the responsible
1089 administrator communicates the reason and the revised timeline. Committees have both the
1090 right and the responsibility to follow up on recommendations they have forwarded, and
1091 administrators have the obligation to respond.
1092

1093 *Committee Accountability*

1094 Accountability runs in both directions. Committees are accountable to the college
1095 community for the quality of their deliberations and the clarity of their recommendations.
1096 This accountability is sustained through written meeting documentation, the primary record
1097 of a committee's work.
1098

1099 Committees subject to the Brown Act must maintain formal minutes in compliance with
1100 Government Code § 54953. All other governance committees shall maintain summary notes
1101 that document, at minimum: members present and absent, agenda items discussed,
1102 motions made and voting outcomes, action items and responsible parties, and items
1103 referred to other committees or forwarded as recommendations. Summary notes are not
1104 required to capture verbatim discussion but must be sufficiently detailed to allow any
1105 member of the college community to understand what occurred and what commitments
1106 were made.
1107

1108 Whether formal minutes or summary notes, documentation should capture not only
1109 decisions but key discussion points, conclusions reached, and action items assigned. Draft
1110 documentation should be distributed and posted publicly within one week of each meeting;
1111 approved documentation should be posted within one week of approval.
1112

1113 These practices are not administrative formalities. They are the documentation infrastructure
1114 that makes governance visible, reviewable, and trustworthy to the campus community and to
1115 accreditors.
1116

1117 **Questions Are Always Welcome**

1118 If you are uncertain about the governance process, your committee's charge, or how a
1119 decision is being implemented, ask. Start with your supervisor. As needed consult the
1120 committee chair(s). You may also reach out to your constituency leadership: the Academic
1121 Senate, the Classified Senate, or the Associated Student Government, or to the Office of the
1122 President.
1123

1124 Governance is a shared responsibility, and asking questions strengthens the process.
1125

6.2 PATHWAYS TO ENGAGEMENT

Participatory governance at Valley College is how faculty, classified professionals, students, and management work together to shape policies, plans, implementation, while serving as stewards of the college's collective values and accountability. Managers 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.*

Valley College 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. You are the frontline of student engagement beyond the classroom. 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.

Faculty are expected not only to engage but to lead on academic and professional matters, bringing forward insight, recommendations, advocating for sound practices and policies, and setting the peer standards for educational excellence at this institution. 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 constituency groups.

Student Engagement

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

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

Community and Public Engagement

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

From Idea To Action: Your Role in the Process

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

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

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

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

Step 1: Identify what type of decision you may have

Most proposals fall into one of these categories:

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

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

1224

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

1227

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

1231

1232 *Additional considerations:*

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

1237

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

1240

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

1244

1245 *Step 2: Choose a point of entry and commit to sponsorship*

1246 There may not be one obvious "right" committee or workgroup to start with. Some ideas
1247 touch multiple areas; some do not fit neatly anywhere at first. Valley College recognizes
1248 multiple points of entry into governance.

1249

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

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

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

1259

1260 **What matters most is sponsorship.** The group that serves as the entry point should expect

1261 to carry the work forward. Sponsorship means the entry point does not simply raise an issue,

1262 it becomes the home base that tracks the item, improves the draft, coordinates across

1263 bodies as needed, and stays engaged through implementation and report-back.

1264

1265 If an item begins in a department or division, it enters governance with practical knowledge

1266 and then moves through the appropriate consultative pathways. The originating area remains

1267 responsible for follow-through.

1268

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

1270 To move from discussion to action, proposals should be introduced in writing with enough

1271 clarity for governance bodies to evaluate them.

1272

1273 The proposal should include:

- 1274 • What you are proposing (in plain language)
 - 1275 • The problem it addresses and who is affected
 - 1276 • Why it matters, including student equity implications when relevant
 - 1277 • What would need to change (policy, procedure, practice, resources, timeline)
 - 1278 • Who would be responsible for implementation (department, division, committee, or
 - 1279 role)
- 1280

1281 A clear one-to-two-page concept document is usually sufficient to begin. Supporting

1282 documents can be attached. When a proposal advances to a formal committee

1283 recommendation, committees should use the Governance Committee Recommendation

1284 Form (Section 17.2) to document the action and route it through the appropriate pathway.

1285

1286 *Step 4: Route through consultation and alignment*

1287 As a proposal is refined, it may need to move across multiple bodies for consultation and

1288 alignment. Some proposals will be co-developed across constituencies, committees,

1289 departments, or divisions. That is not a problem—it is often a sign that the issue is real and

1290 institution-wide.

1291

1292 Valley College uses committees and College Council to refine ideas into actionable

1293 recommendations. In general:

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

- 1296 • College Council deliberates across constituencies, aligns recommendations, and
1297 forwards them to the President with documented rationale.
1298

1299 When an item involves academic and professional matters, it must follow the Academic
1300 Senate governance pathway through collegial consultation.
1301

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

1304 When disagreements arise, constituent groups should advocate from their own areas of
1305 authority rather than challenging the legitimacy of another group's standing. Productive
1306 disagreement strengthens governance; jurisdictional overreach undermines it.
1307

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

1309 A recommendation is not complete until it has an approval path and an implementation
1310 owner. Governance work should end with a clear action plan and a commitment to report
1311 back. The sponsoring group remains responsible for continuity. Even when the proposal
1312 moves through other bodies, the entry point should track where it is, what changes were
1313 made, and what is needed next. The Governance Committee Recommendation Form
1314 (Section 17.2) supports this tracking by documenting the recommendation, its rationale,
1315 equity considerations, and the response received.
1316

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

1318 College Council forwards final recommendations to the College President. For academic and
1319 professional matters, recommendations follow Academic Senate collegial consultation
1320 requirements. When Board action is required, items proceed through the district Board
1321 pathway after local approval and support.
1322

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

- 1325 • Implementation steps (what will happen and in what order)
1326 • Resources and support (manager, staffing, budget, training, communications)
1327 • Timeline (when changes take effect)
1328 • Evidence of completion (revised document, published procedure, updated website,
1329 training delivered, new workflow in use)
1330 • Report-back (when and where the campus will learn the outcome)
1331

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

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

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SECTION 7: EQUITY-CENTERED GOVERNANCE

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1343 7.1 WHY EQUITY-CENTERED GOVERNANCE MATTERS

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

1347

1348 7.2 WHAT 'EMBEDDED EQUITY' MEANS

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

1351

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

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

1362

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

1365

1366 7.3 WHERE EQUITY SHOWS UP IN COMMITTEE WORK

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

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

7.4 THE EQUITY LENS: REQUIRED QUESTIONS FOR EVERY RECOMMENDATION

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

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

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

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

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

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

7.5 EQUITY CHECK BEFORE FINAL ACTION

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

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

7.6 STANDARD DOCUMENTATION: MAKING EQUITY VISIBLE AND TRACKABLE

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

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

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

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

Annual Committee Reports

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

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

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

1436 **7.7 EQUITY, PLANNING, AND CONSULTATION ARE LINKED**

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

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

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

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SECTION 8: GOVERNANCE CULTURE AND

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SHARED EXPECTATIONS

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8.1 STANDARDS FOR ACTIVE ENGAGEMENT AND COLLEGIALITY

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

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

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

Active engagement means:

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

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

Collegiality is a professional obligation:

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

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

Collegial participation:

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

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

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

Counter-productive behavior looks like:

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

8.2 OPERATIONAL INTEGRITY: COMMUNICATION, TRANSPARENCY, AND ACCOUNTABILITY

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

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

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

Three-way transparency at Valley College

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

A few consistent practices make this real:

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

Accountability has two lenses

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

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

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

Delineation of functions

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

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

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

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

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

8.3 MEANINGFUL AND INCLUSIVE DELIBERATION

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

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

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

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

Implementation and continuous assessment

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

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

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

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

Key takeaways for all governance members

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

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

8.4 PARTICIPATORY GOVERNANCE ACADEMY

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

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

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

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

1662 needing a refresher to stay within the best practices of governance. Constituency leaders are
1663 responsible for ensuring their appointed members are aware of and attend Academy training.
1664

1665 The Academy is evaluated as part of the college's broader governance effectiveness cycle
1666 described in Section 17. (See Section 17.4 for the governance evaluation timeline.)
1667

1668 ***The Bottom Line***

1669 Valley College's participatory governance succeeds when it moves beyond "having a voice"
1670 to sharing responsibility: showing up prepared, engaging in good faith, protecting
1671 transparency, centering equity, and ensuring that decisions lead to implementation. These
1672 expectations create the trust and momentum Valley College needs to improve outcomes and
1673 sustain a healthy, collaborative campus culture.

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1674 **SECTION 9: COMMITTEE OPERATIONS AND**
1675 **PROCEDURES**

1676
1677

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9.1 GENERAL ANNUAL PLANNING OF COMMITTEE WORK

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

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

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

Committee Academic Year (Selected Months)

MONTH	ACTIVITY
August	○ In-Service Day Workshops: Orientation to committee roles, review of participatory governance structure, and training on decision-making process. ○ Committee Formation: Reviewing constituent groups appointments Chairs elected/confirmed. ○ Goal Setting Preparation: Review prior year's accomplishments and institutional priorities Review prior year's planning & self-reflection Chairs receive Strategic Plan goals and accreditation priorities.
September	○ Data Review: Institutional Effectiveness data dashboards to inform this year's planning. ○ Goal Setting Finalized: Establish SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals aligned with institutional priorities. ○ Timeline Establishment: Create timeline of major milestone dates for the year and associated tasks. ○ Policy Review Cycle: When relevant, committees engage in policy and procedure aligned with accreditation standards.
December	○ Midterm Progress Reports Due: All committees submit midterm reports to their respective reporting body using the Governance Committee Reporting Form (Section 17.3). Reports document progress toward goals established in September, key decisions and recommendations made to date, any emerging issues or shifts in priorities, and items requiring attention or support before the spring semester. ○ Progress Visibility: Midterm reports are posted on committee websites so constituencies and college leadership can track

	governance activity and follow through on commitments made at the start of the year.
February	○ Committee Structure Review: Members discuss the structure of the committee. May finalize committee changes in structure. ○ Chairs complete the Governance Worksheet with or without changes and signs on behalf of the committee. ○ Chairs submit to respective Constituency Group they report to for approval (i.e., College Council, Academic Senate, Classified Senate, Student Senate)
March	○ Shared Governance Committee Appointments: Constituent groups finalize appointments. ○ Committee Structure Review: When there are significant changes, Committee Chair or designee must attend the Council meeting.
April	○ Assessment and Evaluation: Committees complete self-evaluation surveys using the Governance Committee Check-In and Improvement Form (Section 17.1). ○ Committee Reflection: Review effectiveness of processes, decision-making, and communication ○ Next Year Planning: Identify continuing priorities and emerging needs for next academic year. ○ Data Review: Institutional Effectiveness data dashboards to inform next year's planning. ○ Shared Governance Handbook Update: occurs when the relevant reporting body approves committee changes or revisions.
May	○ End-of-Year Reports Due: All committees submit comprehensive annual reports to College Council ○ Transition Planning: Outgoing members brief incoming members Chairs plan transition if needed. ○ Celebration of Accomplishments: Recognition of committee contributions to institutional goals

Ongoing Committee Activities Throughout the Year

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

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

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

- 1705 • Committee members share outcomes with their constituencies and bring constituent
1706 perspectives back to committee deliberations.
1707

1708 **9.2 OPERATIONAL GUIDELINES OF COMMITTEES**

1709 Valley College governance committees exist to advance the college mission through shared
1710 responsibility, the practice of bringing the right voices to the table, using evidence, following
1711 clear procedures, and carrying decisions through to implementation. Operational guidelines
1712 matter because they prevent fragmentation, reduce confusion about roles, and build trust in
1713 the process.

1714

1715 ***Membership, representation, and leadership***

1716 Committees function best when membership is representative and roles are clear.
1717 Participation is not symbolic; representation protects the integrity of governance and
1718 prevents blind spots.

1719

1720 *Appointments and Legitimacy*

1721 Members should be appointed through the appropriate Valley College governance
1722 constituencies (faculty, classified professionals, students) and administrative leadership
1723 processes. This maintains accountability back to the constituency or functional area being
1724 represented.

1725

1726 *Terms and Continuity*

1727 Where Valley College uses multi-year terms, the purpose is continuity and institutional
1728 memory. Where membership turns over more quickly (as in some student roles or time-
1729 bound task forces), documentation and onboarding become even more critical.

1730

1731 *Vacancies*

1732 Vacancies should be filled promptly by the appointing body to prevent representation gaps
1733 and disruption of committee work.

1734

1735 *Chair(s) responsibilities*

1736 While structures vary, every committee needs a designated lead responsible for operational
1737 health. At minimum, the chair/co-chairs ensure:

- 1738 • Agendas and supporting materials are prepared and distributed on time.
1739 • Minutes and key documents are completed and archived promptly (within 48 hours
1740 after adjournment is the SBVC standard).
1741 • Recommendations are routed forward through the correct pathway, so work does not
1742 stall.

1743

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

Member Responsibilities

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

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

Meeting consistency, flow, and procedures

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

Meeting consistency

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

Consistency matters because it:

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

Recommended meeting flow (adaptable)

A reliable structure keeps meetings focused and documentation-ready:

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

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

Procedural clarity

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

9.3 DOCUMENTATION AND COMMUNICATION STANDARDS

Why documentation matters

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

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

Committee agendas

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

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

Agenda development and input

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

Decision pathway clarity

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

Posting timelines

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

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

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

Format expectations

Every agenda item should include:

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

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

Meeting Minutes and Meeting Notes

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

Both should capture:

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

Reporting and accountability

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

Supporting documents as evidence

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

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

Committee websites and public access

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

Required components of each committee webpage

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

At minimum, each page should include:

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

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

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

Standardization and coordination

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

Accessibility for non-specialists

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

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

Continuous improvement: documentation through an equity lens

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

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

9.4 RECOMMENDATION ROUTING AND PLACING THE WORK

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

Place the work where it can be carried through

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

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

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

Building and Documenting Support for a Recommendation

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

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

1994 When cross-constituency support exists, it should be named explicitly in the Governance
1995 Committee Recommendation Form and attached as part of the governance record. A
1996 recommendation that arrives at College Council with documented support from multiple
1997 constituencies signals that the process was thorough and that implementation is more likely
1998 to succeed.

1999
2000 Where a committee is uncertain whether cross-constituency input is needed or how to
2001 obtain it, the committee chair should consult with the relevant constituency presidents or
2002 bring the question to College Council for guidance before routing.

2003
2004 Cross-constituency support strengthens a recommendation but is not always required or
2005 achievable. When a committee has made a good-faith effort to consult broadly and
2006 agreement is not reached, the recommendation may still move forward. In that case, the
2007 governance record should reflect the consultation that occurred, the perspectives that were
2008 raised, and why the committee determined the recommendation was ready to route.
2009 Disagreement documented transparently is not a failure of governance. Disagreement
2010 ignored or hidden undermines the process and the trust of everyone who participated in good
2011 faith.

2012
2013 ***Routing recommendations to the right group***

2014 The destination of a recommendation depends on which body the committee reports to; not
2015 committee preference or convenience.

2016
2017 Committees reporting to the Academic Senate, Classified Senate, or Associated Student
2018 Government forward recommendations to their respective Senate for action. Academic and
2019 Professional Matters (10+1) are an exception: these route directly to the College President
2020 per Title 5 collegial consultation requirements and are presented to College Council as
2021 informational items only.

2022
2023 Committees reporting to College Council forward recommendations to College Council.
2024 College Council deliberates and, where appropriate, forwards a recommendation to the
2025 College President for final decision.

2026
2027 ***When the College President Does Not Accept a Recommendation***

2028 For Academic and Professional Matters (10+1), if the College President does not accept an
2029 Academic Senate recommendation, they communicate the reasons in writing to the Senate
2030 in a timely manner. For recommendations forwarded through College Council on other
2031 matters, the same practice is expected as a standard of good governance at Valley College.
2032 In either case, the exchange and its outcome should be documented in the governance
2033 record so the college community can see that the process was followed, even when the
2034 outcome differed from the recommendation.

2035

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

Use the Governance Committee Recommendation Form (Section 17.2) to document and route all formal recommendations.

9.5 FROM DELIBERATION TO DECISION: COMMITTEE DECISION-MAKING

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

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

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

From deliberation to action

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

A typical Valley College committee decision flow looks like this:

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

2078 ***Decision Methods VALLEY COLLEGE Committees May Use***

2079 Valley College committees may use more than one decision method. The chair(s) should
2080 name the method before a decision is finalized so members understand what the
2081 “agreement” means for the meetings.
2082

2083 *Robert’s Rules of Order (formal or modified) or similar parliamentary process (formal action)*

2084 Use when a committee must take formal action, adopt language, or document a clear vote.
2085 Valley College committees may use strict parliamentary procedure or a modified approach
2086 that encourages open discussion before formalizing motions, uses general consent for
2087 routine matters, and reserves formal process for contested decisions.
2088

2089 *Robert's Rules of Order Newly Revised* serves as the procedural reference for questions not
2090 addressed by committee bylaws.
2091

2092 *Consensus (full agreement)*

2093 Use when the committee needs strong unity for successful implementation. Consensus
2094 means the group works toward a decision everyone can support. Consensus often requires
2095 revision, clarification, and more than one meeting for complex items.
2096

2097 *Modified consensus (broad agreement with defined threshold)*

2098 Use when full consensus is ideal but time or scope requires a clear stopping point. The
2099 committee defines a threshold in advance, for example, “consensus with a small number of
2100 stand-asides” or “agreement of most members with documented concerns.” The minutes
2101 and notes should reflect the threshold used and summarize key concerns raised.
2102

2103 *Consent-based decision-making (no unresolved objections)*

2104 Use when the committee wants speed and practicality without requiring everyone to actively
2105 prefer the final option. Consent means the decision moves forward if no member identifies a
2106 substantial, unresolved objection that would create harm or block implementation.

2107 Objections should be treated as improvement signals, and the chair should help the group
2108 revise the proposal to resolve them when possible.
2109

2110 *Majority vote (simple majority or defined voting threshold)*

2111 Use for decisions where voting is appropriate and the committee’s charge supports a vote.
2112 Some committees may define a threshold higher than simple majority for specific decisions.
2113 The minutes should record the vote count or outcome (approved, not approved, tabled).
2114

2115 When an item is tabled, it is not closed. The committee chairs are responsible for ensuring
2116 the item is placed on a future agenda within a reasonable timeframe, and the reason for
2117 tabling and the expected return date should be documented in the minutes. Items that are

2118 tabled without a return date risk becoming lost work, which undermines both the
2119 committee's credibility and the governance record.
2120

2121 *Asynchronous decisions (between meetings)*

2122 Use only when allowed by the committee's operating expectations and when transparency
2123 can be maintained. Asynchronous decision-making may be appropriate for minor edits,
2124 confirming a date, or approving a finalized draft that was reviewed in a meeting. It is not a
2125 substitute for deliberation on substantive matters.
2126

2127 Examples include an email vote to approve meeting minutes, a poll to confirm a rescheduled
2128 meeting date, or a shared document review to finalize language on a non-controversial item
2129 that was substantially resolved in the prior meeting.
2130

2131 Each committee should also establish and document in advance how it will handle urgent
2132 decisions that arise between meetings and cannot wait for the next scheduled agenda. This
2133 may include a defined threshold for what qualifies as urgent, a minimum participation
2134 requirement, and a clear process for notifying all members and documenting the outcome.
2135 Ad hoc urgency should not become a pattern that bypasses regular deliberation.
2136

2137 The committee chairs should document:

- 2138 • What was decided and why it could not wait for a regular meeting
2139 • How members were notified and given opportunity to participate
2140 • The timeline for input
2141 • How the decision will be recorded in the next set of minutes

2142

2143

SECTION 10: SERVING ON COMMITTEES

2144

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10.1 CHAIR LEADERSHIP: A COLLABORATIVE FRAMEWORK

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

Leadership Structure

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

At Valley College, committee chairs are not meeting managers. ***They are stewards of process, trust, and follow-through.*** Their job is to create the conditions for meaningful participation, keep the work aligned to the committee's charge, and ensure recommendations move forward through the correct pathways and through College Council. Because Valley College committees vary in scope (standing committees, sub-committees, task forces, etc), leadership structures will vary as well. What does not vary are the expectations for transparency, consistent process, documentation, and equity-minded practice. These apply to every committee, regardless of size, structure, or how long it has existed.

The Tri-Chair Model and Representational Balance

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

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

A shared chair structure supports:

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

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

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

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

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

A. Prepare and Guide the Agenda

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

B. Facilitate Collegial, Purposeful Meetings

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

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

C. Protect Transparency and Documentation

Chairs ensure governance is trackable and trustworthy. This includes:

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

- 2228 • Documenting recommendations with enough context to reflect the why, not just the
2229 outcome.
2230

2231 *D. Route Recommendations and Avoid Floating Initiatives*

2232 Chair leadership includes moving work forward. Chairs should ensure that:

- 2233 • Recommendations are routed to the correct parent body or leadership channel.
2234 • Follow-through is tracked and returns to the committee for updates when appropriate.
2235 • The broader college community is informed in a timely manner, with sufficient
2236 context, evidence, and rationale so that constituencies understand not just what was
2237 recommended but why.
2238 • When a recommendation affects one or more constituency groups, the chair ensures
2239 those groups have a genuine opportunity to engage before the recommendation is
2240 finalized and routed.
2241 • Ensure every proposal or initiative that leaves the committee has a next step, and a
2242 timeline. Work without a home does not move forward; it disappears.
2243

2244 Chairs should use the Governance Committee Recommendation Form (Section 17.2) for all
2245 formal recommendations to ensure consistent documentation, equity review, and routing.
2246

2247 *E. Apply an Equity Lens as Standard Practice*

2248 Chairs are responsible for facilitating equity-minded deliberation—not as an occasional
2249 agenda item, but as a consistent method. This includes prompting the committee to ask:

- 2250 • Who benefits and who may be burdened?
2251 • Does this create barriers for disproportionately impacted groups?
2252 • Where relevant, are we using disaggregated data?
2253 • Will decision improve student success and equity gaps?
2254 • Are we boldly student-centered?
2255

2256 ***Leading with Integrity: Trust and Continuous Improvement***

2257 Committee leadership at Valley College exists within real dynamics of authority, expertise,
2258 and responsibility. Chairs help the committee move from “shared governance as a struggle
2259 for control” to shared responsibility as a culture of collaboration and implementation.
2260

2261 *Navigating Power Dynamics and Building Social Capital*

2262 Effective chairs build social capital by honoring expertise and roles, sharing information
2263 early, and keeping the committee focused on shared responsibility. In practice, this means
2264 recognizing faculty leadership in academic and professional matters and respecting the
2265 operational expertise of classified professionals and administrators.

2266 Chairs protect the integrity of governance by insisting that process is fair and visible. Even
2267 when decisions are hard, people are more likely to accept outcomes when they trust the
2268 pathway.
2269

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

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

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

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

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

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

Evaluating Leadership Effectiveness and Continuous Improvement

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

Recommended Chair-Led Annual Audit

A practical annual audit checks four things:

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

- 2312 • Primary contributions — What has the committee produced, recommended, or
- 2313 advanced this year?
- 2314 • Improvement plan — What will the committee do differently next year?

2315
2316 The Governance Committee Check-In and Improvement Form (Section 17.1) provides the
2317 structure for this annual review and should be completed as part of the audit process.

2318
2319 The point of evaluation is simple: better governance the next year than the last, more
2320 transparent, more equity-centered, more student-centered, and more capable of moving
2321 from recommendation to implementation.

2322

2323 10.2 ROLES AND RESPONSIBILITIES OF COMMITTEE MEMBERS

2324 At Valley College, role clarity is not a technical detail, it is what prevents confusion, delays,
2325 and “fragmented governance.” **Participatory governance is meant to complement**
2326 **administrative procedures, not compete with them.** When members understand their role
2327 and scope, committees can focus on sound deliberation, clear recommendations, and
2328 follow-through that improves student outcomes and advances equity.

2329

2330 Valley College also benefits when we keep the “delineation of functions” in view: some
2331 responsibilities belong to college operations and implementation, while others belong to
2332 governance review, consultation, and recommendation. Confusing these roles slows down
2333 decision-making and creates unnecessary conflict about jurisdiction.

2334

2335 ***Core responsibilities of all committee members***

2336 Committee members serve as constituency representatives and as contributors to Valley
2337 College's shared responsibility for student success and equity.

2338

2339 ***Two-way communication***

2340 Effective governance depends on information flowing in more than one direction. One-way
2341 communication, where information moves only downward from leadership to constituents,
2342 is insufficient. Two-way communication adds the return channel: members bring constituent
2343 perspectives into deliberation and carry what happened back out to the people they
2344 represent. At Valley College, the expectation goes further. Three-way communication adds
2345 the lateral dimension, ensuring that information also flows across committees, departments,
2346 and constituency groups so the college functions as a coherent whole rather than a
2347 collection of separate operations.

2348

2349 Members are responsible for maintaining their part of that flow:

- 2350 • Bringing constituent perspectives into the committee's deliberation
- 2351 • Reporting back to their constituency with clarity about what occurred, what is coming
- 2352 next, and what input is needed (See Section 17.5 for the Represented: Your
- 2353 Governance Update template)

2354
2355 A representative's silence outside the committee room weakens participatory governance.
2356 The collective voice only exists when communication loops remain intact.
2357

2358 ***Representing Your Constituent Body: Mandate and Consultation*** (how to honor the loop
2359 before and during meetings)

2360 Representatives serve as the voice of a constituency, not as individual contributors acting on
2361 personal judgment alone. **That distinction has a practical consequence: the work of**
2362 **representation happens before the meeting, not only during it. When agendas are**
2363 **distributed, effective representatives identify items their constituency has a stake in**
2364 **and surface those items in time for meaningful input.** Arriving with a considered position,
2365 one informed by actual consultation, is what allows a representative to vote with legitimacy.
2366

2367 This does not mean representatives arrive without independent judgment. New information,
2368 compelling arguments, and committee discussion can and should shape thinking in the
2369 room. The consultation standard applies specifically to consequential votes on matters
2370 where the constituency has a direct stake and a reasonable expectation of having been
2371 heard.
2372

2373 When an item is new, substantially different from what was anticipated, or arrives without
2374 adequate notice, a representative is expected to name it: "I need to bring this back before we
2375 take action." Used honestly, this is one of the most important things a representative can say.
2376 Used to obstruct or to relitigate matters the constituency has already had opportunity to
2377 inform, it undermines the trust that makes participatory governance work.
2378

2379 Two obligations are interdependent: doing the pre-meeting work makes deferred votes rare;
2380 the right to defer makes the pre-meeting work matter.
2381

2382 *Preparation and evidence-based participation*

2383 Members are expected to arrive prepared, having reviewed agendas and supporting
2384 materials. When decisions involve student outcomes or access, members should be
2385 prepared to engage with evidence, including disaggregated information when available and
2386 relevant, so equity impacts are assessed rather than assumed.
2387

2388 *Focus on scope and charge*

2389 Members should help the committee stay within scope. When topics drift into areas that
2390 belong to another committee, a bargaining domain, or operational execution outside the
2391 committee's authority, members should help redirect the item to the correct pathway.
2392

2393 *Equity-minded deliberation*

2394 Members are expected to apply an equity lens as a normal part of committee work by asking:

2395 The equity lens asks who benefits and who may be burdened, what barriers may be created
2396 or reinforced, and what supports or design changes are needed to produce equitable and
2397 student-centered outcomes.
2398

2399 *Implementation awareness*

2400 Committees do not implement everything they recommend, but members should always ask
2401 the implementation question:

- 2402 • Where will this live when we are done?
- 2403 • Which committee, department or division, or operational body will carry it through?
- 2404 • How will progress be tracked and reported back?
- 2405

2406 This helps Valley College avoid “floating initiatives” that never land in an accountable home.
2407

2408 Every recommendation should leave the committee with a clear answer to three questions:

- 2409 • Where will this live when we are done? Which committee, department, division, or
2410 operational body will carry it through?
- 2411 • Who is the named owner responsible for moving it forward?
- 2412 • How will progress be tracked, and when will it return to the governance record so the
2413 college can see what changed?
- 2414

2415 Members share responsibility for asking these questions, not only the chair. A
2416 recommendation without a home, an owner, and a return path is not a completed piece of
2417 governance work. It is a floating initiative, and floating initiatives are how good ideas
2418 disappear and constituent trust erodes. When information flows upward, downward, and
2419 across, the college can act with the coherence that students and constituents deserve.
2420

2421 ***Understanding committee type and membership scope***

2422 Responsibilities can vary depending on the type of group and its authority. Valley College
2423 uses a mix of standing committees, sub-committees, advisory bodies, operational
2424 committees, and time-bound task forces/ad hoc groups.
2425

2426 Members should understand what kind of body they are serving on and what outcomes it is
2427 expected to produce (recommendation, oversight, execution, or study).
2428

2429 *Operational expectation across all group types*

2430 Even when authority differs, every group should be able to answer:

- 2431 • What is our charge?
- 2432 • What decisions or recommendations can we make?
- 2433 • Who receives our recommendations? Who owns implementation?
- 2434 • Where is our documentation archived?

- 2435 • Does this matter involve a compliance obligation, such as Education Code, an
2436 accreditation standard, or an Administrative Procedure, and if so, who needs to be
2437 informed?
2438

2439 ***Professional conduct and best practices for effective participation***

2440 Structure alone does not guarantee effective governance. Professional conduct, how we
2441 communicate and collaborate, is what protects the system.

2442 *Effective committee members:*

- 2443 • prioritize shared responsibility over parochial interests;
2444 • engage collegially, even during difficult disagreement;
2445 • remain receptive and “thick-skinned” when institutional performance or proposals
2446 are critiqued;
2447 • support transparency by sharing information in understandable terms;
2448 • honor agreed-upon procedures and routing pathways rather than bypassing process;
2449 • represent their constituency's perspective while respecting the jurisdiction and voice
2450 of other constituent groups.
2451

2452 **The core standard is simple: at Valley College, process and outcomes, both matter.**
2453

2454 Committee members protect the integrity of governance when they participate with
2455 preparation, respect, clarity, and follow-through, so that even complex or unpopular
2456 decisions are trusted because they were reached through a fair, transparent, and equity-
2457 centered pathway.
2458

2459 **10.3 ROLES AND RESPONSIBILITIES OF RESOURCE MEMBERS**

2460 A resource member is an individual whose position is identified in the approved charge and
2461 membership of a participatory governance council, committee, subcommittee, or taskforce
2462 to provide subject-matter expertise. Resource members are not designated to represent a
2463 constituency and do not vote. Their role is to support participatory governance by offering
2464 technical knowledge, institutional context, and professional expertise related to agenda
2465 items within their area of responsibility. Resource members participate when topics relevant
2466 to their expertise are under consideration and are not expected to attend meetings when
2467 such items are not on the agenda.
2468

2469 *Resource members are expected to:*

- 2470 • Understand the purpose, scope, and needs of the body they are supporting, and
2471 clarify proactively how their expertise can contribute to its work.
2472 • Review agendas and supporting materials in advance and come prepared to engage,
2473 not observe.

- 2474 • Attend meetings when topics relevant to their expertise are scheduled; unexplained
2475 absence on relevant agenda items undermines the committee's ability to deliberate
2476 fully.
- 2477 • Provide accurate, relevant, and timely information, feedback, or clarification within
2478 their area of expertise.
- 2479 • Complete assigned tasks prior to meetings and provide updates on any outstanding
2480 items related to their role.
- 2481 • Engage in ways that advance the committee's charge, offering expertise to inform the
2482 work without overstepping the representative authority of voting members.
- 2483 • Ensure that relevant compliance obligations, including but not limited to Title 5, Title
2484 IX, Education Code, accreditation standards, and applicable Administrative
2485 Procedures, are identified and communicated to the committee when they bear on
2486 the matter under discussion, so that decisions are made with full awareness of
2487 regulatory context.
- 2488 • When invited by the chair(s) or committee to attend, resource members shall treat
2489 that invitation as a binding governance commitment: arrive prepared, engage
2490 substantively, and offer expertise in service of the committee's work rather than in
2491 defense of a position.
- 2492

2493 **10.4 ROLES AND RESPONSIBILITIES OF LIAISONS**

2494 Liaisons serve as communication bridges thus connecting committees to constituent groups
2495 or to related governance bodies. Unlike ex-officio resource members who provide subject-
2496 matter expertise, liaisons represent a constituency's perspective or facilitate coordination
2497 across committees. Liaisons do not vote unless otherwise specified in the committee's
2498 approved charge and membership.

2499
2500 **Constituent Group Liaisons** are designated by their constituent group (e.g., Academic
2501 Senate, CSEA, ASG) to:

- 2502 • Represent the perspectives and interests of their constituency in committee
2503 discussions
- 2504 • Report committee activities, emerging issues, and recommendations back to their
2505 constituent group
- 2506 • Facilitate two-way communication so constituent input informs committee
2507 deliberations
- 2508 • Identify items that may require formal consultation with or action by their constituent
2509 group
- 2510

2511 **Cross-Committee Liaisons** are designated to coordinate between governance bodies with
2512 related or overlapping work. They:

- 2513 • Ensure alignment and prevent duplication of effort between committees
- 2514 • Share relevant updates, recommendations, or decisions across bodies
- 2515 • Flag potential conflicts or dependencies that require joint consideration

- 2516 • Support coherent institutional planning by connecting related workstreams
2517 • Align timelines to ensure seamless routing of recommendations
2518

2519 Liaisons are expected to attend meetings regularly and maintain consistent communication
2520 with the body they represent. Their effectiveness depends on timely, accurate information
2521 flow in both directions.
2522

2523 **10.5 ROLES AND RESPONSIBILITIES OF CLASSIFIED PROFESSIONAL** 2524 **SUPPORT STAFF**

2525 Classified Professional Support Staff are non-voting members who provide the administrative
2526 foundation that makes governance work function. In collaboration with the chair, support
2527 staff serve as the central coordination point for committee materials, records, and
2528 communications, ensuring that participatory governance work is organized, accessible, and
2529 documented.
2530

2531 Responsibilities of Classified Professional Support Staff:

- 2532 • Prepare and distribute agendas and minutes in accordance with established
2533 procedures and posting timelines.
2534 • Post and maintain accurate, up-to-date committee documents online to ensure
2535 transparency and broad access.
2536 • Assist the chair with meeting preparation, materials, scheduling, and logistics.
2537 • Maintain the official archive of committee actions, decisions, and historical records to
2538 preserve continuity and institutional memory.
2539 • Distribute materials and announcements reliably and consistently to support
2540 committee communications.
2541 • Create and send calendar invites and meeting reminders to all members and relevant
2542 parties in advance of each meeting.
2543 • Send a summary of actions taken and tasks assigned following each meeting so
2544 members leave with a clear record of what was decided and what is expected next.
2545

2546 **Dual Role Clarification:** When a classified professional assigned to support a committee
2547 also serves as an appointed Classified Senate representative on that same body, both roles
2548 must be communicated to the chair and documented in the committee's membership
2549 record. The two functions are distinct: administrative support is operational; Senate
2550 representation carries constituency voice and voting rights. If the Classified Senate has
2551 designated a support staff member to serve in both capacities, that appointment should be
2552 confirmed in writing by the Classified Senate and reflected in the governance record. Chairs
2553 are responsible for ensuring both roles are honored without one diminishing the other.
2554
2555

10.6 COMMITTEE APPOINTMENT ACROSS CONSTITUENCIES

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

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

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

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

Faculty | Academic Senate

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

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

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

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

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Classified Professionals | Classified Senate

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

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

Students | Associated Student Government/Student Senate

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

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

Management | President and Cabinet

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

Shared Principles Across All Constituencies

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

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

2641 The master list of committee memberships, including terms of service and constituency
2642 representation, is maintained through the Office of the President and is updated each
2643 academic year in coordination with constituency leaders.
2644

2645 **10.7 BEST PRACTICES FOR ALTERNATE MEMBERS AND PROXY** 2646 **REPRESENTATION**

2647 Alternate members and proxy representatives protect continuity in participatory governance.
2648 When a seat is absent, especially a student, faculty, or staff seat, important perspectives can
2649 be missed, and committee work can slow down or lose alignment with the constituency it is
2650 meant to represent. A clear proxy process ensures decisions remain informed, equitable,
2651 and grounded in the “collective voice” of the group.
2652

2653 ***Key terms***

2654 *Primary member:* The regular representative responsible for consistent participation and
2655 ongoing communication with their constituency.

2656 *Alternate member:* A designated back-up who stays informed and prepared to serve when
2657 needed.

2658 *Proxy representative:* An alternate who is officially serving for a specific meeting or time
2659 period, with authority defined by the committee’s bylaws (for example: speaking rights,
2660 voting rights, quorum counting).
2661

2662 ***Selection and authorization***

2663 A proxy is not an informal substitute. It is a structured delegation of representation.
2664 Alternates and proxies should be selected through the appropriate constituent process (such
2665 as a senate, council, or recognized leadership structure), consistent with local policy and
2666 procedure. This ensures the proxy has legitimacy and maintains the chain of representation
2667 from the constituent body to the committee table.
2668

2669 Committees should maintain a current roster that clearly identifies primary members and
2670 approved alternates. If alternates change, rosters should be updated promptly so the
2671 committee does not have to improvise representation.
2672

2673 ***When a proxy may serve***

2674 A proxy should be seated when the primary member cannot attend and the proxy has been
2675 designated through the agreed process. The committee chair(s) should confirm the proxy’s
2676 role at the start of the meeting so everyone understands who is representing which seat and
2677 what authority the proxy holds under the committee’s bylaws. When voting authority varies
2678 by committee, that should be clearly defined in advance in the committee charter or bylaws
2679 and applied consistently.
2680

Preparation expectations

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

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

Representation standards during meetings

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

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

Communication after the meeting

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

Documentation and institutional memory

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

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

2721

SECTION 11: COMMITTEES REPORTING TO

2722

COLLEGE COUNCIL OR THE COLLEGE PRESIDENT

2723

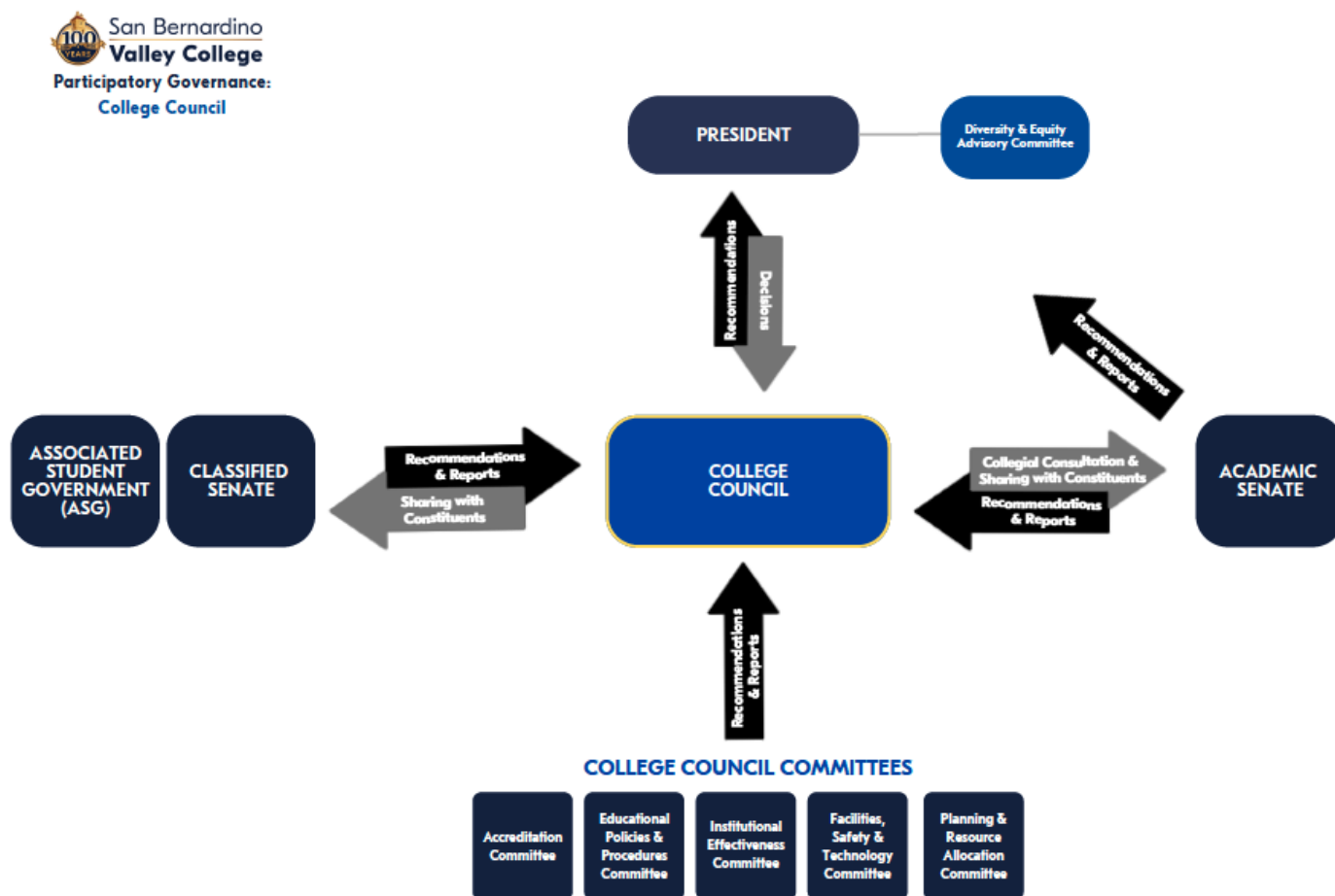
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How Recommendations and Information Move Through College Council

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

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



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COMMITTEES REPORTING TO COLLEGE PRESIDENT

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11.1 Committee: College Council

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2740 Governance Body: College Council; Approved 11 February 2026

2741 Last committee review cycle: Pending first review cycle

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2743 CHARGE:

2744 College Council at San Bernardino Valley College (SBVC) serves as the primary
2745 recommending body and central participatory governance council representing all
2746 constituencies for inclusive decision-making.

2747

2748 College Council shall:

- 2749 1. Serve as the final recommending body to the College President.
- 2750 2. Review and make recommendations on college-wide policies, procedures, and
2751 initiatives that affect the College as a whole.
- 2752 3. Ensure that the principles of participatory governance are upheld, facilitating
2753 equitable and collegial participation in decision-making processes.
- 2754 4. Receive and review recommendations from any constituent group, such as a campus
2755 committee. Provide the College President with opinions by voting on
2756 recommendations to ensure alignment with the College mission, vision, and strategic
2757 goals.
- 2758 5. Review, update, and approve the SBVC Participatory Governance Handbook every 3
2759 years in alignment with cycles of accreditation, program review, and related College
2760 planning.

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2762 Recommendations may start in College Council or in one of the participatory governance
2763 groups and route to College Council for a vote. If approved, College Council moves the
2764 recommendation to the College President. The President accepts or rejects
2765 recommendations and informs College Council of the decision. Implementation, timeline,
2766 and routing of approved recommendations will be determined by the College President.

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2768 COMMITTEE COMPOSITION:

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

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

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Alternate member/Proxy Attendance Procedure:

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Each constituency group represented on College Council may appoint one (1) alternate to serve in place of its voting members when necessary. Alternates are expected to attend all

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meetings and serve as the formal substitute for absent voting members. They represent their

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constituency group as a whole rather than any individual member. Alternates may participate

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fully in discussion but are non-voting unless they are officially filling in for an absent voting

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member. Alternates are appointed by the constituency group they represent, and each

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constituency group may develop its own appointment process and determine its own term

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lengths. There are a total of 6 alternate members.

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The voting member who will be designating an alternate to attend a College Council meeting

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in their place shall communicate the designation to the President's Office before a College

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Council meeting. At the College Council meeting, the alternate will identify themselves as an

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alternate and name the voting member for whom they are serving as an alternate.

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2785 COMMITTEES REPORTING TO COLLEGE PRESIDENT

2786 **11.2 Committee: Equity Advisory Committee**

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2788 Governance Body: College Council; Approved 11 March 2026

2789 Last committee review cycle: First review cycle [AY 2026-2027]

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2791 *Pending: Committee details will be incorporated as information becomes available from the*
2792 *corresponding governing body.*

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COMMITTEES REPORTING TO COLLEGE COUNCIL

11.3 Committee: Planning and Resource Allocation

Governance Body: College Council; Approved 11 February 2026
Last committee review cycle: First review cycle [AY 2026-2027]
Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

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2805 COMMITTEES REPORTING TO COLLEGE COUNCIL

2806 11.4 Committee: Institutional Effectiveness

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2808 Governance Body: College Council; Approved 11 February 2026
2809 Last committee review cycle: First review cycle [AY 2026-2027]
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2811 *Pending: Committee details will be incorporated as information becomes available from the*
2812 *corresponding governing body.*
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COMMITTEES REPORTING TO COLLEGE COUNCIL

11.5 Committee: Facilities, Safety, and Technology

Governance Body: College Council; Approved 11 February 2026
Last committee review cycle: First review cycle [AY 2026-2027]
Pending: Committee details will be incorporated as information becomes available from the corresponding governing body.

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COMMITTEES REPORTING TO COLLEGE COUNCIL

11.6 Committee: College Standards, Processes, and Practices

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

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

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

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COMMITTEES REPORTING TO COLLEGE COUNCIL

11.7 Committee: Accreditation

Governance Body: College Council; Approved 11 February 2026
Last committee review cycle: First review cycle [AY 2026-2027]
*Pending: Committee details will be incorporated as information becomes available from the
corresponding governing body.*

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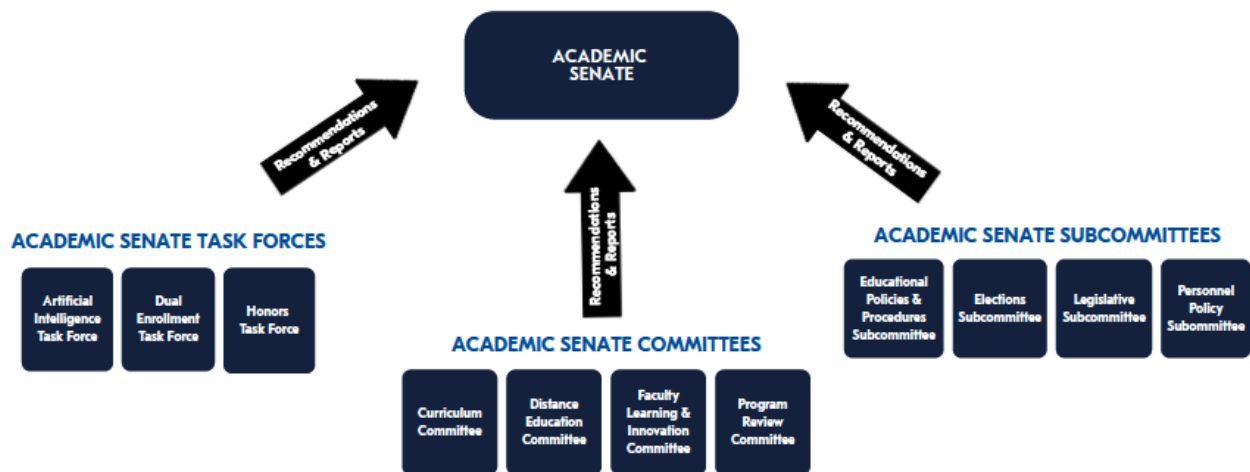
2856 **SECTION 12: COMMITTEES REPORTING TO**
2857 **ACADEMIC SENATE**

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How Recommendations and Information Move Through Academic Senate

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



COMMITTEES REPORTING TO ACADEMIC SENATE

12.1 CURRICULUM COMMITTEE

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

Governance Body: Academic Senate; Approved 25 February 2026

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

CHARGE:

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

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

Responsibilities:

Regulatory and Compliance

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

- Conduct the required six-year review of course requisites, and two-year review for Career Technical Education (CTE) courses, to ensure prerequisites and corequisites remain justified and equitable.
- Maintain the accuracy, consistency, and currency of all Courses Outlines of Record, which are the official institutional record of what is taught and how.
- Approve curriculum on a schedule that meets catalog and class schedule production deadlines so that approved courses reach students without delay.
- Submit all approved curriculum to the Board of Trustees for final approval as required by law.

Strategic

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

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

- 2911 • Support the development of Certificates of Achievement, Associate Degrees,
2912 Associate Degrees for Transfer (ADTs), Baccalaureate degrees, and noncredit
2913 curriculum that expand equitable pathways for students.
- 2914 • Ensure that curriculum decisions actively support equitable student success
2915 outcomes, with attention to access, completion, and transfer.
- 2916 • Provide annual curriculum development training to faculty so that the people doing
2917 the work have the knowledge and tools to do it well.
- 2918 • Maintain the Curriculum Committee Handbook as a living reference that reflects
2919 current policy, procedure, and practice.

2920

2921 **Tasks:**

2922 The Curriculum Committee operates through a two-stage review structure that ensures
2923 proposals are technically sound before they reach the full committee for deliberation and
2924 formal action.

2925

2926 *Stage 1: Technical Review Committee.* The Technical Review Committee conducts the initial
2927 review of all proposals submitted through CurriQunet META before they advance to the full
2928 committee. Acting in an advisory capacity, it is responsible for:

- 2929 • Verifying technical accuracy and regulatory compliance with Title 5, the PCAH, and
2930 other applicable requirements
- 2931 • Reviewing articulation and transfer implications, including C-ID descriptor and
2932 Transfer Model Curriculum (TMC) alignment
- 2933 • Identifying and flagging corrections needed before a proposal moves forward

2934

2935 A proposal that does not clear Technical Review is returned to the originator with specific
2936 feedback before it proceeds.

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2938 *Stage 2: Full Curriculum Committee.* Proposals recommended by Technical Review are
2939 brought to the full committee for discussion and formal vote. The full committee is
2940 responsible for:

- 2941 • Approving new courses and programs
- 2942 • Approving modifications, deletions, and deactivations of existing courses and
2943 programs
- 2944 • Conducting periodic review of Courses Outlines of Record
- 2945 • Reviewing and approving degree and certificate requirements
- 2946 • Approving prerequisites, corequisites, advisories, and limitations on enrollment
- 2947 • Assessing curriculum as needed to ensure continued quality, relevance, and equity

2948

2949 All curriculum approved by the full committee is forwarded to the Academic Senate for
2950 endorsement, then submitted to the District Office for review, and placed on the Board of
2951 Trustees agenda for final local approval and, when required, submitted to the California
2952 Community Colleges Chancellor's Office.

2953 The committee will maintain an informational website: [VALLEY COLLEGE Academic Senate](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)
 2954 [Curriculum Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/)
 2955 <https://www.valleycollege.edu/about-sbvc/campus-committees/curriculum/>
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2957 COMMITTEE COMPOSITION

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

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

Committee Monthly Planner

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

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

August

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

September through December

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

January through May

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

Committee Responsibility Mapping For ACCJC Standards

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

Key Guide:

Primary: Committee has direct responsibility for ensuring compliance/implementation

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

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

ACCJC Standard	Focus Area	Committee Scope
2	Student Success	
2.1	Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)	Primary
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Primary
2.3	All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)	Primary
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	Primary
4	Governance and Decision-Making	
4.1	The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)	Secondary
4.3	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.	Secondary

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COMMITTEES REPORTING TO ACADEMIC SENATE

12.2 DISTANCE EDUCATION COMMITTEE

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

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

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

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

- Responsibilities:**
- Develop, review, and recommend distance education policies to the Academic Senate, ensuring alignment with Title 5 §§55200–55210 and ACCJC standards
 - Establish and maintain course quality standards for distance education, ensuring DE courses meet the same expectations for rigor, equity, and student engagement as face-to-face instruction
 - Develop and recommend standards for regular and substantive interaction in online and hybrid courses, consistent with Title 5 §55204 and federal regulatory requirements
 - Establish and maintain standards for faculty online teaching certification and readiness, including minimum preparation expectations for faculty teaching in DE modalities
 - Review and recommend DE-related curriculum addenda (Title 5 §55206) in coordination with the Curriculum Committee, ensuring addenda address modality-specific pedagogy, accessibility, and interaction standards

- 3040 ○ Ensure distance education courses, materials, and resources meet accessibility
- 3041 requirements under ADA, Section 508 of the Rehabilitation Act, and California
- 3042 Government Code §11135
- 3043 ○ Coordinate with the Faculty Learning and Innovation Committee to align DE faculty
- 3044 preparation and professional development with institutional priorities and emerging
- 3045 pedagogical needs
- 3046 ○ Communicate DE standards, policies, and best practices to the faculty community
- 3047 ○ Provide faculty perspective to the administration on instructional technology
- 3048 platforms and tools that impact teaching and learning in distance education
- 3049 modalities, without assuming administrative responsibility for technology selection or
- 3050 management
- 3051 ○ Lead the development and maintenance of the college's Distance Education Plan,
- 3052 ensuring alignment with institutional planning, accreditation requirements, and equity
- 3053 goals
- 3054 ○ Establish a peer review process for online and hybrid courses as a component of
- 3055 faculty certification and ongoing course quality assurance
- 3056 ○ Advocate for equitable access to student support services in distance education
- 3057 modalities, coordinating with relevant student services programs to ensure DE
- 3058 students receive comparable support to on-campus students
- 3059

Tasks:

The Distance Education Committee meets regularly to engage in the discussion, planning, and implementation of the following tasks:

- 3063 ○ Review and update DE course quality standards and regular and substantive
- 3064 interaction guidelines on a regular cycle to reflect evolving regulatory requirements
- 3065 and pedagogical best practices
- 3066 ○ Review DE-related curriculum addenda as submitted through the curriculum process
- 3067 and provide recommendations to the Curriculum Committee
- 3068 ○ Develop and maintain faculty online teaching certification criteria and communicate
- 3069 requirements to faculty and divisions
- 3070 ○ Assess DE course success and equity data in coordination with Institutional Research
- 3071 to identify modality-based equity gaps, and report findings to the Academic Senate
- 3072 ○ Coordinate with the Faculty Learning and Innovation Committee to identify and
- 3073 recommend DE-specific professional development programming each academic year
- 3074 ○ Produce an annual report to the Academic Senate on the state of distance education,
- 3075 including course quality, accessibility compliance, faculty certification status, and
- 3076 equity outcomes
- 3077 ○ Develop or update the Distance Education Plan on a regular cycle and present it to the
- 3078 Academic Senate for approval
- 3079 ○ Conduct peer reviews of online and hybrid courses using established quality
- 3080 standards, and provide formative feedback to faculty
- 3081
- 3082

3083 The committee will maintain an informational website [Distance Education Committee](https://www.valleycollege.edu/about-sbvc/campus-committees/distance-education/)
 3084 <https://www.valleycollege.edu/about-sbvc/campus-committees/distance-education/>
 3085

3086 **COMMITTEE COMPOSITION:**

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

3087 **Committee Monthly Planner**

3088 Effective participatory governance requires that committees operate in a coordinated
 3089 fashion, with clear benchmarks and accountable timelines.

3090 This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format
 3091 established in Section 9.1, to set benchmarks for committee activities, track progress on
 3092 standing and ad hoc charges, and ensure alignment with institutional planning cycles.
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Committee Responsibility Mapping For ACCJC Standards

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

Key Guide:

Primary: Committee has direct responsibility for ensuring compliance/implementation

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

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

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

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COMMITTEES REPORTING TO ACADEMIC SENATE

12.3 FACULTY LEARNING & INNOVATION COMMITTEE

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

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

CHARGE:

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

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

Responsibilities:

- Develop and recommend to the Academic Senate the college's faculty professional development priorities, ensuring alignment with faculty needs, institutional plans including the Educational Master Plan, program review findings, and equity goals
- Review and recommend policies governing the allocation of professional development resources and Flex obligations
- Design, coordinate, and evaluate professional learning opportunities responsive to the full range of faculty roles and disciplines, including instructional and non-instructional faculty such as counselors and librarians
- Ensure that equity and anti-racism are foundational to the faculty development program, with programming that addresses disparities in student outcomes and deepens faculty capacity for equity-minded teaching, advising, and student engagement
- Identify and respond to emerging professional development needs across the disciplines, including technology, artificial intelligence, distance education pedagogy, and other evolving areas, before those needs become gaps in institutional capacity

- 3154 ○ Collaborate with other Academic Senate and College Council committees to build
- 3155 faculty capacity in response to emerging curricular, technological, equity-related, or
- 3156 other issues identified through their work, including coordination with the AI Task
- 3157 Force, Curriculum Committee, and other bodies as needs arise
- 3158 ○ Design professional learning opportunities that bridge disciplines, divisions, and roles
- 3159 to strengthen cross-campus collaboration and institutional coherence
- 3160 ○ Establish and maintain transparent criteria for reviewing and recommending
- 3161 individual and group faculty development funding requests, aligned with institutional
- 3162 equity and strategic priorities
- 3163 ○ Design or curate ongoing professional learning in culturally responsive practice, anti-
- 3164 racism, and inclusive faculty-student engagement across all disciplines and roles
- 3165 ○ Coordinate faculty development supporting high-quality, equitable online and hybrid
- 3166 instruction, in partnership with distance education and instructional design support
- 3167 ○ Assess professional development effectiveness through faculty feedback and
- 3168 outcome data, and report findings and recommendations to the Academic Senate at
- 3169 least annually
- 3170

3171 **Tasks:**

- 3172 The Faculty Learning and Innovation Committee meets regularly to engage in the discussion,
- 3173 planning, and implementation of the following tasks:
- 3174 ○ Produce and maintain an Annual Faculty Learning and Innovation Plan that reflects
 - 3175 assessed faculty needs, institutional priorities, and equity commitments
 - 3176 ○ Coordinate a first-year professional development program for incoming tenure-track
 - 3177 faculty, introducing them to Valley College's pedagogical expectations, equity
 - 3178 commitments, institutional culture, and faculty professional responsibilities
 - 3179 ○ Plan and evaluate all-college and discipline-specific Flex Day activities each semester
 - 3180 in compliance with Title 5 855730, ensuring programming reflects institutional
 - 3181 priorities and serves instructional and non-instructional faculty, full-time and part-
 - 3182 time
 - 3183 ○ Develop timely professional learning on artificial intelligence, academic integrity, and
 - 3184 other rapidly evolving areas, coordinating with relevant governance bodies to align
 - 3185 development with institutional policy direction
 - 3186 ○ Produce and maintain an Annual Faculty Professional Development Plan that reflects
 - 3187 assessed faculty needs, institutional priorities, and equity commitments; report
 - 3188 progress to the Academic Senate annually
 - 3189 ○ Review faculty sabbatical leave proposals for alignment with faculty development
 - 3190 goals and institutional priorities, and forward recommendations to the Academic
 - 3191 Senate for final action
 - 3192 ○ Report annually to the Academic Senate on the implementation, findings, outcomes,
 - 3193 and effectiveness of the Faculty Professional Development Plan, including progress
 - 3194 toward equity goals and recommendations for future priorities
 - 3195

3196 The committee will maintain an informational website: Valley College Academic Senate
 3197 Faculty Learning & Innovation Committee *[link TBD]*

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3199 **COMMITTEE COMPOSITION:**

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

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3201 **Committee Monthly Planner**

3202 Effective participatory governance requires that committees operate in a coordinated
 3203 fashion, with clear benchmarks and accountable timelines.

3204

3205 This committee shall develop a Monthly Activity Planner in Fall 2026, modeled on the format
 3206 established in Section 9.1, to set benchmarks for committee activities, track progress on
 3207 standing and ad hoc charges, and ensure alignment with institutional planning cycles.

3208 **Committee Responsibility Mapping For ACCJC Standards**

3209 The following table maps ACCJC Accreditation Standards to governance committees at
 3210 Valley College. Responsibility levels are pre-assigned; members should review their
 3211 committee's designations and use the key below to guide their work.

3212 *Key Guide:*

3213 **Primary:** Committee has direct responsibility for ensuring compliance/implementation

3214 **Secondary:** Committee contributes to compliance but shares responsibility with other committees

3215 **Support:** Committee provides input, data, or assistance but is not directly responsible

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

	throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.	
4.3	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.	Primary
ACCJC Standard	Focus Area	Committee Scope

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3221 **COMMITTEES REPORTING TO ACADEMIC SENATE**

3222 **12.4 PROGRAM REVIEW COMMITTEE**

3223 *[Pending: Subject to change for the 2026–2028 committee structure cycle]*

3224

3225 Governance Body: Academic Senate; Approved 25 February 2026

3226 Last committee review cycle: *Pending first review cycle for 2026-2028*

3227

3228 **CHARGE:**

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

3238

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

3243

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

3250

3251 **Responsibilities:**

- 3252 ○ Oversee and maintain the academic program review process, ensuring compliance
3253 with ACCJC accreditation standards
- 3254 ○ Ensure the program review process is data-driven, equity-informed, and uses
3255 disaggregated data to identify equity gaps and implement strategies for improvement
- 3256 ○ Integrate SLOs, SAOs, and PLOs into program review, ensuring alignment of course,
3257 program, and institutional outcomes
- 3258 ○ Provide ongoing training, mentorship, and support to program review authors
- 3259 ○ Rank and recommend resource needs identified through academic program review
3260 and forward prioritized recommendations to PRAC for institutional-level prioritization
- 3261 ○ Coordinate with the Institutional Effectiveness Committee (IEC) to align academic
3262 program review findings with institutional planning and to resolve program
3263 classification questions as they arise

- 3264 ○ Communicate processes and outcomes to the faculty community
- 3265 ○ Evaluate the program review process on a regular cycle for inclusiveness,
- 3266 effectiveness, and transparency; gather feedback and implement improvements to
- 3267 ensure sustainable continuous quality improvement
- 3268

3269 **Tasks:**

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

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

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

3291 <https://www.valleycollege.edu/about-sbvc/campus-committees/program-review/index.php>

3292 **COMMITTEE COMPOSITION:**

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

	2 Counseling
	2 Academic Services, Business & Computer Technology
	2 Health Sciences
	1 Instructional Support Services
	2 Kinesiology, Health & Athletics
	2 Science & Mathematics
	2 Social Sciences & Human Development
<i>Students:</i>	1 ASG/Student Senate
Voting Members Term:	2 years
Quorum # (50%+1):	11
Non-Voting Resource Members	
<i>Classified Professionals:</i>	1 Classified Senate designee
<i>Faculty:</i>	Academic Senate President
	Chair of Chairs
	Outcomes Faculty Lead
<i>Management:</i>	1 VP of Instruction designee
	1 VP of Student Services designee
	1 Institutional Effectiveness Committee Co-Chair
	1 Planning and Resource Allocation Committee Co-Chair
	1 Facilities, Safety, and Technology Co-Chair
<i>Students:</i>	1 ASG/Student Senate
Non-Voting Administrative Assistant (Note-taker)	1 Management designee
Meeting Frequency	Bi-monthly TBD Weekday and TBD time

Committee Monthly Planner

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

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

Committee Responsibility Mapping For ACCJC Standards

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

Key Guide:

Primary: Committee has direct responsibility for ensuring compliance/implementation

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

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

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

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COMMITTEES REPORTING TO ACADEMIC SENATE

12.5 Task Force: Artificial Intelligence

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

Governance Body: Academic Senate Approved, 2/5/2025
Last committee review cycle: Not applicable

CHARGE:
Develop and recommend policies, frameworks, and best practices for the ethical and effective integration of artificial intelligence technologies at San Bernardino Valley College. The task force will provide guidance to the Academic Senate and potentially the college community on AI literacy, professional development, academic integrity, and strategic planning aligned with CCCCO Vision 2030 and ASCCC recommendations.
Every committee charge at Valley College is structured around two categories of work: Responsibilities and Tasks. Responsibilities are the ongoing, strategic functions the committee holds year after year as part of its core charge. Tasks are concrete, time-bound actions with a defined timeline and expected output. The tasks listed here are not exhaustive; additional tasks may emerge from institutional need or be assigned by the committee's governing body, and the committee is expected to respond to those directions as part of its governance obligation.

- Responsibilities:**
- Maintain ongoing communication with the Academic Senate by reporting task force discussions, gathering constituent feedback, and incorporating senate direction into task force deliberations.
 - Develop and advance recommendations to the Academic Senate on AI-related academic and professional matters; the Senate may route recommendations to the Educational Policies and Procedures Committee when BP/AP implications arise within the 10+1, or to College Council as appropriate.
 - Address both opportunities and challenges presented by AI across teaching, learning, and institutional operations, maintaining explicit focus on equity, academic freedom, and student success.
 - Develop institutional frameworks and best practices for responsible AI use; where frameworks surface the need for formal policy, forward those recommendations through established governance channels [e.g., Academic Senate to College Council | with clear rationale and documentation] for final incorporation into the Faculty Handbook.
 - Partner with FLIC/PDC to design and support AI-focused professional development that builds faculty capacity to critically evaluate, ethically integrate, and effectively teach with or about AI tools.
 - Analyze AI adoption and use patterns through an equity lens, identifying differential impacts on students and faculty across race, disability status, language, digital access, and other dimensions of identity and circumstance.

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

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

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

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

Committee Tentative Planner

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

MONTH	ACTIVITY
Late February 2026	○ Establish Spring 2026 AI Task force meeting times and detailed timeline.
March 2026	○ Conduct faculty needs assessment survey on AI knowledge, concerns, and professional development needs. ○ April 1: Report Survey results to Senate
April 2026	○ Develop SBVC AI literacy framework and best practices 1.0 draft for faculty and students. ○ Create professional development plan for Fall 2026 implementation.

	○ April 29: Report first drafts of AI literacy framework and best practices 1.0 and Fall 2026 professional development to Senate
May 2026	○ Recommend task force structure (continue, transition to standing committee, or sunset) ○ May 6: Second read of AI literacy framework and best practices 1.0 draft and Fall 2026 professional development plan. ○ Publish minutes and other Senate approved documents to the AI Task Force website
August 2026	○ Assuming continuation of the AI Task Force, members will work on schedule and content of Fall 2026 AI Academy/ Professional Development Symposiums
September 2026 and beyond	○ Begin Implementation of AI professional development ○ Begin development 2.0 draft of AI literacy framework and best practices ○ Revisit AP/BP 3775 and propose updates to EPPS ○ Research AI developments and related ASCCC and CCCCCO trainings and updates to inform future Task Force activities for Spring 2027. ○ Analyze success metrics for AI professional development and framework using measurable survey data to inform future development of policies, practices, professional development.

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COMMITTEE COMPOSITION:

Reporting Relationship:	Academic Senate
Chairperson (Academic Senate):	Faculty elected according to the process established in the Academic Senate bylaws
Chairperson (Management):	None
<i>Chair as Voting Member?</i>	Only in the event of a tie vote; discussion shall be re-opened and a second vote taken. If the tie persists, the faculty chair shall cast the deciding vote.
<i>Chair Serves on College Council?</i>	No
Voting Members	
<i>Faculty:</i>	Proportional by Division size FT divided by 15 per division
	1 Academic Services, Business & Computer Technology
	2 Arts & Humanities
	1 Applied Technology & Transportation
	2 Counseling & Student Development
	1 Academic Services, Business & Computer Technology
	1 Health Sciences
	1 Instructional Support Services
	1 Kinesiology, Health & Athletics
	3 Science & Mathematics
	2 Social Sciences & Human Development
Voting Members Term:	Until task force sunset term
Quorum # (50%+1):	One Third
Non-Voting Resource Members	
<i>Students:</i>	2 ASG/Student Senate Designees
Non-Voting Administrative Assistant (Note-taker):	None

Meeting Frequency Bi-monthly | TBD by task force

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12.6 Task Force: Dual Enrollment

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

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12.7 Task Force: Honors Program

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

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SECTION 13: COMMITTEES REPORTING TO

CLASSIFIED SENATE

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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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3420 **SECTION 14: COMMITTEES REPORTING TO**
3421 **ASSOCIATED STUDENT GOVERNMENT (ASG)**

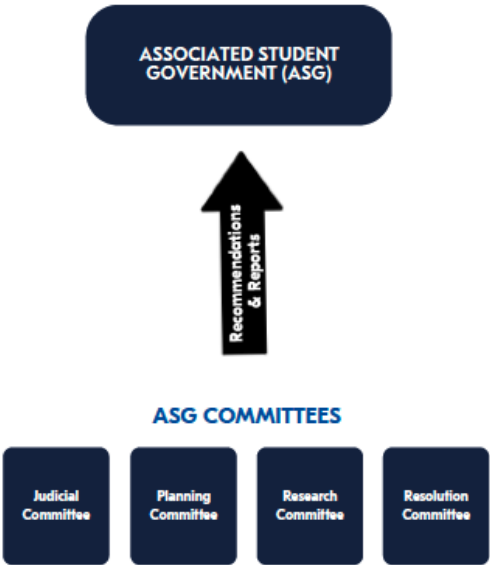
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How Recommendations and Information Move Through ASG

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



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14.1 Committee: Judicial

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

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14.2 Committee: Planning

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

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14.3 Committee: Resolutions

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

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3458 **SECTION 15: OPERATIONAL GROUPS AND**
3459 **SUPPORTING BODIES**

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15.1 ADMINISTRATIVE WORKGROUPS

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

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

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

Key characteristics of administrative workgroups include:

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

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

Examples of Administrative Workgroups

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

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

15.2 BUILDING USER GROUPS

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

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

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

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

REPRESENTATION

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

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

TRANSPARENCY

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

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

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

SAFETY

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

TECHNOLOGY

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

RESPECT

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

EQUITY

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

SPACE REPURPOSING AND DEFERRED MAINTENANCE

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

3589 respective Senate or through the Facilities, Safety, and Technology Committee. *See Section*
3590 *11.5.*
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3594 **SECTION 16: SUSTAINING AND STRENGTHENING**
3595 **PARTICIPATORY GOVERNANCE**

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16.1 COMMITMENT TO GOVERNANCE EFFECTIVENESS

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

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

16.2 CREATE, MODIFY, OR SUNSET A COMMITTEE

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

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

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

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

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

Constituency-Specific Committees

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

16.3 THE EVALUATION PRACTICE: FIRST TWO YEARS AND BEYOND

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

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

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

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

Governance Evaluation Timeline:

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

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

Tools That Support Governance Effectiveness

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

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SECTION 17: FORMS AND TEMPLATES

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

Four tools are provided:

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

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17.1 COMMITTEE CHECK-IN AND IMPROVEMENT FORM

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

1. Charge:
- _____ The committee’s charge is satisfactory, no changes.
- _____ The committee’s charge will change. The updated Charge is attached.
2. Reporting Relationship:
- _____ It is recommended the reporting relationship remains the same.
- _____ It is recommended the reporting relationship changes.
- The committee is recommended to report to:
- | | |
|-------------------------|-----------------------|
| _____ Academic Senate | _____ College Council |
| _____ Classified Senate | _____ Student Senate |
| _____ College President | |
| _____ Other _____ | |
3. Chairpersonship:
- It is recommended that the chair(s):
- _____ Selection remains the same.
- _____ Selection method changes to: _____
4. Membership:
- _____ The committee has the expertise and collegial representation to successfully meet the charge. It is recommended membership remains the same.
- _____ The committee recommends membership changes to ensure expertise and collegial representation to successfully meet the charge

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

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

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

3758 Non-Voting Members (list positions | not names of people) (e.g., 1 faculty from each
3759 Division).

- 3760 1. _____
3761 2. _____
3762 3. _____
3763 4. _____

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3765 Members appointed by: (check all that apply)
3766 _____ Academic Senate _____ SBCCDTA
3767 _____ Classified Senate _____ CSEA
3768 _____ Student Senate _____ President’s Cabinet/Admin.
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3772 Date Committee Approved this Form?: _____
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3775 Committee Co-Chairs Approval:
3776 Printed Name: _____ Signature: _____ Date: _____
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3779 Printed Name: _____ Signature: _____ Date: _____
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17.2 COMMITTEE RECOMMENDATION FORM

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

COMMITTEE INFORMATION

Committee Name: _____

Recommendation #: _____ Academic Year: _____

Meeting Date: _____

Quorum Confirmed: ☐ Yes ☐ No

Vote Count: In Favor: _____ Opposed: _____ Abstaining: _____

Minority Opinion (if applicable): _____

GOVERNANCE ROUTING

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

Routed to: ☐ President ☐ College Council

☐ Academic Senate ☐ Classified Senate ☐ Student Senate

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

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

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

COMMITTEE CHAIR CERTIFICATION:

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

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

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

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PRESIDENT RESPONSE

Date Recommendation Received: _____

Decision:

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

Modifications and/or Justification:

College President Signature Date

COMMUNICATION LOG

Decision Communicated to Committee Date: _____

Campus-wide Communication Date: _____

Implementation Status Follow-Up (if applicable):

17.3 COMMITTEE REPORTING FORM

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

COMMITTEE INFORMATION

Committee Name: _____ Academic Year: _____

Date Submitted: _____ Submitted By: _____

Report Period:

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

Committee

Chair(s): _____ Total

Meetings Held: _____ Average Attendance: _____

Quorum Achieved: _____

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

SUMMARY OF RECOMMENDATIONS & IMPLEMENTATION STATUS

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

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

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

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COMMITTEE CHAIR CERTIFICATION:

Committee Chair/Co-Chair/Tri-Chair Signature

Date

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

Date

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

Date

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

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Next Scheduled Meeting: [Date and Time]

FUTURE MEETING DATES

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

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

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

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17.5 TEMPLATE | REPRESENTED: YOUR GOVERNANCE UPDATE

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

Committee Name:

Meeting Date:

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

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

What we discussed:

[2-3 sentences summarizing the main agenda items and the nature of discussion.

Focus on what matters most to your constituency.]

What was decided or recommended:

[List decisions made, recommendations forwarded, and where they are headed next.

Include any known timeline.]

How we voted and why:

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

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

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

Next meeting [Date, time, and location or format]

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SECTION 18: APPENDICES

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APPENDIX B: BOARD PROCEDURE 2510

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



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

Chapter Lead Jose Torres:
Chapter 1&2(BOT),3(CC)&6
Policy Area Chapter 2 Board of Trustees
References 10+1, CCLC | Legally Advised

BP 2510 Participation In Local Decision-Making

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for action under which the District is governed and administered.

Academic Senate(s) (Title 5 Sections 53200-53206)
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5 Section 51023.5)
Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified Senate and Management Association will be given every reasonable consideration.

Students (Title 5 Section 51023.7)
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of Board policies and administrative procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act,

References:

Education Code Section 70902(b)(7);

Attachments

- [BP 2510 Collegial Consultaion - Comments](#)
- [BP 2510 Collegial Consultaion - Legal Citations](#)
- [BP 2510 Collegial Consulation_2014-10-09.pdf](#)

Approval Signatures

Step Description	Approver	Date
Final Board Approval	Kelly Goodrich	02/2022
Reviewed and Approved per AP 2410	Kelly Goodrich	02/2022

APPENDIX C: ADMINISTRATIVE PROCEDURE 2510

Status **Active** PolicyStat ID **3406625**



Origination 10/2012
Last Approved 02/2022
Last Revised 02/2022
Next Review 02/2028

Chapter Lead Jose Torres:
Chapter 1&2(BOT),3(CC)&6

Policy Area Chapter 2 Board of Trustees

References 10+1, CCLC | Legally Required

AP 2510 Participation In Local Decision-Making

Overview

Participation in local decision-making is a process involving faculty, staff, students, and administrators in discussions regarding specific day-to-day and long-range planning and policies for the colleges and the District. These discussions lead to recommendations to the Chancellor. The Chancellor ultimately carries the recommendations to the Board of Trustees for discussion and potential final approval.

The governance structure and practices embrace SBCCD's values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making; promoting mutual respect and trust through open communication and actions; and fostering integrity. The Governing Board is the final authority for governance at SBCCD. The Governing Board delegates authority to the Chancellor who in turn solicits and receives input through the participatory governance decision-making process.

Governance Process

The Chancellor's Council is the primary participatory governance leadership team that advises the chancellor on institutional planning, budgeting, and governance policies and procedures affecting SBCCD educational programs and services. Chancellor's Council members serve as a conduit for cross-district communication on these issues, soliciting feedback from and disseminating reports and updates to, constituency groups.

Members of the Chancellor's Council advise and make recommendations to the Chancellor regarding District goals and priorities that are of major importance to the district in providing opportunity and promoting quality, integrity, accountability and sustainability in carrying out SBCCD's mission.

Organization

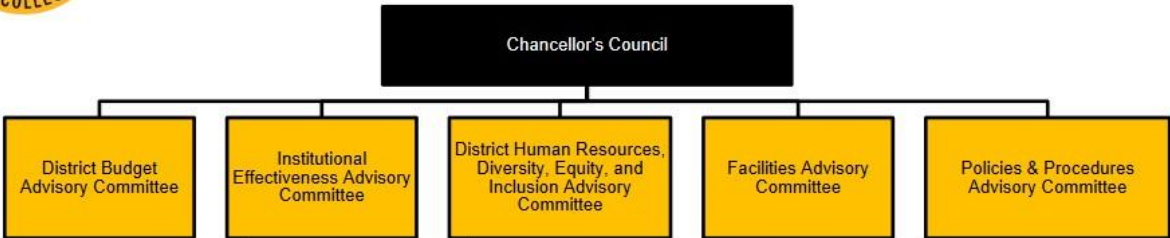
The membership of Chancellor's Council shall be made up of the individuals (or their respective designees) whose position in the collegiate structure of the District makes their presence on the Council essential to the successful completion of its goals.

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

3990 been created which make recommendations to Chancellor’s Council. Subcommittees/task
3991 force/ workgroup’s structure for each advisory committee (if needed, not mandatory) will be
3992 unique and established by the respective advisory committee. Advisory committees can
3993 adjust as they see fit to promote participation and efficacy.
3994



Chancellor’s Council
Advisory Committee Structure
As of October 2021



3995
3996 References:
3997 Education Code Section 70902(b)(7);
3998 Title 5 Sections 53200 et seq., 51023.5, and 51023.7;
3999 ACCJC Accreditation Standards IV.A and IV.D.7 (formerly IV.A.2, IV.A.5)
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- 4004 ☐ AP 2510 Collegial Consultation - Comments
4005 ☐ AP 2510 Collegial Consultation - Legal Citations
4006 ☐ Board of Trustees
4007 ☐ Image 01
4008 ☐ Image 02
4009 ☐ Organizational Chart
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4011 Approval Signatures

4012 Step Description	4013 Approver	4014 Date
4015 Final Board Approval	4016 Kelly Goodrich	4017 02/2022
4018 Reviewed and Approved per AP 2410		

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4019 _____
4020 Kelly Goodrich 02/2022

4021 AP 2510 Participation In Local Decision-Making. Retrieved 02/2026. Official copy at
4022 <http://sbccd.policystat.com/policy/3406625/>. Copyright © 2026 San Bernardino Community
4023 College District
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APPENDIX D: VALLEY UP INITIATIVE, 2025-2030

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

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

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

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APPENDIX E: CSEA CHAPTER 291



CLASSIFIED UNION PARTICIPATION AND PURVIEW

4037 **Role and Purview**

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

- Working conditions
- Employee compensation
- Benefits
- Negotiated agreements with the District

4047 **Relationship to the Classified Senate**

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

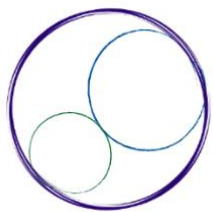
Both bodies are recognized within Valley College's participatory governance structure, and their collaboration strengthens the classified voice across institutional decision-making.

4057 **Governance Participation**

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

4063 **Appointments to Governance Bodies**

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



APPENDIX F: SBCCDTA

San Bernardino Community College Teacher's Association (SBCCDTA)

Role and Purpose

4077 The San Bernardino Community College District Teachers Association
4078 (SBCCDTA), is the exclusive bargaining representative for faculty across SBCCD. Governed
4079 by BP7140/AP7140 (Collective Bargaining), the Association's purpose is to advance faculty
4080 rights and the conditions for full-time and part-time instructional and non-instructional
4081 faculty. Its collective bargaining purview includes:

- 4082 • Working conditions, workload, evaluation process and employment terms
- 4083 • Compensation, salary schedules, and benefits
- 4084 • Faculty contract processes
- 4085 • Academic freedom in teaching and professional practice
- 4086 • Collective Bargaining Agreement (CBA) and Memoranda of Understanding (MOUs) with
- 4087 the District

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4089 The current union information is available at [https://sbccd.edu/district-services/human-](https://sbccd.edu/district-services/human-resources/faculty-union/index.php)
4090 [resources/faculty-union/index.php](https://sbccd.edu/district-services/human-resources/faculty-union/index.php)

4091 4092 Governance Participation

4093 Per BP2510/AP2510, the Board of Trustees is committed to ensuring faculty, classified
4094 professionals, students, and administrators the right to participate effectively in collegial
4095 consultation. SBCCDTA's governance participation is structured as follows:

- 4096 • SBCCDTA holds representation in institutional governance structures, ensuring the
- 4097 labor perspective of faculty is present alongside the Academic Senate's collegial
- 4098 consultation role.
- 4099 • When governance committees consider matters that touch SBCCDTA's collective
- 4100 bargaining purview, such as workload, scheduling, compensation, or hiring processes,
- 4101 inclusion of an SBCCDTA representative or notice to SBCCDTA leadership is strongly
- 4102 encouraged, consistent with the District's good-faith bargaining obligations.
- 4103 • MOUs between SBCCDTA and the District reflect the formal, negotiated relationship
- 4104 between collective bargaining and participatory governance at SBCCD.

4105 4106 Appointments to Governance Bodies

4107 SBCCDTA retains the right to manage its own appointments to participatory governance
4108 committees consistent with AP7140 and the District's governance framework. The following
4109 practices apply:

- 4110 • Those seeking SBCCDTA participation, guidance, or representative appointments may
- 4111 be directed to current SBCCDTA chapter leadership (E-Board) or their designee.

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

SBCCDTA in the Participatory Governance Model and the Relationship to Academic Senate

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

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

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

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

APPENDIX G: PARLIAMENTARY PROCEDURES INFORMATION

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

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

- 4185 • If you think that too much time is being consumed by speakers, you can move a time
- 4186 limit on
- 4187 • such speeches.
- 4188 • If a motion has several parts, and you wish to vote differently on these parts, move to
- 4189 divide the
- 4190 • motion.

These motions are listed in order of precedence.

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

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

F

These motions arise incidentally and are decided immediately

(No order of precedence.)

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

Introduce only when nothing else is pending before the group

(No order of precedence)

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

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

4192 **APPENDIX H: 2026-2028 COMMITTEE MEETING DATES AND TIMES**

4193 TBA

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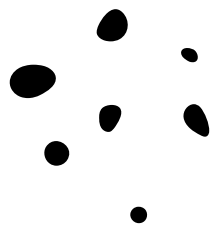
Valley Up Initiative: Garden Proposal

Garden Group + ASG



Obejective

To request College Council's support in exploring and advancing the integration of a student-led Community Garden & Food Forest Initiative into the Valley Up Initiative, including identifying feasible campus space, resource pathways, and cross-departmental collaboration to address basic needs, student mental health, and experiential learning opportunities.



Barriers to Accessing SBVC Food Resources



Food Pantry

- limited to one bag per week
- open 2 days a week
- limited supply
- location barrier



Snap/EBT

- Not all food insecure students are eligible

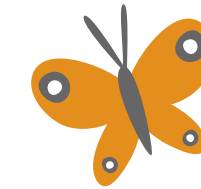


Food Pantries

- Transportation barrier
- Mainly non-perishable foods.
- Lack nutritional foods



Food Pantry



Access

- ALL WEEK
- FREE LUNCH
- MAJORITY OF THE DAY

Equity

- 70/30 Split between district



++ Food Insecurities Impact to SBVC Students

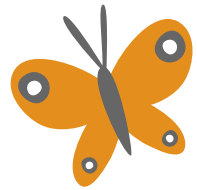


- Lower academic performance (weaker GPAS/ Less likely to transfer)
- Increased stress, anxiety, and depression.
- Lower energy and poor sleep.
- Difficulty concentrating.
- Higher risk of dropping out
- Overall decline in physical and mental well being. (American Psychological Association 2025)



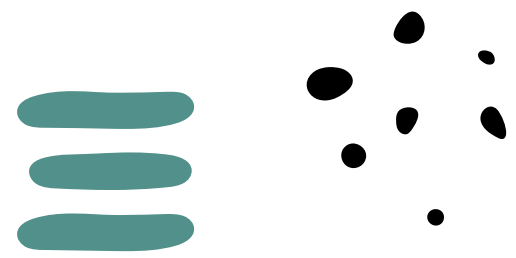


SBVC HAS

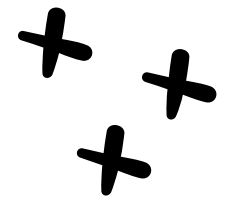


POTENTIAL!!



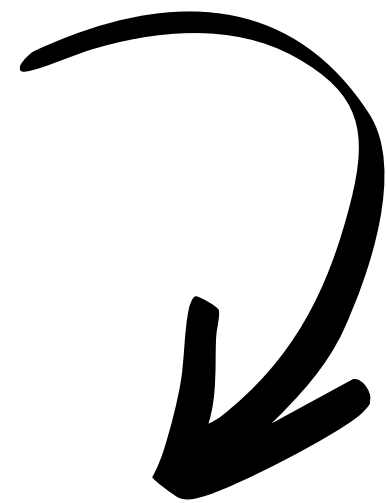


15-25 Pounds (1 Bed)

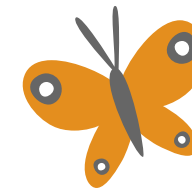
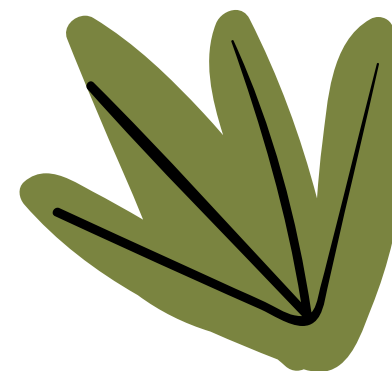


Reasonable Start Up Crops

- Kale
- Lettuce
- Arugula

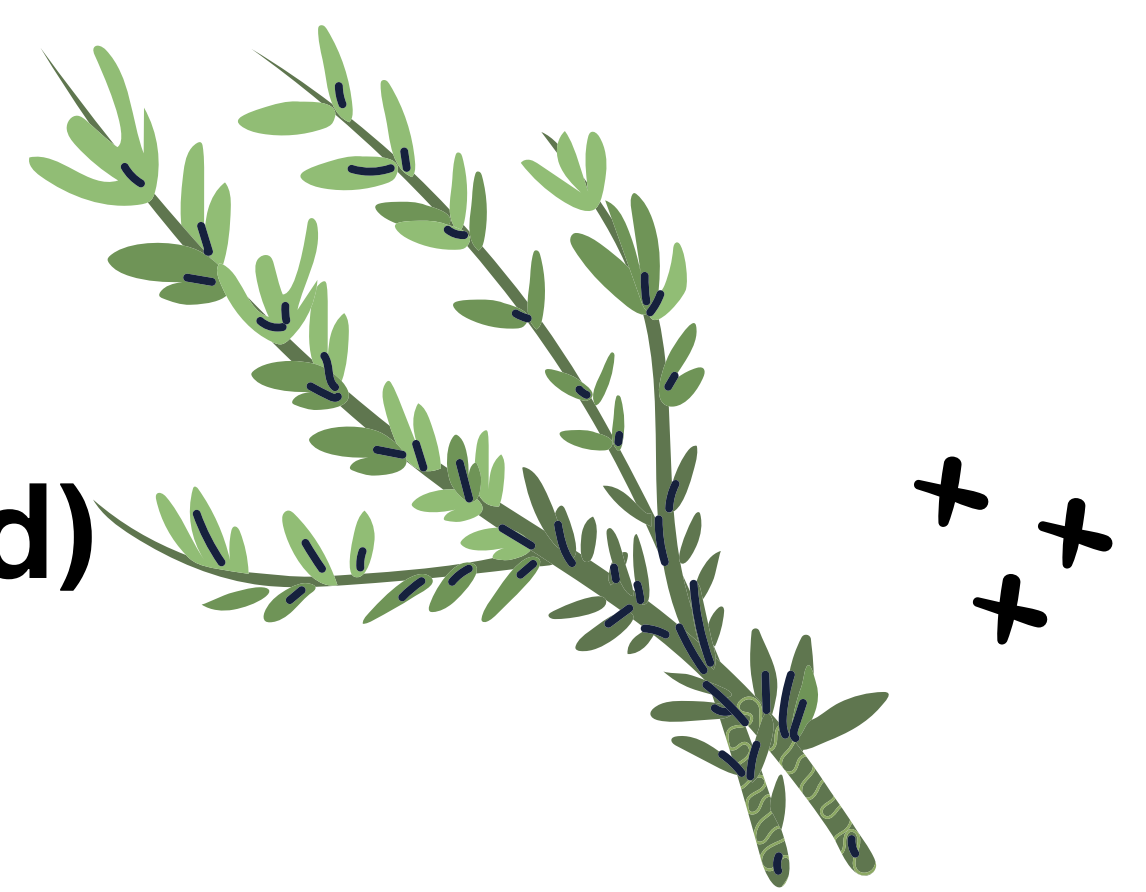


Grows within 30-45 days,
can harvest **MULTIPLE**
times, perfect for soil



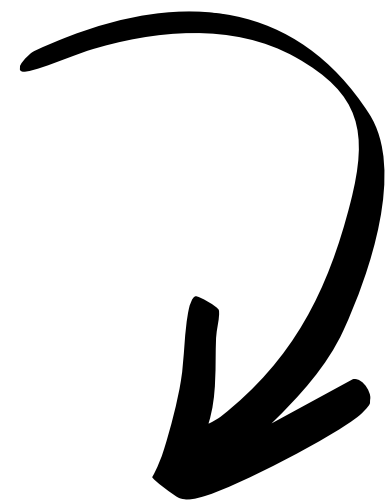
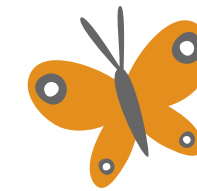


5-10 pounds per harvest (1 bed)



Herbs (Very Easy Crops)

- Cilantro
- Basil
- Mint

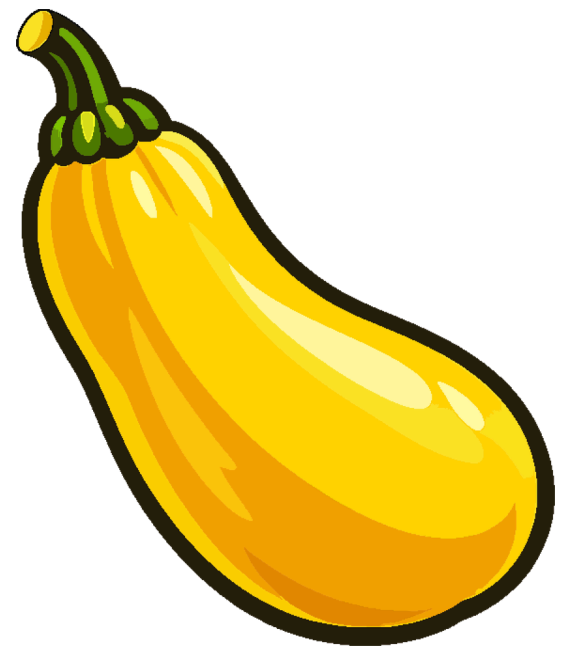


Grows quickly, high usage,
and low maintenance



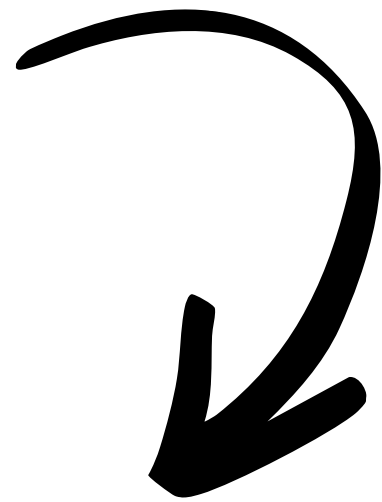
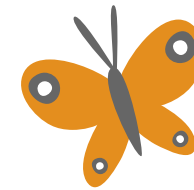


20-40 pounds

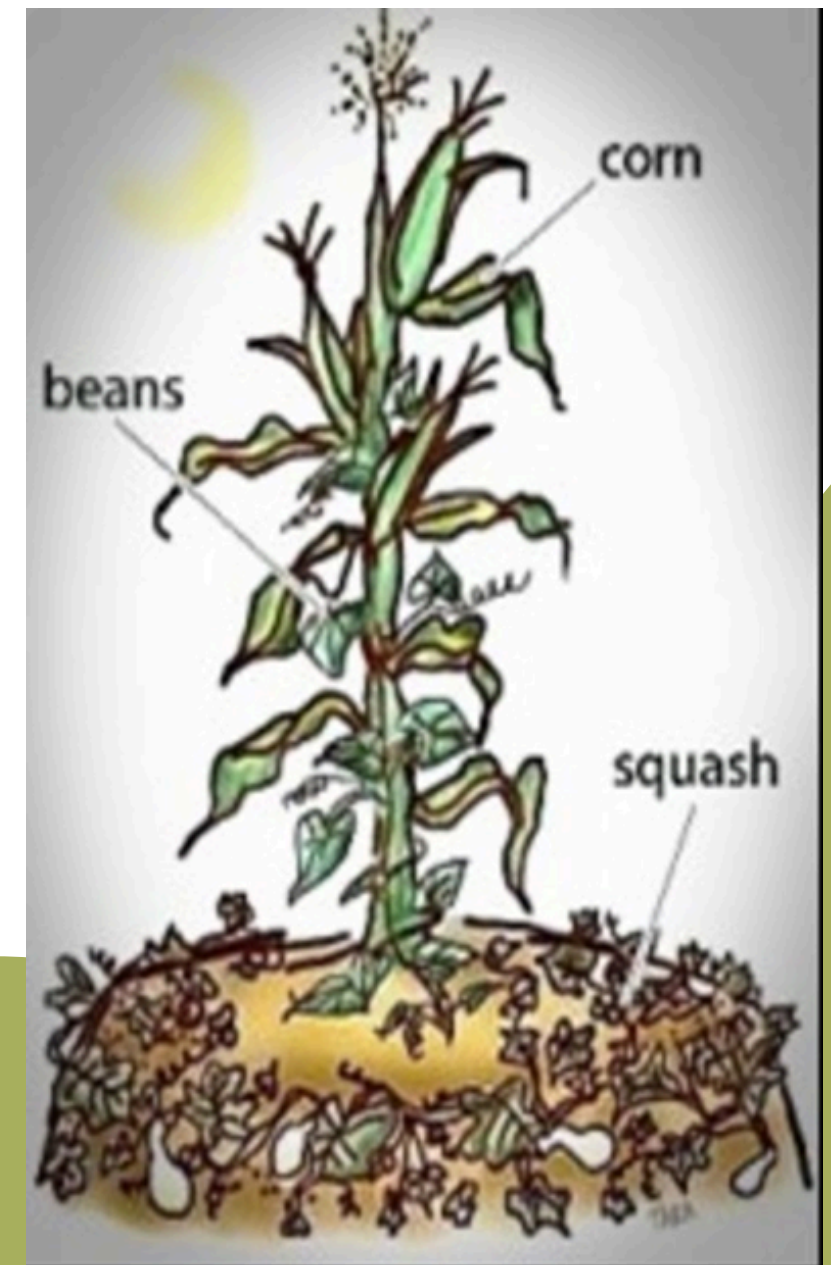


Three Sister Garden (Indigenous)

- Corn
- Beans
- Squash



Takes longer, abundant
harvest



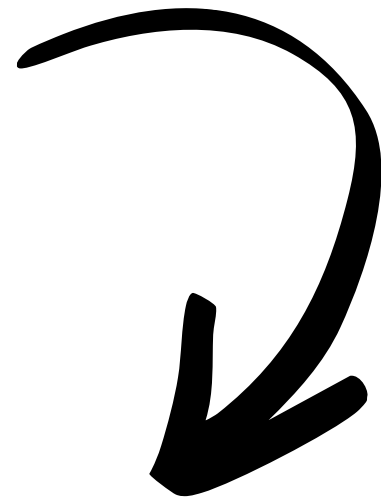


5-10 pounds

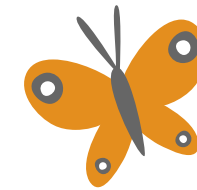


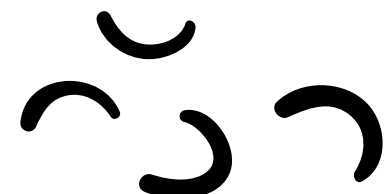
Tea/ Wellness (Mental Health Focus)

- **Lavender**
- **Chamomile**
- **Lavender**
- **Lemon Balm**



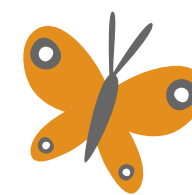
Continuous Harvesting

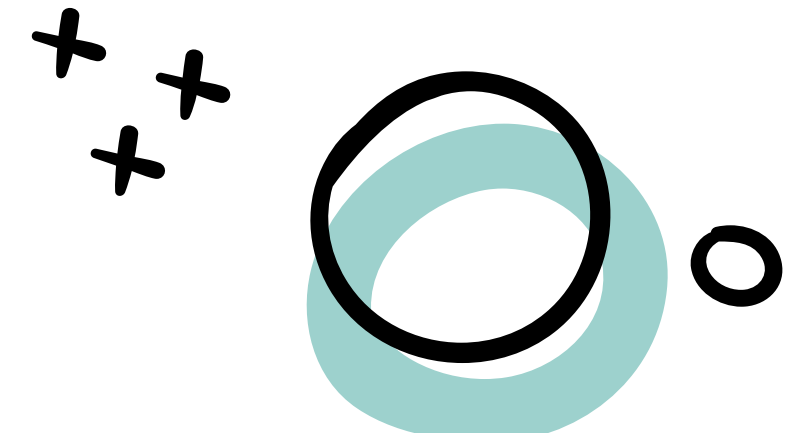




Impact Per Semester

4 Beds (2x6 each)

- ~37–63 lbs per semester
 - 1 lbs per student
 - 30-60 students served
per semester
- 
- 
- 
- 



Estimated Startup Cost: ~\$9,000

Raised garden beds and materials: ~\$2,500

Soil, compost, and amendments: ~\$1,200

Irrigation system (drip system, hoses, timers): ~\$1,500

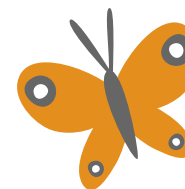
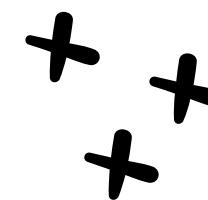
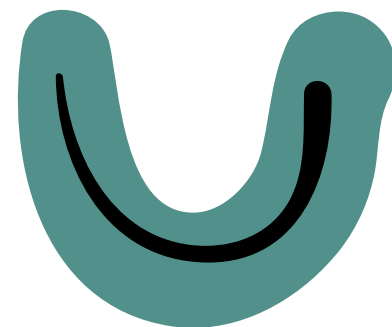
Seeds and starter plants: ~\$500

Tools and storage: ~\$800

Fencing and site preparation: ~\$2,000

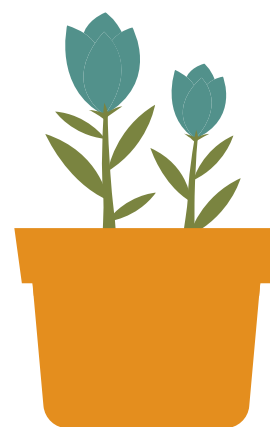
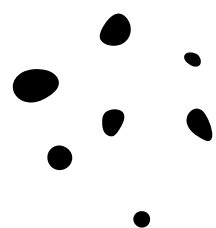
Miscellaneous/maintenance buffer: ~\$500



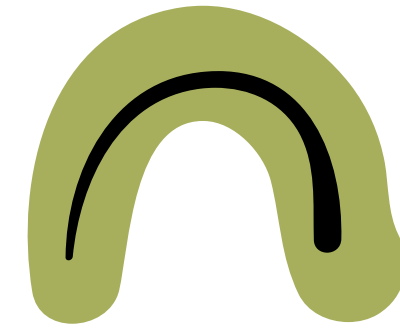


Whoa!

Who will help lead &
Maintain the Garden



College Corps Fall 2025 Impact



Trees Planted

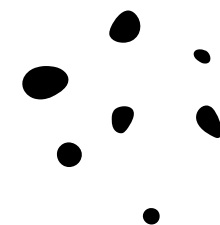
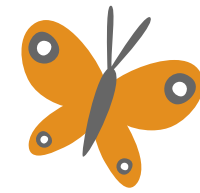
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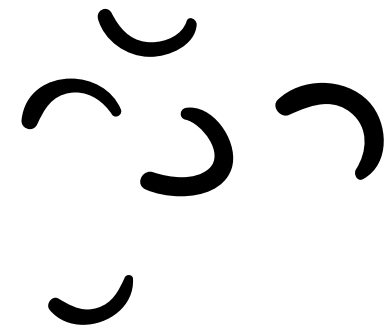
Plants Cared For

2,260

Garden Hours

608





**BE THE
MOVIMIENTO.**



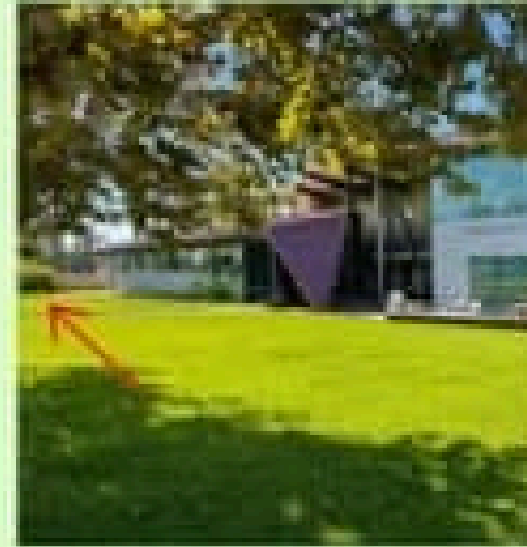
**Where will the
Garden go?**



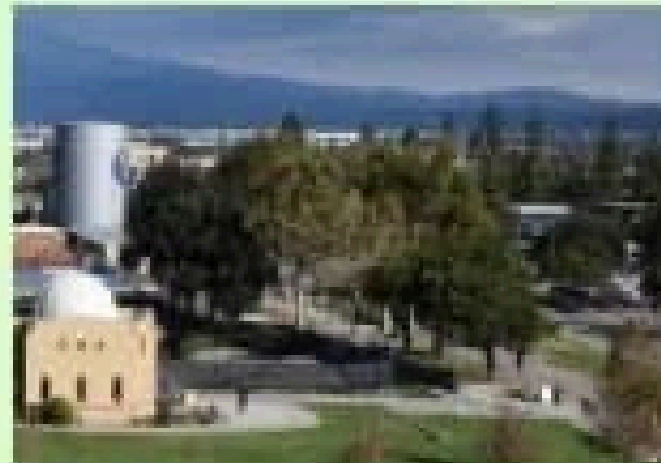
6 Proposed Sites for Student Led Community Garden Projects

- 1) The "old garden" site near campus center building along far wall near the bookstore, successfully student led in collaboration with Culinary Program & MECHA for 3 years.

Administrative Services (former VP) stopped water support.



- 2) The stairway from campus center to student health center (former hand ball courts) adjacent to native garden & pond, perfect for container gardens and very under-utilized space on campus. Possible utilization of ancestral "tiered garden" methods.



- 3) The grassy area between Library & B100, under kept & perfect support for 360 pantry, providing healthy food in addition to the "processed foods" normally provided by food banks. Has ample sunlight and support could be coordinated with Library staff using the "patio" garden that staff currently maintain.

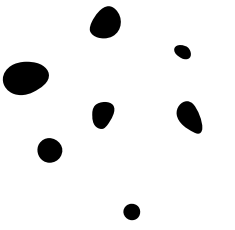
4) Area alongside the north end of greek theater before the walkway to sciences fenced path that leads to Botanical Garden, near the Planetarium door entrance. Lots of shady coverage for plants that need partial sun and is already a peaceful gathering spot for respite and quiet time.

5) Art building between Art gallery and Science building

6) STEM Center area (coordinate with them for precise area near the STEM Center)



Misuse of the Botannical Garden

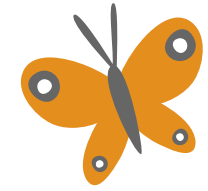
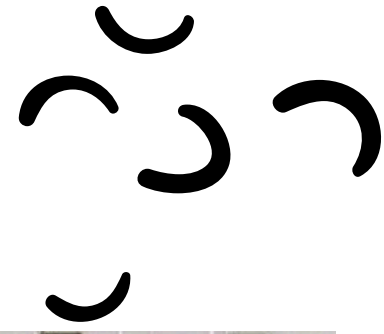


little to no maintnece (dead roots)



Invasive
species
competing





- **The botanical garden is currently underutilized but has strong potential to better serve students**
- **It could be expanded as a hands-on learning space for biology, sustainability, and food systems education**
- **There is an opportunity to collaborate across departments and student programs to support basic needs, student engagement, and wellness through the garden**



**What we are
asking for?**



Space to garden

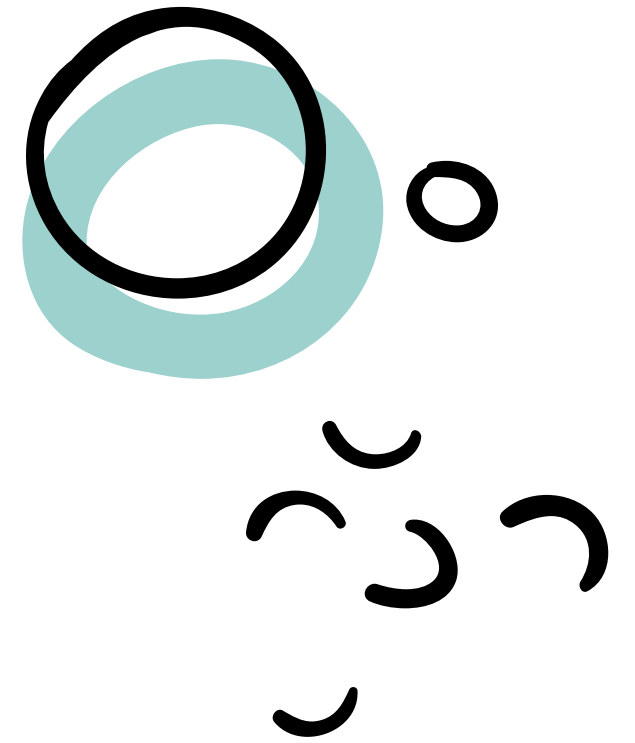


**Support from
staff/
institution**



Funding/ Sustainable Development





THANK YOU
Questions?





1. **K-16 Learn to Earn:** In this grant, SBVC has partnered with REAL Journey Academies to create a teacher preparation pathway for dual-enrollment students
Awarded: \$800,000
2. **Homeless and Housing Insecurity Program - Rapid Rehousing:** This grant provides housing navigation and placement services, academic support, and case management services to homeless students or those at risk of becoming homeless.
Awarded: \$796,656
3. **San Manuel Band of Mission Indians:** The grant will continue the Tribe's long-term support of the SBVC Valley Bound Commitment program, as well as significantly expanding the Foundation's advancement capacity.
Awarded: \$2,200,000
4. **California Earned Income Tax Credit Outreach Grant:** This initiative aims to disrupt generational cycles of poverty and enhance community outcomes by providing tax credits to both parenting and non-parenting working students.
Awarded \$5,000
5. **NASA National Space Grant College and Fellowship Program:** This grant expands opportunities for Americans to understand and participate in NASA's aeronautics and space projects.
Awarded: \$25,000
6. **Line Fire Grant:** This grant would give students experiencing hardship from the Line Fire up to \$500 in grant funds to immediately assist with housing, food, or other essentials.
Awarded \$10,000
7. **Extreme Heat and Community Resilience Program - Small Implementation:** This grant was written to provide heat relief to San Bernardino Valley College through the addition of shaded cooling areas near the campus center with a pagoda, table, trees and benches with charging stations as well as hydration station water-bottle refilling areas throughout campus.
Awarded: \$449,400
8. **Middle College High School Grant (non-competitive allocation):** The goal of this program is to select at-promise high school pupils who are performing below their academic potential and place them in an alternative high school located on a community college campus to reduce the likelihood they will drop out of school prior to graduation.
Awarded: \$131,142

- 9. K-16 Healthcare Grant, Round 2:** For this submission, SBVC and CHC have partnered with Pacific High School and Rialto School District to create multiple healthcare career pathways for from high school to community college and beyond.
Awarded: \$799,986
- 10. STEM Scholarships Grant:** This Grant provides STEM scholarships for SBVC students.
Awarded: \$25,000
- 11. Clean Energy/EV Tech Grant (Edison):** This grant supports the Clean Energy/EV Tech Program at SBVC.
Awarded: \$50,000
- 12. Clean Energy/EV Tech Grant (SoCal Gas):** This grant supports the Clean Energy/EV Tech Program at SBVC.
Awarded: \$20,000
- 13. Clean Energy/EV Tech Grant (Amazon):** This grant supports the Clean Energy/EV Tech Program at SBVC.
Awarded: \$10,000
- 14. Pathways to Success:** This grant is a sub-award from CSUSB and provides stipends to students for projects that they have undertaken. Stipends to faculty are also provided through this grant for mentoring, workshops and experiential learning opportunities.
Awarded \$35,534
- 15. CalFresh Grant:** This grant is a reimbursable grant to support basic needs services and is a 3-year allocation.
Awarded: \$171,888
- 16. Song-Brown Healthcare Grant:** This grant provides funding for the training of RNs in areas of unmet need, aiming to empower nursing students with the tools, support and resources necessary to excel in their academic pursuits and professional endeavors.
Awarded \$810,000
- 17. CCC Finish Line Scholars Program-SBVC:** This grant provides funding for scholarships or additional student aid as an emergency resource for those in need.
Awarded: \$150,000
- 18. Apprenticeship Pathways Demonstration Project Apprenticeship Pathways Demonstration Project:** This initiative is intended to provide community college apprenticeship program participants with a direct path to credit certificates and degrees. The apprenticeship funding is for our public health program in grant partnership with Crafton Hills College and AMR.
Awarded: \$99,000

19. Rebuilding Nursing Infrastructure Grant- Round 1: This initiative seeks to increase the number of qualified nursing graduates equipped to enter the workforce and ensure the sustainability of high-quality healthcare for California residents.

Awarded: \$1,150,000

20. Rising Scholars Grant- Round 2: This grant provides assistance and supportive services to students who have been previously incarcerated, or justice involved, helping them to discover a viable career pathway for lifelong success.

Awarded \$355,557

21. Environmental Educators Cohort Grant: This grant supports educators leading the way in California schools' environmental learning and sustainability efforts. The project's title is "Enhancing Urban Biodiversity Through Native Plant Education."

Awarded: \$19,900

22. MESA Grant: The MESA Grant supports the Student Success Center by paying for tutors, funds conferences which are attended by the students and purchase some items for the Student Success Center.

Awarded: \$410,656

23. Passport to Success: This grant is the Health Professions Pathways Program UCR School of Medicine Passport to Success. It prepares students for careers to advance health equity in the Inland.

Awarded: \$20,000

24. Fresh Success Employment & Training Activities: This grant is to support the operation of a Fresh Success CalFresh Employment & Training program to help low-income individuals gain skills they need to become more employable.

Awarded: \$625,426.33

25. Umoja Campus Programs Grant: The Umoja program promotes a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. Umoja provides programming, curriculum, training, assessment, and knowledge sharing to colleges, strengthens relationships with transfer partner institutions, and cultivates Umoja programming with secondary schools.

Awarded: \$221,337

26. Song-Brown Healthcare Grant: This grant will help support programs that train family care physicians, midwives, registered nurses and primary care nurse practitioners.

- Awarded: \$90,000

27. Strong Workforce Program (SWP): The SWP's goals are to 1) increase the number of students enrolled in programs leading to high-demand, high-wage jobs and 2) improve program quality, as evidenced by more students completing or transferring programs, getting employed or improving their earnings.

Awarded: \$180,000

28. H RTP 3 (EV/Tech Program): Under the H RTP grant, San Bernardino Valley College will provide training programs in Bidirectional EV Charging Station and Clean Energy Technology Pathway Programs.

Awarded: \$218,229.49

29. H RTP 3 (MAP/CPL): Under the H RTP grant, San Bernardino Valley College will provide a Mapping Articulated Pathways (MAP)/CPL Associate with the goal of developing a total of 30 CPL crosswalks that support the four priority industry sectors in collaboration with partner community colleges.

Awarded: \$191,100

30. CCC Finish Line Scholars Program-SBVC: This grant provides funding for scholarships, or additional student aid as an emergency resource for those in need. Our funding has been increased for the 2026-27 academic year in recognition of our recipients' strong completion outcomes (more than 90%). This is double our previous funding.

Awarded: \$300,000

31. Rebuilding Nursing Infrastructure Grant- Round 2: Round 2 of this program continues to build nursing education capacity for SBVC's ADN Program with an emphasis on launching new AND programs, as well as focus on strengthening faculty pipeline.

Awarded: \$1,511,831

Total Active Grant Awards: \$11,882,624.82