

We Want Your Feedback

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

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

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

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

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

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

We look forward to hearing from you.

Participatory Governance Task Force

Participatory Governance (PG) Task
Force | PG Handbook - Draft 1



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

Version 1.0

DRAFT 1.0 DRAFT

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Dear Colleagues,

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

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

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

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

Strong participatory governance is how we honor that commitment.

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

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

Valley Up!

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

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99 Dear Colleagues,

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

105

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

111

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

118

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

122

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

129

130 With appreciation,

131

132 Andrea Hecht, M.S.

133 Academic Senate President

Message from the Classified Senate President

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Dear SBVC Community,

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

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

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

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

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

Valley Up!

John Feist
Classified Senate President
San Bernardino Valley College

Message from the Associate Student Government

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Dear SBVC Community,

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

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

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

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

Valley Up!

Matthew Martinez
Associated Student Government President
San Bernardino Valley College

SECTION 2:

INSTITUTIONAL PRINCIPLES

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2. 1 SBVC MISSION, VISION, AND VALUES

194

195 **Mission**

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

201

202 **Vision**

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

208

209 **Values**

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

211

212 As a community, the college values:

213

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

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

219

220 *Student Success*

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

227

228 *Open Access:*

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

234

235 *Campus Climate:*

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

240

241 *Participatory Governance:*

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

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2.2 VALLEY UP INITIATIVE

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

Four College Priorities

1. Career and Transfer

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

2. Health & Safety

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

3. Boldly Student-Centered

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

4. Opportunities for All

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

284 **Strategic Alignment**

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

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

287

288 **Ten Measurable College Targets**

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

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

292

293 **Fiscal Strategy**

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

298

299 **Moving Forward Together**

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

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

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

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SECTION 3:

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INSTITUTIONAL EFFECTIVENESS & INTEGRATED

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PLANNING

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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.

The college treats planning as a dynamic, living process. 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 and measurable goals:

- 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:

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

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

351

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

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

361

362 **Responsiveness to Emerging Needs**

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

367

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

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

374

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

377

378

3.2 SBVC'S INTEGRATED BUDGET AND PLANNING

379

380

381 **Guiding Principle**

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

387

388 **Planning And Resource Allocation**

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

395

396 **Integrated Planning and Budget Calendar**

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

401

402 The calendar is organized around five phases:

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

413 evaluate alignment with strategic goals, and develop recommendations for College
414 Council.

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

420

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

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

425

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

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SECTION 4:

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OVERVIEW DECISION MAKING

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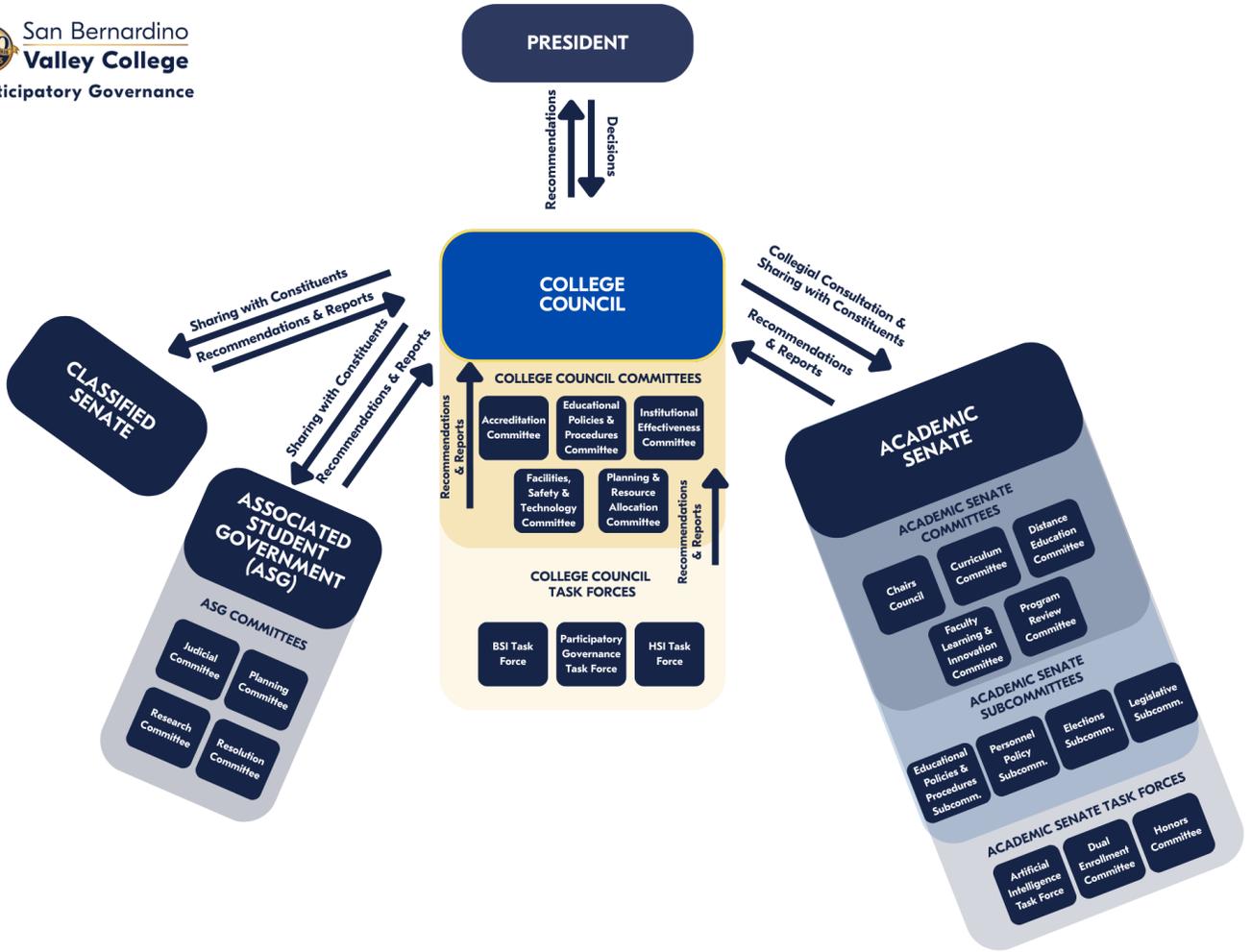
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4.0 Valley College Governance Pathway

435 The following diagram illustrates how governance recommendations move across Valley
436 College from the work of faculty, classified professionals, students, and administrators,
437 through their respective governance bodies, to College Council, and to the College President.
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SECTION 5:

**FOUNDATIONS OF PARTICIPATORY
GOVERNANCE**

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5.1 WHAT IS THE PURPOSE OF THIS HANDBOOK?

447

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

451

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

455

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

460

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

5.2 PARTICIPATORY GOVERNANCE GUIDING PRINCIPLES

467

Definition and Purpose

468

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

474

Collaborative Practice

475

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

- 478 • Sharing their viewpoints and recommendations
- 479 • Gathering and communicating input from their constituent groups at large
- 480 • Disseminating the work of governance bodies broadly across campus

481 **Standards of Conduct**

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

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

491

492 **Inclusive Decision-Making**

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

500

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

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

511

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

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

520

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

527

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

533

534 **Faculty**

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

538

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

541

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

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

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

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

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

574 ***Classified Professionals***

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

578 The regulations require that staff:

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

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

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

595

596 *Classified Senate*

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

600

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

612

613 **Students**

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

617

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

620

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

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

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

637 ***Administrators***

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

642 Administrative participation supports effective governance through:

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

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

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

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

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5.4 GENERAL GOVERNANCE GLOSSARY

667

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

671

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

674

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

678

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

682

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

686

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

692

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

696

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

699

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

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

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

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

714

715 **5.5 GROUPS IN GOVERNANCE GLOSSARY**

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

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

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

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

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

735

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

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

746

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

753

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

764

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

768

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

774

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

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

780

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

785

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

790

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

800

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

808

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811

SECTION 6:

812

PARTICIPATORY GOVERNANCE IN ACTION

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6.1 GOVERNANCE IN PRACTICE

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

822

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

829

830 Because administrators and the Board rely on committee recommendations to make sound
 831 decisions, the quality of the committee deliberation, the evidence brought, and the breadth
 832 of voices incorporated directly shape institutional outcomes. Governance only works when
 833 committees take their charge seriously.

834

835 ***What Committees Produce***

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

839

840 Here is a clear breakdown:

841

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, or activities.	Institutional Effectiveness Committee presents its annual institutional effectiveness report to College Council.

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

842

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

Step	Phase	What Happens
1	Identification	An issue, need, or proposal is identified through program review, a constituency group, a committee chair, or institutional data. Anyone in the college community can surface an issue, but it must enter a formal governance channel to move forward.
2	Committee Deliberation	The appropriate committee takes up the issue. Members review evidence, hear from stakeholders, and deliberate. This is where your voice as a committee member is most critical. The goal is to reach a well-reasoned position that reflects the interests of the college community, not just one constituency group.
3	Recommendation Forwarded	The committee formulates and votes on a formal recommendation. Where that recommendation goes next depends on which committee the recommendation originated. Constituency leaders are responsible for ensuring their recommendation has been vetted within their own group before moving through the pathway of decision-making and implementation.
4	Review and Action	The receiving body reviews the recommendation. It may accept it, return it with feedback for further deliberation, or, in rare cases, make a different determination (Except that when recommendations are part of the Academic Senate academic and professional matters, and the President disagrees with a recommendation, then they are expected to meet specific legal requirements; see Participating

		Effectively in District and College Governance, ASCCC & CCLC, 1998)
5	Decision Communicated	Once a final decision is made, it is the responsibility of the governance group and relevant administrators to communicate the outcome back to the originating committee and to the broader campus community. <i>Transparency at this stage is essential to institutional trust.</i>
6	Implementation	Once a decision is made, responsibility for implementation is assigned to the appropriate administrator. Constituent group leadership may be responsible for communicating changes to their members or implementing actions within their purview (e.g., Academic Senate curriculum processes). Committees are not typically responsible for implementation. Nevertheless, they are responsible for monitoring whether commitments are kept.
7	Reporting and Accountability	At the end of each academic year, committees report on their work, progress toward goals, and any outstanding items. This reporting feeds back into the next year's priorities and closes the governance loop.

844

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

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

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

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

854

855 ***Administrative Accountability***

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

860 *Committee Accountability*

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

868

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

872

873 **Questions Are Always Welcome**

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

877

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

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6.2 PATHWAYS TO ENGAGEMENT

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

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

Classified Professional Engagement

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

Faculty engagement

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

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

915 **Student engagement**

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

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

921

922 **Community and public engagement**

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

926

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

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

931

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

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

938

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

940 Most proposals fall into one of these categories:

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

948

949 *Additional considerations:*

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

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

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

961

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

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

966

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

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

976

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

981

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

985

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

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

989

990 The proposal should include:

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

997

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

1000

1001 *Step 4: Route through consultation and alignment*

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

1006

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

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

1013

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

1016

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

1019

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

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

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

1026

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

1028 Implementation should specify:

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

1036

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

1041

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

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

1048

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SECTION 7:

1053

COMMITTEE OPERATIONS AND PROCEDURES

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7.1 General Annual Planning of Committee Work

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

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

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

Committee Academic Year (Selected Months)

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

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

1070

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

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

1075

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

1078

- Regular communication with constituent groups.

1079

- Continuous monitoring of progress toward Strategic Plan goals.

1080

- Maintenance of accreditation evidence through documented decisions and committee records.

1081

- 1115 • Minutes and key documents are completed and archived promptly (within 48 hours
1116 after adjournment is the SBVC standard).
- 1117 • Recommendations are routed forward through the correct pathway, so work does not
1118 stall.
- 1119

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

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

1124

1125 *Meeting consistency*

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

1130

1131 Consistency matters because it:

- 1132 • helps members plan and prepare,
1133 • supports consultation back to constituencies,
1134 • keeps action items moving between meetings, and
1135 • reduces the chance that decisions drift without accountability
- 1136

1137 *Recommended meeting flow (adaptable)*

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

- 1139 1. **Opening and framing:** confirm attendance or quorum as relevant, and restate the
1140 purpose and expectations for professional, equity-minded discussion.
- 1141 2. **Approve agenda and prior minutes:** confirm what is being discussed and what
1142 record is being adopted.
- 1143 3. **Information items:** brief updates that inform deliberation (kept concise).
- 1144 4. **Deliberation and action:** prioritized business items requiring discussion, refinement,
1145 and/or a vote or recommendation.
- 1146 5. **Routing and next steps:** what is moving forward, where it goes, who owns the next
1147 step, what evidence/follow-up is needed, and when it returns.
- 1148 6. **Close:** summarize decisions and confirm the next meeting date/time.
- 1149

1150 *Procedural clarity*
1151 Each committee should be explicit about how it makes decisions, consensus, vote, or
1152 advisory recommendation, and apply that method consistently. If a committee is advisory or
1153 exploratory, minutes should reflect that it is developing input and recommendations (not
1154 final approvals).
1155

1156 **7.3 Documentation and Communication Standards**

1157 ***Why documentation matters***

1158 In a complex college environment, governance documentation is more than recordkeeping. It
1159 is the connective tissue that keeps SBVC aligned. Clear agendas, accurate minutes, and
1160 accessible supporting materials create transparency between leadership, governance
1161 constituents, and the campus community. When documentation is consistent and
1162 dependable, it builds trust, strengthens shared understanding, and prevents governance
1163 from splintering into silos or parochial interests.
1164

1165 Documentation also keeps committee work anchored in mission and equity. Records should
1166 consistently connect deliberations and decisions to the college's commitment to uplifting
1167 diverse individuals and communities through culturally affirming leadership, learning, and
1168 work environments. When this link is absent, equity becomes optional. When the link is
1169 explicit, equity becomes intentional and meaningful for college operations.
1170

1171 ***Committee agendas***

1172 The agenda is the governance roadmap. It is a prerequisite for valid consultation and
1173 decision-making because it signals what is being discussed, what action is possible, and
1174 how constituent input is expected to shape outcomes. [See APPENDIX, Template Agenda]
1175

1176 ***Agenda development and input***

1177 Agenda construction should be collaborative. Committees should build in a window for
1178 participatory governance groups to suggest items and review proposed items before they are
1179 finalized, especially when items may move forward for higher-level action or Board
1180 consideration.
1181

1182 ***Decision pathway clarity***

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

1188

1189 ***Posting timelines***

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

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

1195

1196 ***Format expectations***

1197 Every agenda item should include:

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

1201

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

1203

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

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

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

1212

1213 ***Reporting and accountability***

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

1218

1219 ***Supporting documents as evidence***

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

1225

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

1229

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

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

1234

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

1236 Each committee page should include:

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

1241

1242 ***Standardization and coordination***

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

1246

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

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

1252

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

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

1258

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

1263

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

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

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

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

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

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

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

1279

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

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

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

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

1296

1297 ***From deliberation to action***

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

1303

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

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

1314

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

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

1319

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

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

1325

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

1328

1329 *Consensus (full agreement)*

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

1333

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

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

1339

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

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

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

1346

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

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

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

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

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

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

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

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

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

DRAFT 1.0/PGTF

1389

SECTION 8:

1390

COMMITTEE MEMBERSHIP: CULTURE, ROLES &

1391

APPOINTMENTS

1392

DRAFT 1.0/PGTF

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

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

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

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

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

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

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

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

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

1434

1435 *Active engagement means:*

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

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

1442

1443 *Collegiality is a professional obligation:*

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

1448

1449 *Collegial participation:*

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

1454

1455 *Counter-productive behavior looks like:*

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

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

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

1464

1465 *Three-way transparency at SBVC*

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

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

1476

1477 *Accountability has two lenses*

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

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

1483

1484 SBVC governance must honor both. **Process without outcomes becomes performative.**

1485 **Outcomes without process erodes trust and legitimacy.**

1486

1487 *Delineation of functions*

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

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

1490 College-level governance and committees shape instructional direction, student support

1491 priorities, and campus implementation. When these responsibilities are blurred, duplication

1492 and conflict increase. When they are clear, implementation accelerates.

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

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

1497

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

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

1502

1503 ***Minority-majority dynamics***

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

1511

1512 ***Implementation and continuous assessment***

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

1516

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

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

1524

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

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

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

1534 ***The Bottom Line***

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

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

1542 ***Why this matters***

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

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

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

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

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

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

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

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

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

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

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

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

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

1600

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

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

1604 *Recommendation Forms*

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

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

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

1613

1614 *Annual Committee Reporting Forms*

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

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

1623

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

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

8.3 Chair Leadership: a Collaborative Framework

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

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

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 Administration. The purpose is representational balance and shared responsibility, so no single constituency sets the agenda or controls the narrative.

A shared chair structure supports:

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

- 1665 • Cultural alignment (reducing silos and increasing buy-in).
1666

1667 In practice, Valley College’s shared leadership models should be designed to reflect the
1668 committee’s charge and membership. The goal is not the form; it is the outcome: credible,
1669 inclusive leadership that improves decision quality and implementation success.
1670

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

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

1674 *A. Prepare and Guide the Agenda*

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

1679 *B. Facilitate Collegial, Purposeful Meetings*

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

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

1685 *C. Protect Transparency and Documentation*

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

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

1693 *D. Route Recommendations and Avoid Floating Initiatives*

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

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

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

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

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

1705

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

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

1710 *Navigating Power Dynamics and Building Social Capital*

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

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

1718 *Evaluating Leadership Effectiveness and Continuous Improvement*

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

1722 *Recommended Chair-Led Annual Audit*

1723 A practical annual audit checks four things:

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

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

8.4 Roles and Responsibilities of Committee Members

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

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

Core responsibilities of all committee members

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

Two-way communication

Members are responsible for consistent, two-way communication:

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

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

Preparation and evidence-based participation

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

Focus on scope and charge

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

1769 *Equity-minded deliberation*

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

1771 The equity lens asks who benefits and who may be burdened, what barriers may be created
1772 or reinforced, and what supports or design changes are needed to produce equitable
1773 outcomes.

1774

1775 *Implementation awareness*

1776 Committees do not implement everything they recommend, but members should always ask
1777 the implementation question:

- 1778 • Where will this live when we are done?
- 1779 • Which committee, department or division, or operational body will carry it through?
- 1780 • How will progress be tracked and reported back?

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

1782

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

1784 Responsibilities can vary depending on the type of group and its authority. SBVC uses a mix
1785 of standing committees, sub-committees, advisory bodies, operational committees, and
1786 time-bound task forces/ad hoc groups.

1787

1788 Members should understand what kind of body they are serving on and what outcomes it is
1789 expected to produce (recommendation, oversight, execution, or study).

1790

1791 *Operational expectation across all group types*

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

- 1793 • What is our charge?
- 1794 • What decisions or recommendations can we make?
- 1795 • Who receives our recommendations? Who owns implementation?
- 1796 • Where is our documentation archived?

1797

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

1799 Structure alone does not guarantee effective governance. Professional conduct, how we
1800 communicate and collaborate, is what protects the system.

1801 *Effective committee members:*

- 1802 • prioritize shared responsibility over parochial interests;

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

1808

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

1810

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

1815

8.5 Roles and Responsibilities of Resource Members

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

1824

1825 *Resource members are expected to:*

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

1835

8.6 Roles and Responsibilities of Liaisons

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

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

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

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

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

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

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

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

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

1872
1873 Responsibilities of Classified Professional Support Staff:

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

8.8 Committee Appointment Across Constituencies

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

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

1893
 1894 Each constituency is responsible for its own appointment process, governed by its respective
 1895 constitution and bylaws, and the integrity of that process directly shapes the quality of
 1896 governance across the institution.

1897
 1898 What follows is an overview of how each constituency approaches committee assignment at
 1899 Valley College. For the specific rules, timelines, and eligibility requirements that govern each
 1900 group's process, members are encouraged to consult the current bylaws of their respective
 1901 governing body.

1902 1903 **Faculty | Academic Senate**

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

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

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

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

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

1929

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

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

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

1941

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

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

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

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

1952

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

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

1960

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

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

1966

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

1970

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

1974

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

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

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

1981

1982 **Key terms**

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

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

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

1990

1991 **Selection and authorization**

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

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

1997

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

2001

2002 **When a proxy may serve**

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

2009 **Preparation expectations**

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

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

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

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

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

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

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

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

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

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

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

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

2045

2046

SECTION 9:

2047

COMMITTEES REPORTING TO COLLEGE COUNCIL

2048

OR THE COLLEGE PRESIDENT

2049

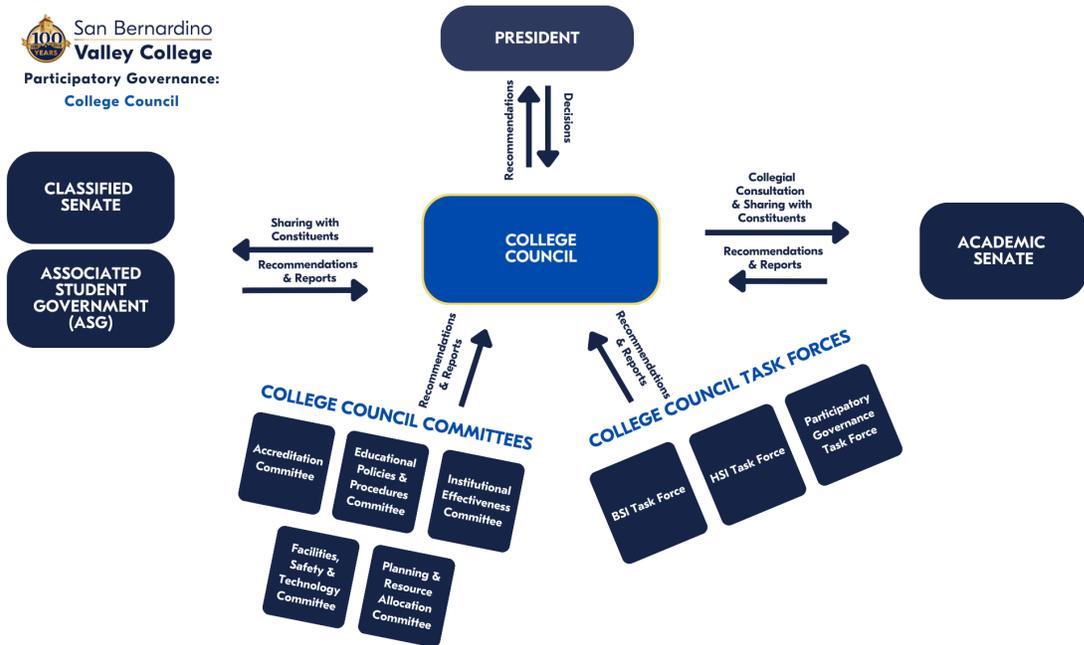
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9.0? CHART and INTRO – Reporting to College Council

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



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2062

9.1 Committee: College Council

2063

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

2066

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9.2 Committee: Equity Advisory Committee

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

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9.3 Committee: Planning and Resource Allocation

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

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9.4 Committee: Institutional Effectiveness

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

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9.5 Committee: Facilities, Safety, and Technology

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

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9.6 Committee: Educational Policies and Procedures

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

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9.7 Committee: Accreditation

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

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9.8 Committee: BSI Task Force

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

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9.9 Committee: HSI Task Force

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

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SECTION 10:

2128

COMMITTEES REPORTING TO ACADEMIC SENATE

2129

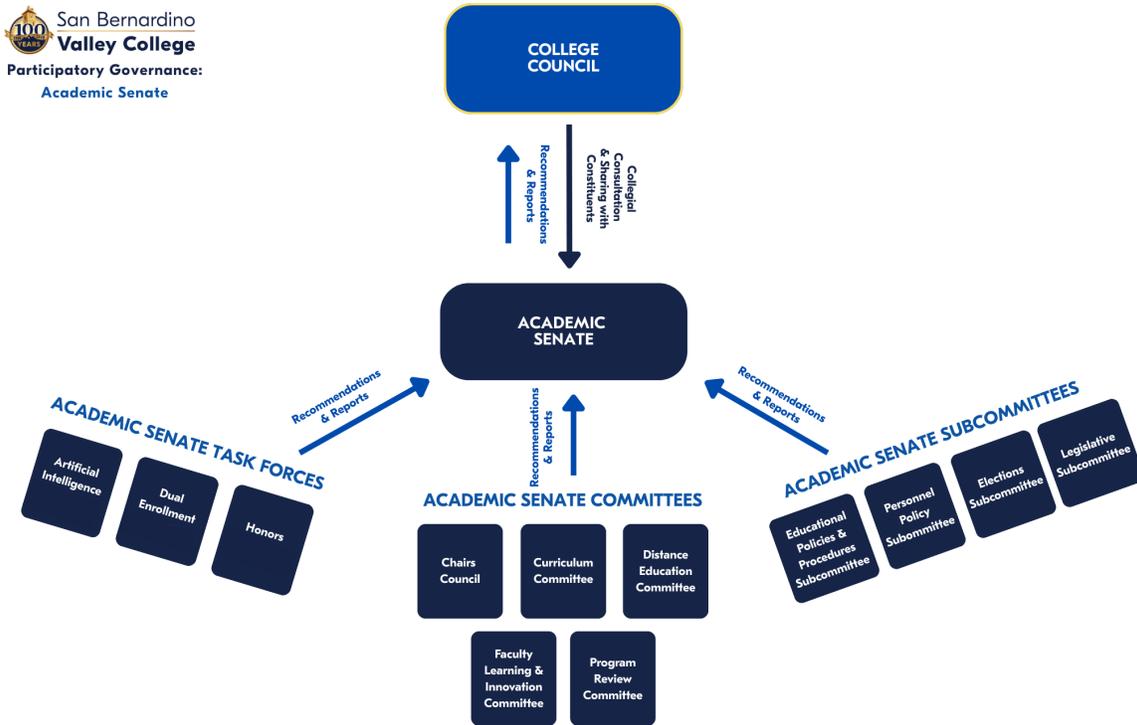
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10.0 Governance Pathway: Academic Senate

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



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COMMITTEES REPORTING TO ACADEMIC SENATE

2141

10.1 CURRICULUM COMMITTEE

2142

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

2143

2144

Governance Body: Academic Senate; Approved TBD Date

2145

Last committee review cycle < TBD Date >

2146

2147

Charge:

2148

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

2149

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

2150

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

2151

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

2152

curriculum of the college.

2153

2154

Responsibilities (Strategic & Ongoing):

2155

Regulatory & Compliance

2156

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

2157

standards

2158

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

2159

Maintain integrity and consistency of Course Outlines of Record

2160

Ensure timely approval to meet catalog and schedule production deadlines

2161

Submit curriculum for Board approval

2162

Strategic

2163

Align curriculum with institutional priorities and mission

2164

Support development of Associate Degrees, Associate Degrees for Transfer

2165

(ADTs), Certificates of Achievements, and noncredit curriculum

2166

Ensure curriculum supports equitable student success outcomes

2167

Provide annual curriculum training to faculty

2168

Maintain the Curriculum Committee Handbook

2169

2170

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

2171

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

2172

Stage 1: Technical Review Committee

2173

Responsible for:

2174

Initial review of all courses and programs launched in CurrIQunet META

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

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

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

2199

2200 **Committee Monthly Planner**

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

2204

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

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

2210 August

2211 Annual curriculum training

2212 September- December

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

2217 January -May

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

2222

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

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

2231 *Key Guide:*

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

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

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

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

2238

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

2241

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

2242
2243

2244

COMMITTEES REPORTING TO ACADEMIC SENATE

2245

10.2 CHAIRS COUNCIL

2246

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

2247

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

2248

2249

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2252

COMMITTEES REPORTING TO ACADEMIC SENATE

2253

10.3 DISTANCE EDUCATION COMMITTEE

2254

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

2255

2256 Governance Body: Academic Senate; Approved TBD Date

2257 Last committee review cycle < TBD Date >

2258 Charge:

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

2265 Responsibilities (Strategic & Ongoing):

2266 TBD

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

2268 TBD

2269

2270 The committee will maintain an informational website:

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

2272

2273 Committee Structure

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

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

2274

2275 **Committee Monthly Planner |EXAMPLE**

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

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

MONTH	ACTIVITY
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.

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

Celebration of Accomplishments: Recognition of committee contributions to institutional goals

2281

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

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

2290 Key Guide:

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

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

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

2295

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

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

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

2301

10.4 FACULTY LEARNING & INNOVATION COMMITTEE

2302 *[Pending: Subject to change for the 2026–2028 committee structure cycle]*

2303

2304 Governance Body: Academic Senate; Approved TBD Date

2305 Last committee review cycle < TBD Date >

2306 Charge:

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

2316 Responsibilities (Strategic & Ongoing):

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

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

2350

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

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

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

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

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2386 Committee Structure

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

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

2387

2388 **Committee Monthly Planner**

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

2392

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

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

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

2395

2396

COMMITTEE RESPONSIBILITY MAPPING FOR ACCJC STANDARDS (JUNE 2025)

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

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

2404

2405 Key Guide:

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

2412

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

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

	consistent with the institution’s mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Primary
2.4	The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students’ unique educational journeys. (ER 20)	Secondary
3	Infrastructure and Resources	
3.1	The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment.(ER 8, ER 14)	Secondary
3.2	The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.	Primary
4	Governance and Decision-Making	
4.2	Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.	Primary
4.3	The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the	Primary

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

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DRAFT 1.0/PGTF

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COMMITTEES REPORTING TO ACADEMIC SENATE

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10.5 PROGRAM REVIEW COMMITTEE

2419

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

2420

2421 Governance Body: Academic Senate; Approved TBD Date

2422 Last committee review cycle < TBD Date >

2423 Charge:

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

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

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

2427 Senate

2428 Responsibilities (Strategic & Ongoing):

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

2432 • Foster a culture of continuous improvement.

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

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

2436 TBD

2437

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

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

2440

2441 **Committee Structure**

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

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

2442

2443

2444 **Committee Monthly Planner**

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

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

MONTH	ACTIVITY
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COMMITTEE RESPONSIBILITY MAPPING FOR ACCJC STANDARDS (JUNE 2025)

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

2461 Key Guide:

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

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

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

1	Institutional Mission and Effectiveness	
1.2	The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.	Primary
1.3	The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)	Primary
1.4	The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)	Primary
1.5	The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)	Primary
2	Student Success	
2.2	The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)	Secondary
2.7	The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)	Secondary
2.9	The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)	Primary

3	Infrastructure and Resources	
3.8	The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.	Secondary
3.9	The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.	Secondary
4	Governance and Decision-Making	
4.2	Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.	Secondary
4.3	The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.	Secondary
ACCJC Standard	Focus Area	Within Committee Scope? (Apply Key)

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10.6 Committee: Artificial Intelligence Task Force

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

DRAFT 1.0/PGTF

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10.7 Committee: Dual Enrollment Task Force

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

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10.8 Committee: Honors Program Task Force

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

DRAFT 1.0/PGTF

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SECTION 11:

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COMMITTEES REPORTING TO ASSOCIATED

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STUDENT GOVERNMENT

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DRAFT 1.0/PGTF

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11.0 CHART and INTRO – Reporting to STUDENT/ASG Senate

DRAFT 1.0/PGTF

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11.1 Committee: Judicial

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

DRAFT 1.0/PGTF

11.2 Committee: Planning

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

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11.3 Committee: Resolutions

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

DRAFT 1.0/PGTF

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SECTION 12

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SUPPORTING GROUPS OUTSIDE THE

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GOVERNANCE STRUCTURE

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DRAFT 1.0/PGTF

12.1 WORKGROUPS REPORTING TO ADMINISTRATIVE UNITS

2529

2530 Workgroups that report to administrative units are not participatory governance, but they
2531 play an important role in supporting the day-to-day operations and functions of the
2532 institution.

2533 Work groups are formed to complete specific tasks or ongoing functions within a
2534 department, program, or administrative area. Their work is operational in nature and directly
2535 supports the implementation of established goals, policies, or services.

2536 Although some workgroups may include voluntary participation or members from across the
2537 campus, these characteristics alone do not make a group part of participatory governance.
2538 Participatory governance is defined by a group's role in institutional decision-making,
2539 including its responsibility to review, discuss, and make recommendations on collegewide
2540 policies, standards, and planning through established governance structures. In contrast,
2541 administrative workgroups have a limited scope, are task-focused, and exist to carry out or
2542 support decisions that have already been made. They report directly to an administrative unit
2543 and do not function as advisory bodies within the governance system.

2544

2545 Key characteristics of administrative workgroups include:

- 2546 • The work is assigned by a manager or administrator.
- 2547 • Participation is part of an employee's regular job duties, or is voluntary for a specific
2548 operational purpose.
- 2549 • Membership is determined by the manager or defined by the needs of the task, not
2550 through a governance process.
- 2551 • The workgroup does not make institutional policy or forward recommendations
2552 through participatory governance channels.
- 2553 • The workgroup reports directly to the administrative unit overseeing the function.

2554

2555 While these workgroups do not engage in shared decision-making at the institutional level,
2556 they are essential for ensuring that programs, services, and initiatives are carried out
2557 effectively and efficiently.

2558

2559 ***Examples of Administrative Workgroups***

- 2560 • Scholarship Workgroup | Foundation
2561 Membership is made up of voluntary participants from across the campus. The sole
2562 purpose of this workgroup is to review scholarship applications and make selections.
2563 Once the scholarship review process is complete, the workgroup disbands.

- 2564 • STEM Workgroup | STEM-MESA Center & Math & Science Division
- 2565 Supports programmatic activities and initiatives within the STEM-MESA Center that
- 2566 center to advance STEM students in various disciplines. The workgroup can be made
- 2567 up of chairs of the discipline and/or other volunteers per department.
- 2568 • Counseling Event Planning Workgroup | Counseling Department
- 2569 Counselors and classified professionals within the department work together to plan
- 2570 and implement an event that supports the department's programs and services.
- 2571 • Commencement Planning Workgroup | Student Engagement & Wellness Division

2572

2573 This is an operational workgroup comprised of faculty and classified professionals

2574 responsible for coordinating the logistics of Commencement Day at Valley College.

2575

2576

DRAFT 1.0 | PG 11

2577

SECTION 13:

2578

PARTICIPATORY GOVERNANCE EFFECTIVENESS

2579

2580

2581

DRAFT 1.0/PGTF

2582

13.1 Evaluating and Sustaining Governance Effectiveness

2583 Participatory governance is only as strong as the institution's commitment to examining it
2584 openly. At Valley College, we recognize that structures alone do not produce effective
2585 governance; the people within those structures, the culture they create, and the practices
2586 they sustain determine whether governance fulfills its purpose.

2587 Evaluating governance effectiveness is not a compliance exercise. It is how we ensure that
2588 our committees are functioning well, that equity is genuinely embedded in our deliberations,
2589 that leadership is serving all constituencies, and that the college community can trust that
2590 shared governance is real and not performative.

2591 Why this matters?: Effective governance is a prerequisite for student success.

2592

2593

13.2 Valley College Participatory Governance Academy

2594 Central to our commitment to governance effectiveness is the establishment of the Valley
2595 College Participatory Governance Academy: a structured, ongoing professional development
2596 program for all constituency groups. Faculty, classified professionals, students, and
2597 administrators all bring different levels of governance experience to their committee roles.

2598 The Academy ensures that every member — regardless of experience — understands the
2599 principles, processes, and responsibilities of participatory governance at Valley College.

2600 The Academy provides onboarding for new members, deepens practice for returning
2601 members, and builds the institutional knowledge and shared culture that effective
2602 governance requires. It is not a one-time orientation. It is a sustained investment in the
2603 people who make governance work. It is conducted each ____ semester and coordinated by
2604 the designated governance coordinator in collaboration with constituency leadership.

2605

13.3 Creating, Modifying, or Sunsetting a Committee

2606 The structure of participatory governance at Valley College is not static. Institutional needs
2607 change, priorities shift, and the committees that serve the college must be able to evolve
2608 accordingly. College Council, as the primary participatory governance body at Valley College,
2609 holds the authority and responsibility to oversee changes to the governance committee
2610 structure including the activation of new committees, modifications to existing charges or
2611 membership, and the deactivation of committees that have fulfilled their purpose or no
2612 longer serve a distinct institutional need.

2613

2614 Proposals to establish, modify, or sunsetting a participatory governance committee may
2615 originate from any constituency group, committee chair, or administrator, but they are
2616 brought to College Council for deliberation and action. College Council evaluates proposals

2617 through the lens of institutional mission alignment, avoidance of duplication with existing
2618 bodies, meaningful constituency representation, and connection to current planning
2619 priorities. Because College Council operates by equal constituency weight, this review
2620 process ensures that no single group can unilaterally reshape the governance structure.
2621

2622 Proposals that impact Academic and Professional Matters must be reviewed and approved
2623 by the Academic Senate before College Council acts. This preserves the primacy of faculty
2624 purview in academic governance and ensures that 10+1 matters follow their appropriate
2625 routing, even when they arise in the context of structural change.
2626

2627 ***Constituency-Specific Committees***

2628 Constituency-specific bodies (committees established by and reporting to the Academic
2629 Senate, Classified Senate, or Associated Student Government within their own purview) are
2630 governed by the internal processes of the relevant constituency in accordance with its
2631 constitution and bylaws. These bodies report to their respective senate or student
2632 government rather than to College Council.

2633 However, their existence and charge should be communicated to College Council for
2634 awareness, coordination, and inclusion in the college's governance effectiveness evaluation
2635 cycle.

2636 **13.4 The Evaluation Practice: First two years and beyond**

2637 Because this handbook represents the first formal codification of Valley College's
2638 governance principles and practices, we are committed to evaluating our effectiveness with
2639 greater frequency in the early years.

2640 For the first two years following adoption of this handbook, the college will conduct a
2641 comprehensive governance effectiveness evaluation annually: examining committee
2642 function, equity practice, constituency participation, and the quality of the decision-making
2643 cycle.

2644 This accelerated cycle reflects our commitment to learning quickly, correcting course where
2645 needed, and ensuring that this handbook reflects what actually works at Valley College
2646 rather than what looks good on paper.

2647 Beginning in year three, governance effectiveness evaluation shifts to a three-year cycle,
2648 administered by the Institutional Effectiveness Committee in alignment with the college's
2649 broader planning and evaluation frameworks.

2650 Evaluation findings will be reported to College Council, shared with all constituency groups,
2651 and used to inform updates to this handbook and the governance structures it describes.

2652 Three forms of evaluation will be informative: self-evaluation by chairs and members, and
 2653 mid-year and/or annual reports. These are maintained annually regardless of the
 2654 comprehensive evaluation cycle of every three years.

2655

2656 **Governance Evaluation Timeline:**

<i>Period</i>	<i>Activity</i>	<i>Frequency</i>	<i>Led By</i>	<i>Results Shared With</i>
<i>Annually</i>	Committee Member Evaluation (anonymous)	Annual each spring	All committee members	IEC, Superintendent/President (chair results only)
<i>Annually</i>	Committee Annual Report	Annual — May 1	Committee Chairs	College Council, posted publicly
<i>AY 2027 & AY 2028</i>	Comprehensive governance effectiveness evaluation [committee function, equity practice, constituency participation, decision-making quality]	Annual each spring	Institutional Effectiveness Committee	College Council, all constituency groups
<i>AY 2027 & AY 2028</i>	Handbook review and update	Annual	College Council	All constituency groups
<i>Year 3 onward (2029+)</i>	Comprehensive governance effectiveness evaluation & Handbook review and update	Every three years	Institutional Effectiveness Committee	College Council, all constituency groups
<i>Ongoing</i>	Participatory Governance Academy training	Each fall semester	Designated governance coordinator	All new and returning members

2657

2658 **Tools That Support Governance Effectiveness**

2659 Three forms serve as the practical infrastructure of participatory governance at Valley
2660 College. They are not bureaucratic requirements — they are what make governance
2661 transparent, accountable, and credible.

2662 **Committee Recommendation Form:** *Use when your committee has approved a*
2663 *recommendation and is ready to send it forward for a decision.* Documents the
2664 recommendation, rationale, vote, and equity considerations. This initiates the official
2665 decision-making cycle and creates the institutional record that accountability depends on.

2666 [See pg #]

2667
2668 **Committee Annual Report:** *Use at the end of each academic year to document what your*
2669 *committee accomplished and what it is carrying forward.* Captures accomplishments,
2670 outcomes, equity practice, areas of growth, and next steps. The committee's primary
2671 contribution to institutional memory and accreditation evidence. [See pg #]

2672
2673 **Governance Check-In and Improvement Form:** *Use as part of the annual and triennial*
2674 *evaluation cycle to assess whether governance is working as it should.* Asks whether the
2675 work is the right work; whether the structure is serving the institution; equity is genuinely
2676 embedded; and what needs to change. This is how the college closes the continuous
2677 improvement loop. [See pg #]

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2679
2680
2681

2682

SECTION 14:

2683

FORMS AND TEMPLATES

2684

2685

2686

DRAFT 1.0/PGTF

2687 **SECTION 14.1 Governance Committee Check-In and Improvement Form**

2688 Use this form to determine whether changes need to be made for the next academic year.

2689

2690 1. Charge:

2691 The committee's charge is satisfactory, no changes.

2692 The committee's charge will change. The updated Charge is attached.

2693

2694 2. Reporting Relationship:

2695 It is recommended the reporting relationship remains the same.

2696 It is recommended the reporting relationship changes.

2697 The committee is recommended to report to:

2698 Academic Senate College Council

2699 Classified Senate Student Senate

2700 College President

2701 Other _____

2702

2703 3. Chairpersonship:

2704 It is recommended that the chair(s):

2705 Selection remains the same.

2706 Selection method changes to: _____

2707

2708 4. Membership:

2709 The committee has the expertise and collegial representation to successfully meet the
2710 charge. It is recommended membership remains the same.

2711 The committee recommends membership changes to ensure expertise and collegial
2712 representation to successfully meet the charge

2713

2714 **Voting Members (list positions | not names of people)** (e.g., VP of Student Services, 3
2715 Classified professionals from specific areas).

2716 1. _____

2717 2. _____

2718 3. _____

2719 4. _____

2720 5. _____

2721 6. _____

2722 7. _____

2723 8. _____

2724 9. _____

2725 10. _____

2726 12. _____

2727

2728 Total Voting Members: _____ Quorum (50%+1): _____

2729

2730 Non-Voting Members (list positions | not names of people) (e.g., 1 faculty from each
2731 Division).

2732 1. _____

2733 2. _____

2734 3. _____

2735 4. _____

2736

2737 Members appointed by: (check all that apply)

2738 _____ Academic Senate _____ SBCCDTA

2739 _____ Classified Senate _____ CSEA

2740 _____ Student Senate _____ President's Cabinet/Admin.

2741

2742

2743

2744 Date Committee Approved this Form?: _____

2745

2746

2747 Committee Co-Chairs Approval:

2748 Printed Name: _____ Signature: _____ Date: _____

2749 _____

2750

2751 Printed Name: _____ Signature: _____ Date: _____

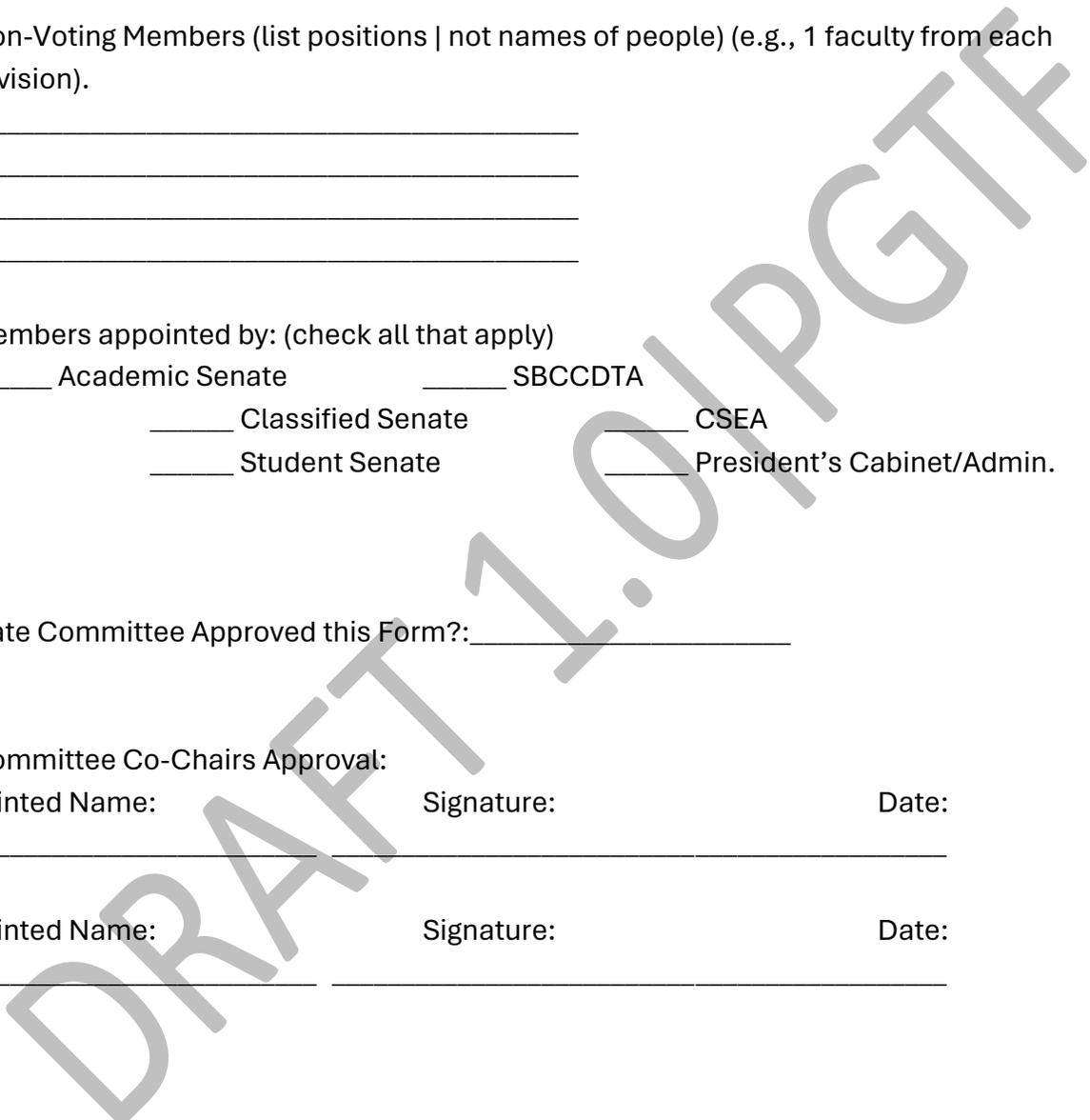
2752 _____

2753

2754

2755

2756



2757 **14.2 GOVERNANCE COMMITTEE RECOMMENDATION FORM**

2758 Use this form to formally document and route committee recommendations. Retain a copy in
2759 the committee file

2760

2761 COMMITTEE INFORMATION

2762 Committee Name: _____

2763 Recommendation #: _____ Academic Year: _____

2764 Meeting Date: _____

2765 Quorum Confirmed: Yes No

2766 Vote Count: In Favor: _____ Opposed: _____ Abstaining: _____

2767 Minority Opinion (if applicable):

2768

2769 GOVERNANCE ROUTING

2770 Routed to: President College Council

2771 Academic Senate Classified Senate Student Senate

2772

2773 Recommendation (State the full recommendation as approved by the committee):

2774

2775

2776 Rationale (Describe the evidence, deliberation, and reasoning that supports this
2777 recommendation):

2778

2779

2780 Equity Considerations (Describe whether this recommendation advances or affects equity,
2781 access, and student success for disproportionately impacted populations):

2782

2783

2784 COMMITTEE CHAIR CERTIFICATION:

2785

2786

2787 _____ Date

2788

2789

2790 _____
Committee Co-Chair/Tri-Chair Signature (if applicable)

2791 Date

2792

2793

2794 Committee Co-Chair/Tri-Chair Signature (if applicable)

2795 Date

2796 PRESIDENT RESPONSE

2797

2798 Date Recommendation Received: _____

2799

2800 Decision:

2801 Accept the recommendation as worded

2802 Accept the recommendation with modifications (described below)

2803 Decline the recommendation (justification below)

2804

2805 Modifications and/or Justification:

2806

2807

2808

2809

2810

2811 College President Signature

Date

2812

2813

2814

2815

2816 COMMUNICATION LOG

2817

2818 Decision Communicated to Committee

Date: _____

2819

2820 Campus-wide Communication

Date: _____

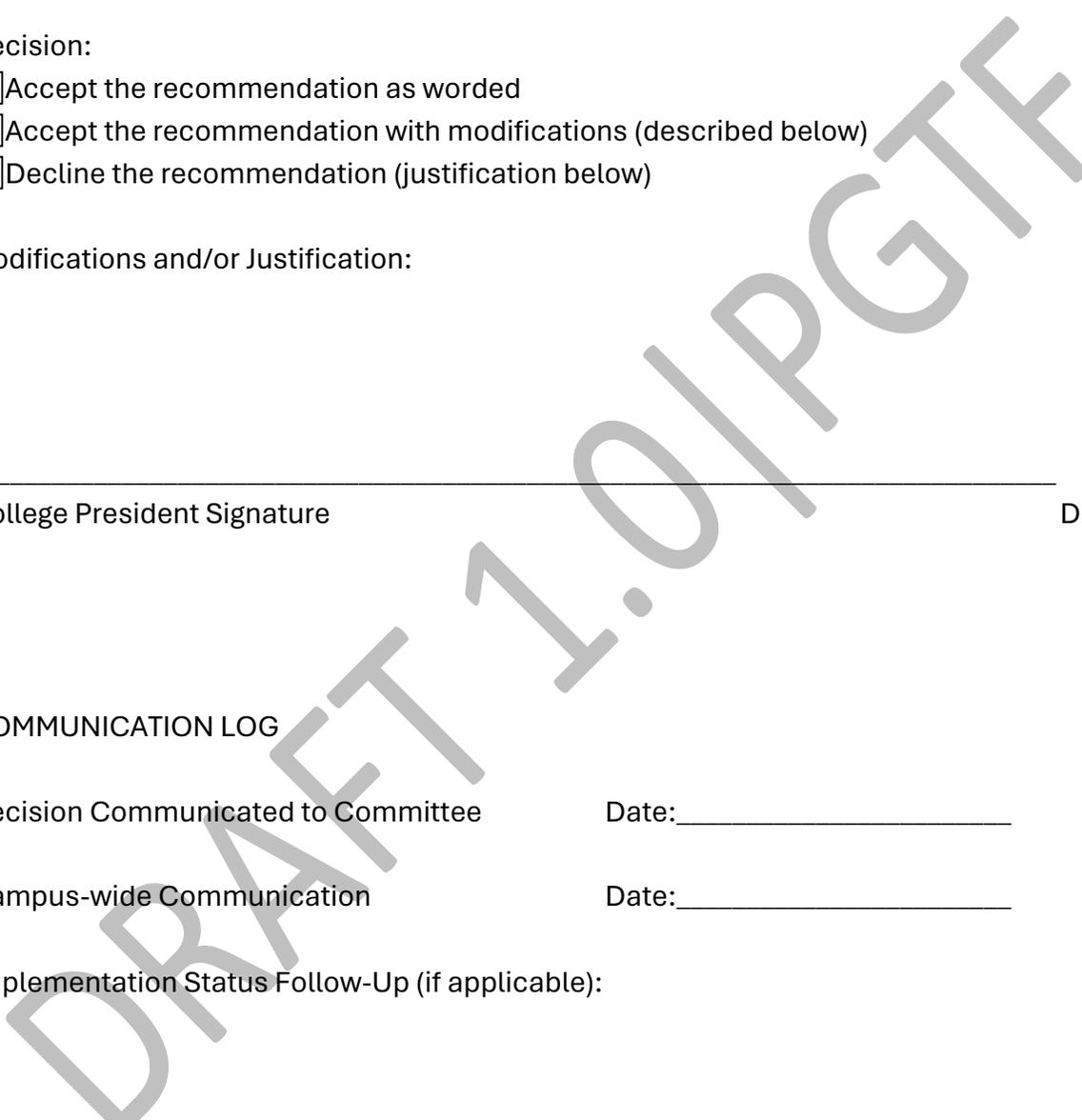
2821

2822 Implementation Status Follow-Up (if applicable):

2823

2824

2825



2826 **SECTION 14.3 GOVERNANCE COMMITTEE REPORTING FORM**

2827 Use this form to formally document and route committee recommendations. Retain a copy in
2828 the committee file

2829
2830 **COMMITTEE INFORMATION**

2831 Committee Name: _____ Academic Year: _____

2832 Date Submitted: _____ Submitted By: _____

2833 Report Period:

2834 Mid-Year (Due Dec 1) End-of-Year (due May 1) Special Report

2835
2836 Committee

2837 Chair(s): _____ Total

2838 Meetings Held: _____ Average Attendance: _____

2839 Quorum Achieved: _____

2840
2841 **ACCOMPLISHMENTS AND SUPPORTING EVIDENCE** (Document completed work,
2842 accomplishments, and evidence of impact reflecting on how this year's efforts advanced the
2843 committee's charge, goals and objectives for this academic year, and institutional priorities):
2844
2845

2846 **SUMMARY OF RECOMMENDATIONS & IMPLEMENTATION STATUS**

2847
2848
2849 **EQUITY CONSIDERATIONS** (Equity is a lens through which all committee work should be
2850 evaluated. This section asks the committee to reflect honestly on how equity shaped its
2851 deliberations, decisions, and gaps this year):
2852
2853

2854 **ACCOUNTABILITY AND AREAS OF GROWTH** (Accountability means naming what did not go
2855 as planned, not just celebrating what did. This section is an honest assessment of the
2856 committee's effectiveness, processes, and areas requiring growth):
2857
2858

2859 **NEXT STEPS & PRIORITIES** (This section carries the committee's work forward. Goals set here
2860 should be revisited at the first committee meeting of the following academic year and used to
2861 open the mid-year report.):
2862

2863
2864 COMMITTEE CHAIR CERTIFICATION:
2865
2866 _____
2867 Committee Chair/Co-Chair/Tri-Chair Signature Date
2868
2869 _____
2870 Committee Co-Chair/Tri-Chair Signature (if applicable)
2871 Date
2872
2873 _____
2874 Committee Co-Chair/Tri-Chair Signature (if applicable)
2875 Date
2876
2877
2878
2879

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2880

14.4 Committee Agenda Template

2881

2882 San Bernardino Community College District

2883 VALLEY COLLEGE

2884 COMMITTEE NAME • MEETING AGENDA

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

2885

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

Administrator Designee	• [Name], [Title]
Guests	
Administrators; Classified Professionals; Faculty; Students	• [Name], [Title] • [Name], [Title]

2886

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

2887 Meeting Adjourned at: [Time]

2888 Next Scheduled Meeting: [Date and Time]

2889

2890 FUTURE MEETING DATES

2891 All meetings held 3pm-4:30pm

- 2892 Mon. March 26 (IN-PERSON CC-2046)
- 2893 Mon. April 27, 2026 (IN-PERSON NH-1046)
- 2894 Mon. May 18, 2026 (IN-PERSON NH-1046)
- 2895
- 2896

San Bernardino Valley College, Mission
San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an antiracist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.
San Bernardino Valley College, Valley Up Initiative 2025-2030
<ul style="list-style-type: none"> 1. Theme: 2. Theme: 3. Theme: 4. Theme:
MEMBERSHIP NOTES & PARTICIPATION EXPECTATIONS
<p>Attendance: Members are expected to attend all meetings. Three unexcused absences may result in removal and replacement by the appointing constituency.</p> <p>Constituency Communication: Voting members are responsible for reporting back to their constituency groups and bringing constituent input to deliberations.</p> <p>Equity Commitment: All members are expected to center student success, equity, and the elimination of achievement gaps in their participation and decision-making.</p> <p>Appointments: Voting members are appointed by their respective constituency bodies (Academic Senate, Classified Senate, ASG, or administration) prior to the start of fall semester.</p>

- 2897
- 2898

2899

2900

2901

2902

SECTION 15:

APPENDICES

DRAFT 1.0/PGTF

Appendix B: BP 2510

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



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

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

BP 2510 Participation In Local Decision-Making

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

Academic Senate(s) (Title 5 Sections 53200-53206)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

Staff (Title 5 Section 51023.5)

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

Students (Title 5 Section 51023.7)

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

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

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

Government Code Sections 3540 et seq.

References:

Education Code Section 70902(b)(7);

Attachments

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

Approval Signatures

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

Appendix C: AP 2510

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



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

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



AP 2510 Participation In Local Decision-Making

Overview

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

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

Governance Process

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

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

Organization

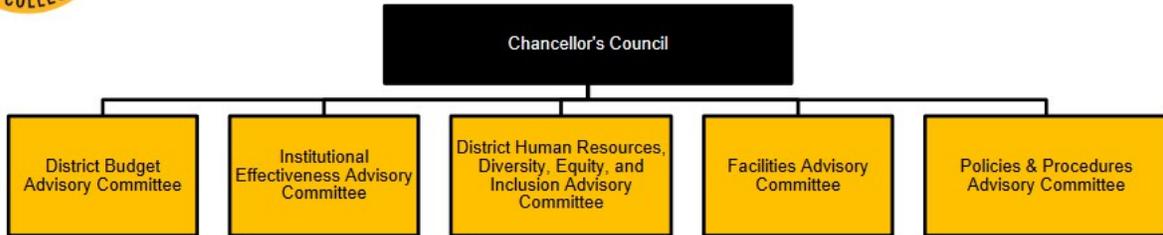
The membership of Chancellor's Council shall be made up of the individuals (or their respective designees) whose position in the collegiate structure of the District makes their presence on the Council essential to the successful completion of its goals.

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

2920 been created which make recommendations to Chancellor’s Council. Subcommittees/task
 2921 force/ workgroup’s structure for each advisory committee (if needed, not mandatory) will be
 2922 unique and established by the respective advisory committee. Advisory committees can
 2923 adjust as they see fit to promote participation and efficacy.
 2924



**Chancellor’s Council
 Advisory Committee Structure**
 As of October 2021



2925
 2926
 2927
 2928
 2929
 2930

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

2931
 2932

Attachments

2933
 2934
 2935
 2936
 2937
 2938
 2939

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

2940

Approval Signatures

2941
 2942
 2943
 2944
 2945
 2946

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

2947
 2948

2949
 2950

Kelly Goodrich 02/2022

2951 AP 2510 Participation In Local Decision-Making. Retrieved 02/2026. Official copy at
2952 [http://sbccd.policystat.com/policy/ 3406625/](http://sbccd.policystat.com/policy/3406625/). Copyright © 2026 San Bernardino Community
2953 College District
2954 Page 2 of 2
2955

DRAFT 1.0/PGTF

2956

Appendix D: Valley Up Initiative, 2025-2030

2957 (Currently under review through Participatory Governance processes)

2958

2959

DRAFT 1.0/PGTF

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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2961

DRAFT 1.0

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

2969 **Role and Purview**

2970 CSEA Chapter 291 represents classified professionals in collective bargaining with the San
2971 Bernardino Community College District. CSEA's purview within the scope of collective
2972 bargaining is defined by and includes:

2973

- 2974 • Working conditions
- 2975 • Employee compensation
- 2976 • Benefits
- 2977 • Negotiated agreements with the District

2978

2979 **Relationship to the Classified Senate**

2980 While CSEA and the San Bernardino Valley College Classified Senate both serve classified
2981 professionals, they hold distinct and complementary functions. The Classified Senate is the
2982 designated constituent body responsible for representing the classified professional
2983 perspective within participatory governance (Title 5 §51023.5). CSEA's governance role is
2984 defined by its [collective bargaining agreement \(hyperlink here\)](#) with the District and does not
2985 supersede the Classified Senate's governance authority.

2986 Both bodies are recognized within Valley College's participatory governance structure, and
2987 their collaboration strengthens the classified voice across institutional decision-making.

2988

2989 **Governance Participation**

2990 CSEA holds a voting seat at College Council, ensuring its perspective is structurally
2991 represented in institutional decision-making. When matters under consideration may affect
2992 areas within CSEA's collective bargaining purview, inclusion of a CSEA representative in
2993 relevant discussions is strongly encouraged.

2994

2995 **Appointments to Governance Bodies**

2996 The Office of the SBVC President may direct those seeking CSEA participation, guidance or
2997 resource member appointments to the current CSEA Chapter President, or their designee.
2998 CSEA maintains a roster of its appointees to the various participatory governance bodies and
2999 retains the right to make their own appointments at the beginning of the committee
3000 assignment cycles, or to fill vacancies as they occur.

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AppendixF: SBCCDTA

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

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Appendix G: ROBERTS RULES INFORMATION

Pending: Details will be incorporated as information becomes available

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